

**Program/Project Purpose:** Global health is a collaborative field; one that requires diverse professionals to address the clinical, biological, social, environmental, and political factors that contribute to the health of communities and nations. The interprofessional nature of global health education presents a distinct challenge, namely ensuring that students learn to collaborate with other professionals to address complex global health needs. While much work has been done to define the field of global health and discipline-specific competencies, less has been done in the area of interdisciplinary or interprofessional global health education.

Broadly, the educational concept of global health teams is often difficult for students to envision. However, framing the concept through the lens of a specific health issue offers cogent examples from which broader global health team based frameworks can be identified.

**Structure/Method/Design:** Two universities that are part of a state public university system collaborated to deliver an interprofessional, teamed based global health course drawing on the lessons of the Ebola epidemic. This on-line, six-week MOOC models the broad team approach both in the breadth of faculty discipline and experience – from law, to medicine, to management – to the more than 800 students from over 100 countries representing every area of health care, research, management, training, and the globe. The presentations, readings, and videos are drawn from disciplines representing the breath of the global health field. Student discussion questions, written interactions, and presentations encourage a common forum to share diverse health, geography, cultural and education experiences.

**Outcome & Evaluation:** Using Ebola as a global health example, faculty and students discuss the team interplay among medical (patient care), social (burial practices), environmental (disease spread), legal (quarantines and travel), managerial (structuring local responses), and psychological (loss, not touching family members) to name a few. These examples Using are interwoven into the six course modules:

- o Perspectives on Global Health/ National & International Approaches
- o Women & Children's Health
- o Infectious Disease Epidemiology
- o Global Health Law and Ethics
- o Mass Violence and Civil Unrest
- o Management of Global Health Service

**Going Forward:** Students take the course without cost, and if they complete knowledge assessments and discussions are awarded a certificate of participation.

**Source of Funding:** None.

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### Improving and Sustaining ICT Skills of Health Researchers in Kenya Through a Three-Tiered Approach of Online Learning, Hands-On Workshops, and Personalized Mentoring

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**Background:** Despite the recent growth in health informatics, the use of information, communication and technology (ICT) by health researchers in resource-limited settings has been slow and inequitable. Further, many local institutions that have excellent ICT capacity do not routinely provide such services to the health researchers. Innovative delivery of ICT skills to health researchers may improve the quality and impact of research outcomes.

**Methods:** This is an implementation science study conducted at the University of Nairobi (UoN) School of Computing and Information Science (SCI) in Nairobi, Kenya. In this Fogarty-funded program performed in collaboration with the University of Washington, Kenyan health researchers interested in ICT were invited for three tiers of training involving an online module open to hundreds of students nationally, a face-to-face workshop at UoN SCI for 30 students, and one-on-one mentoring for 10 students. Participants who successfully completed each stage were competitively selected for the subsequent tier. The online module comprised 6–8 weeks of weekly recorded lectures accompanied by quizzes and a discussion board. Five day face-to-face workshops took place at UoN SCI. In the mentoring tier, students were selected based on their workshop proposal score and assigned one mentor to guide them through their ICT based research projects, writing of manuscripts and abstracts for conference presentations.

**Findings:** Between January 2015 and October 2016, the following courses were conducted in Kenya: Geographical Information System (GIS) for Health Researchers, Principles and Practice of Research (PPR) Data Management and Collection, and Research Management and Communication Tools. Overall, 978 applicants applied for the online tier of these three courses. Of these, 673 (69%) were accepted and participated, 559 (83%) completed, and 369 (66%) passed. Of the 222 students who had passed the first online tier, about half (122) were invited to the second workshop tier, and nearly all (119) participated. Of the two completed mentored programs, 17 were selected and successfully mentored.

**Interpretation:** There is great interest in ICT for health researchers in resource-constrained settings. Structured multi-tier training is highly acceptable and effectively reaches more health care researchers while offering more in-depth training for those with greater research experience and skills. International partnerships increase educational experience and build capacity in resource-constrained settings.

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### The Impact of a Triage System Designed to Reduce Waiting Time and Prioritize Care for High-Risk Obstetric Patients in a Ghanaian Regional Hospital

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**Program/Project Purpose:** Delay in receiving care in hospitals contributes to maternal and newborn mortality in low resource