

1.011_HRW Duke Global Health Residency/Fellowship Pathway: Participants' early career trajectories and academic output

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Background: Since 2008 the Duke University Global Health Residency/Fellowship Pathway (GHRF) has trained 20 doctors from 6 departments and 11 diverse sub-specialties across the medical center to fulfill the program's mission to develop academic leaders in global health committed to reduce human suffering caused by health disparities. The Duke GHRF delivers tailored post-graduate training experiences that integrate specialty-specific research opportunities, master's level didactic training, and engaged mentorship.

Methods: For each trainee who has completed the program, publications were identified by Web of Science and Scopus searches, then categorized by topic, journal impact factor at time of publication, citations, etc. Publications from the years during and after program enrollment were considered eligible for analysis. Descriptive statistics summarize the data.

Early Career Trajectories and Academic Output: Of the 127 publications authored by GHRF graduates, 100 were eligible for analysis. Fifty-seven are first author publications; 66 were categorized as global health research. The median impact factor of each journal publishing GHRF scholars' work at the time of publication was 4.8*. American Journal of Tropical Medicine and Hygiene, Global Heart, and PLoS One were among the most frequently published journals (5+ articles). Cardiovascular diseases (37%), infectious diseases (28%), non-communicable diseases (12%), and human resources for health (11%) are the most represented topics. Sixty-three publications could be found on Web of Science and these have been cited 546 times (median year of publication, 2012), yielding an average citation rate of 9 times per publication.

Five graduates earned early career development awards, including two NIH K01 awards, one internal KL2 bridge award, and two awards from specialty societies. Sixty-five percent of GHRF graduates successfully competed for global health fellowships from the NIH's Fogarty International Center. Fifty percent of GHRF graduates hold academic appointments; five are at Duke. Other graduates are engaged in further subspecialty training, work at global health NGOs, or have joined the CDC/NIH.

*2014 impact factor was used for articles published in 2015.

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How to optimize global health education for undergraduates: the value of a living-learning community and practical training at the university of Maryland, college park

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Program Purpose: The University of Maryland's Global Public Health Scholars Program (GPHS) is an interdisciplinary, 2-year, living-learning, training program that prepares annually about 140 first and second year undergraduate students for leadership and innovation in the global health workforce.

The program's pedagogy addresses key workforce skill gaps outlined in the joint report from the World Health Organization and the Global Health Workforce Alliance, *A universal truth: No health without a workforce*: shortage of global health care workers due to inadequate training of future workforce generations, lack of collaborative mechanisms, and need for improved quality of care including cultural sensitivity.

Structure/Design: To address these gaps, GPHS builds a diverse cadre of global health trainees who are primed to contribute directly as global health-care workers, or through collaborative efforts within their own professional fields of engineering, nutrition, exercise science, community and family health, and others. Training includes rigorous and interdisciplinary global health coursework, colloquia, service learning, leadership opportunities, and practical experience.

The GPHS living-learning community initiates daily collaborative problem solving. Coursework emphasizes diversity, care of the whole person, cultural competency, and ethics in service delivery. Students utilize innovative design thinking, including techniques to gain empathy with users of global health services, methods to identify key problems, and tools to support radical solution strategies. Students translate this training into a capstone with social impact conducted at the University and/or within the greater DC/Maryland/Virginia community.

Outcome and Evaluation: GPHS activities and impact are continually evaluated. An annual report is circulated to deans of Public Health, Undergraduate Studies, and living-learning programs for review. GPHS aims to share aforementioned areas of success and to identify best practices from other global health programs. Coauthored by a team of GPHS undergraduate students, graduate students, and faculty, the goals of this presentation are to: 1) share best practices from GPHS program's pedagogy; 2) stimulate discussion about our conceptual model that synthesizes actions for the future of global health education; and 3) demonstrate how students and faculty on interdisciplinary teams confront global health questions with tiered skill levels and take steps to close global health workforce gaps.

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