

Program/Project Purpose: A historical divide exists between Western countries and their African counterparts in technical features of medical education and learning. With 15% of the world's population, Sub-Saharan Africa has a mere 7% of internet users [1, 2]. When such countries acquire technology, many healthcare professionals lack the training to capitalize on it [3]. The aim of this project is to determine the level of access, attitude, and training concerning meaningful use of electronic resources among medical trainees.

Structure/Method/Design: Mitigating the Digital Divide is a collaborative project between Western Connecticut Health Network (WCHN), and University of Zimbabwe College of Health Sciences (UZCHS), Harare, Zimbabwe. The needs assessment tool consisted of a 20-question voluntary and anonymous survey. After brief introduction regarding goals of the project, the investigator distributed the questionnaire among participants. Participants were mainly medical students undergoing clinical rotations in medicine, surgery, and pediatrics. Descriptive statistics were used for analysis. IRB approval of both institutions was obtained.

Outcomes & Evaluation: The response rate to the survey was 91% (64/70). Eighty-seven percent of responders had adequate access to a variety of digital medical resources, a finding that emphasizes access to electronic medical resources as not a major obstacle for medical students and trainees at UZCHS. The majority of responders were comfortable in the use of various online search engines, including Google (83%), Wikipedia (83%) and PubMed/Medline (72%). However, printed textbooks were still the most popular reference among the majority of 52%. Twenty-three percent of responders had training in evidence-based medicine though only 7% found it adequate. Ninety-three percent of participants did not receive formal training in journal club presentation and scientific reading skills, among which 77% showed interest in learning these necessary skills.

Going Forward: As a result of recent educational grants, including Medical Education Partnership Initiative (MEPI) and President's Emergency Plan for AIDS Relief (PEPFAR), medical education in countries such as Zimbabwe has enjoyed significant technical growth. However, while more than half of participants, 67% had free access to the internet, lack of training in evidence-based medicine, journal club presentation, and analytical reading skills have limited the impact of existing technology in enhancing the level of knowledge among healthcare trainees in Sub-Saharan countries. Future directions involve the creation of a curriculum centered on equipping healthcare trainees in Sub-Saharan countries with these necessary skills: devising a clinical question, reading medical literature with a critical eye in search of an answer, and utilizing available resources to build one's fund of knowledge.

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Developing a successful program for global health in a medical school: Enhancing cultural and linguistic skills

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Program/Project Purpose: Global health education enhances students' interest in the care of underserved populations and the applied lessons may help improve USA health-care delivery systems. Our work in New Brunswick shows that local communities are becoming very diverse, and that a large number of primary care patients (over 60% in some clinics) are recent immigrants from nine

Latin American countries, a majority of whom speak only Spanish. Some of these populations are affected by existing health disparities that students will have to address during their clinical years. Thus, enhancing cultural and linguistic skills is an important goal in the education of our medical students.

Structure/Method/Design: We offer summer global fellowships to first year students and global health electives to third and fourth year students. These are widely advertised and include presentations at orientation and class meetings. We select more than 50 medical students for experiences abroad each year. Several sites are located in Spanish-speaking countries and this allows us to provide cultural and linguistic experience to the students (University-affiliated sites in Zaragoza, Spain, San Salvador de Jujuy, Argentina, Lima, Peru, Medellin, Colombia, Quito, Ecuador, and others). The objectives of these global experiences include enhancing core competencies, with particular emphasis on cultural sensitivity/competence, enhancement of linguistic skills, gaining knowledge about other health care systems, infectious or other unique local diseases in the host country. Before they go, students enroll in a Medical Spanish program offered by the school. They are provided information on the specific countries and connected to a local mentor or supervisor. Students review didactic materials throughout the rotation focusing on global health issues, work under the supervision of a local "mentor" and work collaboratively with other professionals in community settings and understand how health services are provided in other health care systems, some of them quite advanced (e.g., Spain) and others lacking resources.

Outcomes & Evaluation: During the past 4 years, 225 students have done global health rotations. Of these, 130 were first year students and 92 were third and fourth year students. Upon their return, students were briefed, evaluated their experience wrote a brief report and presented a poster at the annual global health event. 96 of these students went to Spanish-speaking countries. They were unanimous in expressing satisfaction with the experience (>95%), and >90% of those who were not primary Spanish-speakers reported a significant improvement in their Medical Spanish. According to personal interviews with the students, this experience significantly stimulated them to consider global health careers or practice in communities where there is a shortage of linguistically competent providers.

Going Forward: We will continue to enhance programs focusing only on a few selected sites and will carefully track outcomes.

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Nicaragua global health elective: An integrative and interprofessional education model

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Program/Project Purpose: Students of health care professions often seek global health experiences during their training. Educators need to facilitate these opportunities while emphasizing appropriate global health competencies and fostering interactions that are mutually beneficial with the host colleagues. The literature on student global health experiences focuses on burden of disease, travel medicine, healthcare disparities, primary care, cultural skills, and foreign systems. However, few sources describe the appropriate role of visiting