Background The Global Program in Occupational Health Practice (GPOHP) is a 400 hour, online, interactive program with 2 tracks in Health and Hygiene. GPOHP has trained 135 individuals from 85 different countries over 8 years.

Methods An online survey of course participants was administered to determine the value of this training and to guide future content and training methods.

Results 30% of the prior course participants from 19 countries responded. 68% received company sponsorship for tuition, 19% received scholarships and 13% were self-funded. Respondents reported a significant increase in knowledge base, greater confidence in doing their jobs, clarity about where to seek the best resources, awareness of global standards, and how to execute specific activities including, incident (accident) investigation, noise monitoring, ergonomic assessment, return to work after injury/illness, and development of a worker screening program. A few described moving up in their careers because of this training. Several participants continue to share ideas and plans with their classmates across national boundaries.

Discussion Online training in OH is an important and apparently successful tool for training those without locally available courses. Asynchronous communication lowers expenses by reducing time off work and out-of-country. Hands on activities applied in their own work settings with feedback from experts were likely to be key in developing relevant and immediately applicable skills. Establishing a network of OH providers could improve conditions for workers and companies, globally.

Conclusions Training-in-place is an effective approach to provide mid-career physicians seeking comprehensive skills and Board certification in occupational medicine formal training, and may be adaptable to other fields.

1472 DEVELOPMENT AND VALIDATION OF THE JOB CRAFTING SCALE FOR UNIVERSITY STUDENTS

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Introduction The interest of the project ‘Ready for Work’ is in educating students to enhance occupational well-being in order that they will transfer the learnt to their future work. Job crafting was chosen as one concept that students should master. The first act was to assess the students’ study related job crafting. For this the job crafting scale (Tims, et al 2012) required modifications. The aim of this paper is to present the job crafting scale modified for assessing the students’ job crafting and its validation results.

Methods The modified scale consisted of 23 items, 8 items measuring dimension ‘increasing structural job resources’, 6 measuring ‘increasing social job resources’, 4 measuring ‘increasing challenging demands’ and 6 measuring ‘decreasing hindering job demands’. 768 university students answered the questionnaire. The scale was tested by using reliability assessment and exploratory factor analysis.

Results The four dimensions each had good reliability. Cronbach alphas ranged 0.78–0.91. The four factors explained 56.6% of the variance. However the structure of four dimensions was not well supported. The first factor (Eigenvalue 7) explaining 35% of the variance consisted of items measuring ‘increasing social job resources’. The second factor (Eigenvalue 2.4) explaining 10% of the variance was related to items of ‘increasing structural job resources’ as well as ‘increasing challenging job demands’. The third factor (Eigenvalue 1,5) explaining 6.5% of the variance consisted of items measuring ‘decreasing hindering job demands’. The fourth factor explaining 5% was related to a few items concerning the negotiation of the work to be done.

Conclusion The correspondence between students’ work and employees’ work needs deeper theoretical consideration when developing the scale for students’ job crafting further. The scale items assessing job crafting factors ‘increasing structural resources’ and ‘increasing challenging job demands’ were related and this needs careful interpretation.