BACKGROUND
• Global Health focused learning at all levels of Medical Education provides significant benefit to learners, local patients and global health equity.
• The existing residency Global Health pathway was dramatically affected by the COVID-19 pandemic
  • University bans on International Travel
  • Barriers to in-person learning
  • Deficit of established local-global training

Objective
Identify the needs of all stakeholder groups regarding the components of the Pediatric Global Health Pathway.

METHODS
Snowball sampling identified stakeholders. Surveys were sent electronically in May 2022 via REDCap

<table>
<thead>
<tr>
<th>Stakeholder Groups</th>
<th>Competencies - Strengths</th>
<th>Competencies - Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Pathway Residents</td>
<td>Navigate common ethical situations working in resource limited areas</td>
<td>Diagnosis of conditions in developing countries (malnutrition, respiratory distress, diarrheal disease, TB, measles, malaria, typhoid)</td>
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<tr>
<td>Former Pathway Residents</td>
<td>Health promotion in low resource settings and key issues for displaced populations</td>
<td>Resources needed to respond to emergencies in resource-limited setting</td>
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<tr>
<td>Center for Global Health Leadership</td>
<td>Culturally sensitive care/ Adapt to cultural differences</td>
<td>Organizations that support displaced populations</td>
</tr>
<tr>
<td>Pediatric Residency Program Leadership</td>
<td>Major causes of under 5 mortality</td>
<td>Role of NGOs in developing countries</td>
</tr>
<tr>
<td>Pediatric Faculty Engaged in Global Health Activities</td>
<td>Standard guidelines for common conditions in resource limited settings</td>
<td>Access appropriate medical resources and apply them to patient care in developing countries</td>
</tr>
<tr>
<td>Non-Pediatric Faculty Engaged in GH Medical Education</td>
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</tbody>
</table>

RESULTS
100% “Just Right” time commitment
40% of Current residents involved in GH scholarly projects
100% of Former residents completed GH scholarly projects
100% of Former residents felt prepared for international rotations

Most Valued Experiences:
- International Rotations
- GH and Disasters Course
- Sessions focused on identifying resources/ creative problem solving

CONCLUSIONS

PATHWAY REVISIONS
Local Global Rotation: Increased in-person education on refugee/ immigrant health, decreased reliance on clinics/ scheduling issues
New Multidisciplinary Pre-Trip Preparation Workshop: Ethics/ Supervision, Safety, Wellness, Culture
Career Exploration: Evening sessions focused on learning about GH opportunities
Journal Club: Increased mentorship for journal club sessions
Guatemala rotation: University approval for travel (March 2022), re-trained admin on approvals process, checklist for materials required, reminder emails, etc
Scholarly Projects: Connecting residents with faculty completing scholarly work

NEXT STEPS
International Rotations: Administrative support for Guatemala rotation, Increasing variety of site availability- Uganda, Alaska HIS, other sites
Pre-trip Preparation: GH GME Week during Local Global elective
GH Pathway evening sessions: Developing ‘core’ sessions, decreased reliance on journal club
Scholarship: Ongoing recruitment of interested faculty
Individualized Preparation and Debrief: Formal process to debrief after international rotations