

Needs Assessment of a Residency Global Health Pathway

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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

Stakeholder Groups
Current Pathway Residents
Former Pathway Residents
Center for Global Health Leadership
Pediatric Residency Program Leadership
Pediatric Faculty Engaged in Global Health Activities
Non-Pediatric Faculty Engaged in GH Medical Education

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

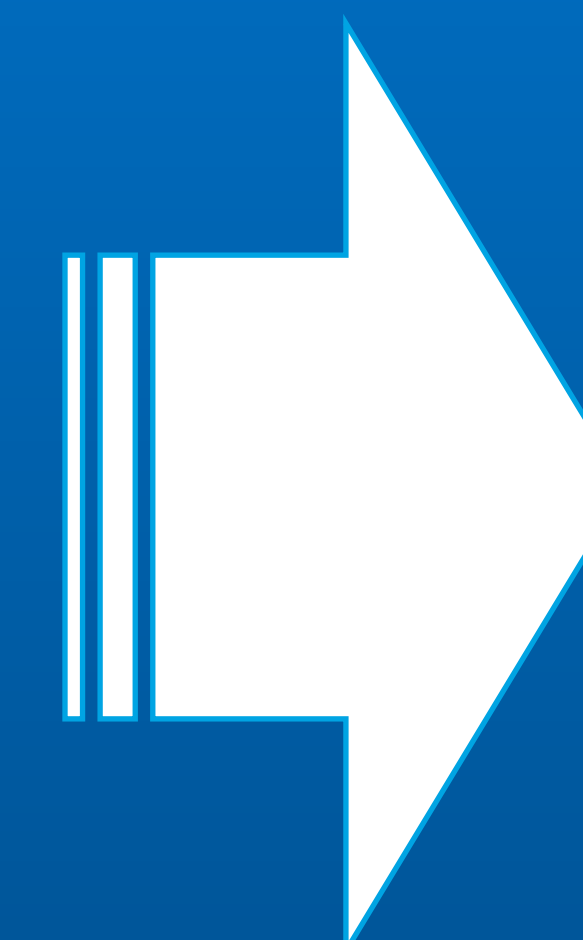
Competencies- Strengths	Competencies- Weaknesses
Navigate common ethical situations working in resource limited areas	Diagnosis of conditions in developing countries (malnutrition, respiratory distress, diarrheal disease, TB, measles, malaria, typhoid)
Health promotion in low resource settings and key issues for displaced populations	Resources needed to respond to emergencies in resource-limited setting
Culturally sensitive care/ Adapt to cultural differences	Organizations that support displaced populations
Major causes of under 5 mortality	Role of NGOs in developing countries
Standard guidelines for common conditions in resource limited settings	Access appropriate medical resources and apply them to patient care in developing countries

	Identified Needs
Current Residents	Global Health Ethics
	Local-Global Health
	Global Health Research
	Tropical Medicine
Pathway Graduates	COVID Response
	Conducting GH Research
	Refugee and Immigrant Health Care
	Healthcare Systems
Global Health Faculty and Leadership	Procedural Skills
	Epidemiology
	Nutrition
	Diagnostics in Low Resource Settings
	Program Evaluation
	Advocacy
	Training Low Resource Healthcare Workers
	Primary Care in Low Resource Settings
	Obtaining Funding
	Travel Safety and Health
	Language Skills
	Health Systems Overview
	Common Diseases
Problem Solving Strategies	
Research Design	
Global Health Ethics	

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