

APPENDIX L: Program Readiness Assessment for Global Health Training

This checklist is intended to be a snapshot “readiness assessment” for training programs as they navigate development of a GH training infrastructure. It is recommended that all programs strive for completion of the components in Step 1. Completion of the Step 2 checklist is pertinent for programs that engage their trainees in GH electives. The Step 3 checklist is useful for programs creating or maintaining a GH track or fellowship (with additional checklist components individualized to the institution).

STEP 1: Curriculum Development

- Core curriculum integrated into standard residency training (trainee conferences) and potentially into morning report and an advocacy curriculum (see Chapters [1](#), [2](#), and [3](#))
 - Harness local expertise among faculty and in the community for curricular content
- GH faculty champion(s) identified. This is critically important for successful development of GH training in a residency program. This person does not have to be an associate program director (APD), but an APD can be very advantageous in helping to focus the program on GH.

STEP 2: GH Elective (see Chapters [4](#) and [5](#))

- All of the above and:
- GH director
 - Additional GH mentors for the trainees is ideal
- Checklist components in [Table 7](#) (for the institution and the trainee)
- Debriefing process
- Evaluation process ([Chapter 6](#))
- +/- Bidirectional training partnership (checklist in [Chapter 10](#))

STEP 3: GH Track or Fellowship (see [Chapter 1](#))

- All of the above and:
- Support of leadership (including residency program, department, hospital, and institution)
- GH program director and core GH faculty assembled
 - More extensive mentorship process in place
- GH program coordinator
- Determination of required activities
- Expanded curriculum and consideration of the “individualized curriculum”
 - eg, boot camp, GH simulation sessions
- Competencies identified and linked to curricular and experiential elements
- GH sites: consideration of a true partnership with sites, including bidirectional exchanges (refer to checklist in [Chapter 10](#))
- Scholarly project process
- Fellowship-specific considerations, if applicable ([Chapter 8](#))
- Pre-graduation evaluation