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