

TABLE 1: PEDIATRIC GHT RESIDENT REQUIREMENTS

Didactics/Clinical Experience/Scholarship	Experience	Credit/Requirement
Didactics (Required 10 credits per year)	Journal Club (required to attend at least 6 of 10 sessions)	1 per session
	Topics in Global Medicine	1 per session
	Global Health Elective	5 credits
Local Clinical Opportunities (Required 10 credits per year)	Refugee Clinic	10
	Yale Children's Hispanic Clinic	2/session
	Center for Asylum Medicine Evaluation	2/session
	Y-HEALER Program	2/session
	Haven Free Clinic	2/session
	TB Clinic	2/session
Immersive Clinical Opportunities (≥4-week rotation; required once)	Yale J+J GH Scholars Program	One immersive experience required
	Yale Pediatric GH Site ¹	
	Indian Health Service	
	Alternate approved site ²	
	Alternate approved immersive experience ³	
	AAP Federal Advocacy Internship	
Project (Required once)	Research	Case study, QI project, research study (if tied to existing project, or longitudinal engagement)
	Curriculum building	Immigrant health, asylum medicine, Y-HEALER curriculum, ethics, other
Presentation (Required once each)	Conference presentation or manuscript publication (required)	Pediatric Research Day, YSM Global Health Day, AAP, North American Refugee Health Conference, APPD, PAS, CUGH, Unite for Sight, Global Surgery Day
	Dissemination plan back to the community (required)	Depends on research project and immersive experience
	Immersive clinical experience talk (required)	Noon conference, GH luncheon

¹The Yale Pediatric Global Health Track will be seeking to establish longitudinal relationships with 3 sites over the course of the next 3 years – Dominican Republic, Ghana, South Africa. A site in Asia/East Asia will be added in the future. By designating established sites, we create the opportunity for bidirectional learning and capacity strengthening and a mutually beneficial collaboration. This is an important component of any global health track

²Residents with long-standing relationships with another site can provide justification and obtain approval to have that site serve as their immersive experience

³We acknowledge that some residents may not want to travel outside of New Haven for exceptional reasons (although highly encouraged). These residents can work with their mentors to develop an alternate immersive experience

TABLE 2: DIDACTIC CURRICULUM

ACGME Competency	CUGH Competencies	Example Lectures to fulfill competencies at a broad level for all residents	Example lectures/journal club/case discussion for GHT residents to establish added skills (in some cases through other arms of Peds GHT)
Adapted from Balasta <i>et al</i> , 2016			
<p>Patient Care interview patients and families about the particulars of the medical condition for which they seek care, with specific attention to behavioral, psychosocial, environmental and family unit correlates of disease</p>	<p>Globalization of Health and Health Care: Focuses on understanding how globalization affects health, health systems, and the delivery of health care</p> <p>Health Equity and Social Justice: The framework for analyzing strategies to address health disparities across socially, demographically, or geographically defined populations</p>	<p>e.g. Understanding Asthma Disparities in the United States (Dr. Bev Sheares)</p> <p>Undocumented immigrant children: A Legal 101 for Pediatric Providers (Esq. Edwin Colon and Patricia Nogelo)</p> <p>Why the WHO is advocating for Universal Health Coverage esp. in LMICs (TBD)</p>	<p>Apply WHO (or in country/local) practice guidelines for the management of common diseases in low resources settings</p> <p>Use local resources to help advocate for patients to receive equitable healthcare</p> <p>Diagnostic imaging in limited resource settings</p>
<p>Medical Knowledge Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care</p>	<p>Global Burden of Disease: Encompasses basic understandings of major causes of morbidity and mortality and their variations between high-, middle- and low-income regions, and with major public health efforts to reduce health disparities globally.</p> <p>Social and Environmental Determinants of Health: Focuses on an understanding that social, economic, and environmental factors are important determinants of health, and that health is more than the absence of disease.</p>	<p>Climate Change and Child Health</p> <p>Food insecurity and food safety; poverty and child health in the US</p> <p>Major causes of neonatal, infant, and child morbidity and mortality world-wide (general and topic specific e.g. diarrheal illness, malaria, HIV)</p> <p>“Prevention of Pediatric HIV” Vermund</p> <p>“Breastfeeding and global child health” Perez-Escamilla</p>	<p>Knowledge of common presentation and management of most frequent infectious and non-infectious causes of pediatric illness in refugee, immigrant and LMIC settings</p> <p>Management of pediatric illness in humanitarian crises (natural and manmade)</p> <p>“Managing intensive care in limited resource settings” Canarie</p> <p>“Endoscopy in Tanzania” Koral</p> <p>“Developmental assessment in developing countries”</p> <p>GH elective</p>

ACGME Competency	CUGH Competencies	Example Lectures to fulfill competencies at a broad level for all residents	SUGAR Prep Example lectures/journal club/case discussion for GHT residents to establish added skills (in some cases through other arms of Peds GHT)
<p>Professionalism: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</p>	<p>Ethics: Encompasses the application of basic principles of ethics to global health issues and settings.</p> <p>Professional Practice: Refers to activities related to the specific profession or discipline of the global health.</p>	<p>Provide culturally sensitive care to diverse populations.</p> <p>Address ethical dilemmas of providing care for uninsured, underinsured and low resource setting. E.g. "Undocumented patients and the ethics of resource allocation in the hospital." Dr. Gusmano</p>	<p>"Ethical Issues in global Health"</p> <p>Humility and respect when practicing in new cultural contexts</p>
<p>Interpersonal and Communication Skills Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.</p>	<p>Sociocultural and political awareness: conceptual basis with which to work effectively within diverse cultural settings and across local, regional, national, and international political landscapes.</p> <p>Collaboration, Partnering, and Communication: The ability to select, recruit, and work with a diverse range of global health stakeholders to advance research, policy, and practice goals, and to foster open dialogue and effective communication with partners and within a team.</p>	<p>Effective use of an interpreter</p> <p>Cultural humility and competence in effectively discussing medical issues with families.</p>	<p>Scholarly Project Requirement: Dissemination of scholarly project with community and stakeholders</p> <p>Work effectively and with humility with local professionals who are well versed in the cultural context and presenting medical problems.</p>
<p>Practice-based Learning and Improvement: Demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.</p>	<p>Clinical immersion: immersive experience allows for true practice-based learning in limited resource settings, with opportunity to reflect with mentors locally and back at Yale</p> <p>Scholarly project: The ability to design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and</p>	<p>Ability to identify appropriate medical resources, including references and standardized guidelines for diagnosis and treatment of conditions common in international health that may present domestically. Appropriate education and prophylaxis for pediatric patients traveling abroad.</p>	<p>Scholarly project requirement</p>

	sustainable health outcomes.		
ACGME Competency	CUGH Competencies	Example Lectures to fulfill competencies at a broad level for all residents	Example lectures/journal club/case discussion for GHT residents to establish added skills (in some cases through other arms of Peds GHT)
<p>Systems-based Practice: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.</p>	<p>Strategic Analysis: The ability to use systems thinking to analyze a diverse range of complex and interrelated factors shaping health trends to formulate programs at the local, national, and international levels.</p> <p>Capacity Strengthening: Sharing knowledge, skills, and resources for enhancing global public health programs, infrastructure, and workforce to address current and future global public health needs.</p>	<p>Describe differences in health care models around the world.</p> <p>Recognize barriers that immigrants and refugees encounter when accessing health system in North America – know available resources</p>	<p>Understand the basics of systems thinking and how it is applied to global public health</p> <p>Bidirectional learning between Yale Pediatric Global Health and host institution</p>