

Post-completion Global Health Experience Participant Survey

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Instrumental Design & Validation (ORL5524)

Final Reports

This report follows the process model for assessment design, validation, and use formulated by Madhabi Chatterji⁸. In the process model, the instrumental design should follow the phases of (1) specifying the assessment context, (2) specifying the assessment operations, (3) designing the instrument, (4) validating the measurement, and (5) evaluating the evidence. In this report, we will focus on the first four phases.

We introduce the final version of the survey as well as the modifications based on the evidence of content validation. Both initial and final versions of the questionnaire and content validation survey are attached in the appendix. The initial versions of the questionnaire and content validation survey are the ones we provided to the experts for the first round of content validation. The final versions of the questionnaire and content validation survey are the ones after modification and will be used for the second round of content validation in the next step.

Phase 1: Specify the assessment context

In this section, we introduce the context of the assessment. The background and purpose will explain why it is essential and necessary to design this survey. The structure of the assessment will explain the relationship of post-completion GHE (i.e., Global Health Experience) participant survey (PS-TP2) and two other surveys. Population and primary assessment users will explain from where we will sample the survey-takers and who will use the results of this survey. The construct will explain what we want to measure in the survey.

Background: There is an increasing demand among medical students and resident physicians in North America to participate in a global health experience (GHE) during their medical training. GHE refers to an international trip during which medical trainees travel abroad

to provide clinical or educational services in high need regions. Reasons for the popularity of GHE include attaining medically relevant clinical or language skills, gaining exposure to clinical experiences, and accumulating a deeper understanding of another culture, particularly in low-resource settings⁹. Consequently, many medical education institutions have developed pre-departure training programs (for trips to be taken both through home institutions or through independent non-degree organizations), which aim at helping participants in preparing for the trip (e.g., addressing or making the plan for the potential risks). However, high-quality pre-departure training programs for medical trainees are unavailable consistently in reality. And, this issue has not yet been adequately addressed by the governing bodies of American medical education.

Structure of Assessment: The compendium of three self-reported survey instruments are designed to evaluate the quality of pre-departure training program for Global Health Experience (GHE). The three surveys are pre-departure GHE participant survey (PS-TP1), post-completion GHE participant survey (PS-TP2), and end of year GHE director survey (PD-EOY). Each instrument will focus on specific constructs relevant to the program evaluation. Meanwhile, the scaled construct measures will be designed with a multi-stage, iterative assessment design process. This report focusses on PS-TP2.

Purposes & Aims: PS-TP2 aims at screening the GHE participants for the level of satisfaction with the training program support from a retrospective view. The survey could provide information for conducting a formative program evaluation of GHE training programs. Consequently, results of PS-TP2 will be helpful for: (1) promoting the development of the training program, (2) identifying the needs from program participants, (3) checking the accomplishment of the program objectives, and (4) exploring the optimal practice guidelines for similar programs.

Population: The population in this survey is the Anesthesia residents in the U.S. and Canada. They have participated in pre-departure training programs (either from the home institutions or independent non-degree organizations) and have completed the global health experience in the past two weeks. However, the GHEs that survey-takers attend are allowed to differ in terms of length of experience (e.g., two weeks, four weeks, or even longer), clinical settings (e.g., hospital or clinic), and the country they visited.

Primary assessment user: The primary user of this evaluation instrument will be the pre-departure training program developers and Anesthesiology residency program directors.

Units of analysis: Individuals.

Constructs: The construct covered in this survey is: subjective perception about the satisfaction with the training program support for GHE (psychological construct: Attitudinal). This construct is measured in multiple domains. There are seven domains under this construct: (1) training support about cultural competency, (2) training support about safety, (3) training support about emotional wellness, (4) training support about communication, (5) training support about legal, financial, and ethical issues, (6) training support about placement and program knowledge, and (7) training support about personal development. We follow the domain sampling method to generate these seven domains. The detailed information about the domain and indicator will be illustrated in the next section (see Box 1).

Phase 2: Specify the assessment operations

In this section, we specify the domains and indicators of the survey. Meanwhile, we illustrate the assessment condition in this survey. The domain specification is based on the initial version of the survey. Many sub-indicators will be revised based on the suggestion from experts. More reasons of modifications are explained in the section of content validation results.

Domains specification: *Box 1* provide information about domain specification for measuring the main construct in this study (i.e., subjective perception about the satisfaction with the training program support for GHE). We also provide the related literatures, which are used for domain sampling. The domains and sub-indicators in *Box 1* are the final version after modification after the first round of content validation. We underline the modifications in *Box 1*. More detail about the initial version of domain specification are provided in the appendix (see initial version of questionnaire and content validation survey)

Box 1. Domain Specification

General Indicator 1: <i>Based on the experience during the GHE trip, participants express satisfaction with support from the training program about cultural competency. (affective)</i>	Related Literature 1, 2, 4, 5, 6, 10, 11, 21, 22, 23, 24, 26, 27, 29, 30, 31, 32, 33, 40, 46, 48, 54
Sub-indicators: participants express satisfaction with support from the training program about in terms of <ul style="list-style-type: none">• 1.1: recognizing the host country's <u>social</u> cultural norms;• 1.2: recognizing the host country's moral values <u>of healthcare worker</u>;• 1.3: <u>being aware of potential</u> social culture shock; and• 1.4: being aware of the host country's <u>health culture</u>.	
General Indicator 2: <i>Based on the experience during the GHE trip, participants express satisfaction with support from the training program about safety. (affective).</i>	Related Literature 1, 2, 10, 15, 20, 21, 22, 23, 24, 25, 26,

<p>Sub-indicators: participants express satisfaction with support from the training program about in terms of</p> <ul style="list-style-type: none"> • 2.1: <u>caring for health precautions at host country</u> (e.g., food and water safety); • 2.2: caring for personal medical needs and illness <u>prevention</u> (e.g., immunization and health insurance); • 2.3: preparing for travel logistics (e.g., visa, transportation, and safety alert); • 2.4: ensuring the safety of <u>accommodation</u> at host country; • 2.5: ensuring the safety of <u>daily commute</u> at host country; • 2.6: preparing for <u>potential</u> emergency at host country (e.g., <u>emergency evacuation</u>); • 2.7: creating the emergency contact list at <u>home country</u>; and • 2.8: creating the emergency contact list at <u>host country</u> (e.g., <u>embassy</u>). 	27, 28, 30, 31, 32, 33, 34, 35, 36, 54
<p>General Indicator 3: <i>Based on the experience during the GHE trip, participants express satisfaction with support from the training program about emotional wellness. (affective).</i></p> <p>Sub-indicators: participants express satisfaction with support from the training program about in terms of</p> <ul style="list-style-type: none"> • 3.1: maintaining <u>personal</u> mental health <u>during GHE</u>; • 3.2: handling homesickness <u>during GHE</u>; and • 3.3: managing potential social isolation <u>during GHE</u>. 	<p>Related Literature</p> <p>1, 4, 5, 6,10, 21, 22, 23, 24, 25, 27, 29, 54</p>
<p>General Indicator 4: <i>Based on the experience during the GHE trip, participants express satisfaction with support from the training program about communication. (affective).</i></p> <p>Sub-indicators: participants express satisfaction with support from the training program about in terms of</p> <ul style="list-style-type: none"> • 4.1: preparing for <u>basic verbal communication skill at host country</u>; • 4.2: preparing for <u>basic non-verbal communication skill at host country</u>; • 4.3: maintaining the communication with home contacts; • 4.4: preparing for the communication with <u>colleagues</u> at host country; 	<p>Related Literature</p> <p>1, 2, 4, 5, 10, 18, 21, 22, 23, 24, 25, 27, 30, 33, 37, 40, 41, 54</p>

<ul style="list-style-type: none"> • 4.5: preparing for the communication with patients at host country; and • 4.6: ensuring the appropriate usage of social media. 	
<p>General Indicator 5: <i>Based on the experience during the GHE trip, participants express satisfaction with support from the training program about <u>legal, finance, and ethics</u>. (affective).</i></p> <p>Sub-indicators: participants express satisfaction with support from the training program about in terms of</p> <ul style="list-style-type: none"> • 5.1: recognizing the scope and load of <u>work at host country</u>; • 5.2: recognizing rotation and schedule of <u>work at host country</u>; • 5.3: recognizing the power dynamics <u>in gender</u> at host country; • 5.4: being aware of the potential financial or resource burden <u>on myself</u> during GHE; • 5.5: recognizing <u>the governance and legal standards</u> at host country; • 5.6: following the guideline of research- and project-based initiatives (e.g., authorship of publications) at host and home country; and • 5.7: following the guideline of privacy issue (e.g., patient privacy in photography) at host and home country; 	<p>Related Literature</p> <p>1, 2, 3, 5, 6, 7, 10, 13, 14, 21, 22, 24, 26, 27, 29, 30, 31, 33, 37, 41, 45, 46, 49, 50, 51, 54</p>
<p>General Indicator 6: <i>Based on the experience during the GHE trip, participants express satisfaction with support from the training program about <u>placement and program knowledge</u>. (affective).</i></p> <p>Sub-indicators: participants express satisfaction with support from the training program about in terms of</p> <ul style="list-style-type: none"> • 6.1: recognizing the expected procedural skills (clinical or non-clinical); • 6.3: recognizing the expectations <u>from host country</u>; • 6.4: being familiar with the host <u>country's</u> health services and system (e.g., divergent diagnostic and treatment paradigms); • 6.5: being familiar with the host <u>country's</u> clinical resources (e.g., equipment, supplies, and technology); • 6.6: being familiar with the host <u>country's</u> human resources (e.g., nurse/patient ratio, subspecialists, and presence of trainees); • 6.7: securing the <u>personal</u> funding for GHE (e.g., <u>traveling</u>); and • 6.8: securing the appropriate administrative, supervision, and logistical support. 	<p>Related Literature</p> <p>1, 2, 10, 12, 16, 17, 19, 21, 22, 25, 26, 27, 29, 30, 31, 33, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 52, 54</p>

<p>General Indicator 7 <i>Based on the experience during the GHE trip, participants express satisfaction with support from the training program about <u>personal development</u>. (affective).</i></p> <p>Sub-indicators: participants express satisfaction with support from the training program about in terms of</p> <ul style="list-style-type: none"> • 7.1: setting up clear goal and objectives; • 7.2: obtaining ongoing and timely feedback and evaluation; • 7.3: <u>understanding</u> personal motivation for <u>undertaking</u> the GHE; • 7.4: <u>understanding</u> the fit between the host <u>country's</u> expectation and personal goal; and • 7.5: seeking research and project opportunities <u>during GHE</u>. 	<p>Related Literature</p> <p>2, 10, 12, 22, 24, 27, 32, 33, 37, 40, 48, 54</p>
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Assessment condition: The instrument will be administered via a computerized questionnaire using digital tools (e.g., TC Qualtrics or Google Form) without time limitation. However, we suggest the survey to be completed at one time. The survey should be sent to the trainees by email right after they finished their trip. All the respondents should finish their survey within two weeks after we send the survey. The survey-takers can skip the personal information (part one of the survey) and open-questions. However, all close-end questions are required to be answered.

Phase 3: Design the instrument

Post-completion GHE participant survey contains three main parts. The first part collects the information about the basic background information (e.g., country and clinical setting) for the GHE that survey-taker undertook (see Appendix for more detail).

The second part is the closed-ended items. These items are linked with sub-indicators in the domain specification in *Box 1*. Meanwhile, the items under the same domain will be grouped together and share the same stem. An example of some items under the domain of *communication*

is shown in the *Box 2*. The items are scored in Likert scale from ‘very Unsatisfied’ to ‘very Satisfied’. Survey-takers need to introspect the support from pre-departure training program based on their experience during the GHE. The low score of item means the supports from training program on the corresponding item is useless, unimportant, or biased. Consequently, the primary users of the survey need to improve the related content of the training program. ‘Not applicable’ means the survey-takers do not receive any supports for the corresponding item. Then, the primary users of the survey need to include the related content into the training program in the future. In total, there are 41 items in part two.

Box 2. Item writing example

I4 (communication): Looking back on the program orientation and supports and based on your experience during the GHE, how Satisfied are you with the following support?						
Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>basic verbal communication skill at host country</i>						
Preparation in <i>basic non-verbal communication skill at host country</i>						

The last part of survey contains four open-questions. These open-questions will be helpful to provide some informative information about how to improve the program. For example, one open-question collects the information about the most challenging thing during the GHE. Using this information, we can check whether we give enough attention towards the corresponding content of the training program.

Phase 4: Validate the measurement

The measurement validation typically includes two main components: content validation and empirical validation. In this section, we first introduce the general validation plan for the assessment. Then, the content validation survey will be introduced. More detailed information about the content validation survey is provided in the appendix.

General Validation Plan Box 3 shows some general validation questions that we can explore.

Box 3. Validation Plan

Type of Validity Evidence	Validation Question	When to collect	Methods
Content-based validity	To what extent does the evidence show <i>Content Relevance</i> and <i>Content Representativeness</i> of the construct, domain, and indicators on Perceived Satisfaction.	Soon after the design of instruments and items	1. Follow the rule of domain sampling when design the instrument 2. External expert review through interview 3. Previous Participants and director review through interview 4. Content validity index (e.g., content validity index and kappa coefficients) 5. checklist (ensure to follow the domain sampling method)
Internal Structure and Dimensionality Validity	To what extent are the analyses of the item response data consistent with the theory and the specification of domains?	After the instrument finished the first iteration and has been proved with content validation	PCA, CFA, EFA (compare the statistical structure of data we collect with the theory structure of the construct, domain, and indicators)
Criterion-related Validity	To what extent, do the scores of the scales tapping construct domains predict the future trainees' satisfaction levels?	After content validation, internal factor structure evaluations, and convergent and discriminant validity tests are completed	Correlation and regression

Content Validation Survey: The content validation relies on the feedback of experts.

We design a content validation survey. For more detailed information about the content validation survey, reader can check the appendix. The content validation survey contains three parts. For the first part, we will exams the relevance and representativeness of domains for measuring the construct. We analysis the seven domains together under two items (i.e., one for relevance and one for representativeness) with four-level Likert scale. Experts are also allowed to provide their formative suggestions for modification.

For the second part, experts will exam each item in terms of relevance (four-level scale), clarity (four-level scale in the final version and three-level scale in the initial version), and importance (four-level scale in the final version and three-level scale in the initial version). Similarly, experts can provide formative suggestions for modifying the items.

For the last part, we ask the question about the reverence and representativeness of the open-ended questions and clarity of wording, format, or directions. We also provide the opportunities for the experts to give suggestion on any other aspects of the survey.

Content Validation Results

In the first round of content validation, we send the survey to five experts. Doctor Richard Raker from Columbia University Medical School help us to find the experts with related experience and knowledge for content validation. Among the five experts, one expert only gives modification suggestion. He/she does not score the domains and items in the close-end questions. Consequently, we only use the other four experts' score to calculate the content validity index (CVI). All the formative suggestions from experts will be considered when we modify the survey.

1. Content validation at domain level

In general, the experts believe the domains are relevant and representative based on the score experts provided.

Box 4. Content Validation at Domain Level

Content Validation	Expert 1	Expert 2	Expert 3	Expert 4	CVI
Domain Reverence	Yes (4)	Yes (A)	Yes (4)	-	1.00
Domain Representativeness	Yes (4)	Yes (A)	Yes (4)	-	1.00

Note: the value in brackets are the real response from experts. When the response is ‘strongly agree’ (4) and ‘agree’ (A), we code it as ‘Yes’. Otherwise, we code it as ‘No’. ‘-’ indicates that we do not have a response.

2. Content Validation at item level

The average CVI for the relevance of all close-end items is 0.88. CVIs for experts are 0.78, 0.98, 0.88, and 0.93.

Box 5. Content Validation at Item Level for Content Relevance

Item Index	Expert 1	Expert 2	Expert 3	Expert 4	Experts In agreement	CVI
1.1	Yes (4)	Yes (A)	Yes (4)	Yes (4)	4	1.00
1.2	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
1.3	Yes (4)	Yes (3)	Yes (4)	Yes (4)	4	1.00
1.4	Yes (4)	Yes (4)	No (2)	Yes (4)	3	0.75
2.1	Yes (3)	Yes (4)	Yes (3)	Yes (4)	4	1.00
2.2	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
2.3	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
2.4	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
2.5	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
2.6	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
2.7	Yes (3)	Yes (4)	Yes (4)	Yes (4)	4	1.00
3.1	No (2)	Yes (4)	Yes (4)	Yes (4)	3	0.75
3.2	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
3.3	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
4.1	No (2)	No (2)	Yes (4)	Yes (4)	2	0.5
4.2	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
4.3	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
4.4	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
4.5	Yes (4)	Yes (4)	No (2)	Yes (3)	3	0.75
5.1	No (2)	Yes (4)	Yes (4)	Yes (4)	3	0.75

5.2	No (2)	Yes (4)	Yes (4)	Yes (4)	3	0.75
5.3	Yes (4)	Yes (4)	No (2)	Yes (4)	3	0.75
5.4	Yes (4)	Yes (4)	Yes (4)	Yes (3)	4	1.00
5.5	Yes (4)	Yes (4)	Yes (A)	Yes (4)	4	1.00
5.6	Yes (4)	Yes (4)	Yes (4)	No (2)	2	0.50
5.7	No (2)	Yes (4)	Yes (4)	Yes (4)	3	0.75
5.8	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
5.9	No (2)	Yes (4)	No (1)	No (2)	1	0.25
5.10	No (1)	Yes (4)	Yes (4)	No (2)	2	0.50
6.1	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
6.2	No (1)	Yes (4)	No (1)	Yes (4)	2	0.50
6.3	No (2)	Yes (4)	Yes (4)	Yes (3)	3	0.75
6.4	Yes (3)	Yes (4)	Yes (4)	Yes (4)	3	0.75
6.5	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
6.6	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
6.7	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
6.8	Yes (A)	Yes (4)	Yes (4)	Yes (4)	4	1.00
7.1	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
7.2	Yes (4)	Yes (4)	Yes (4)	Yes (4)	4	1.00
7.3	Yes (A)	Yes (4)	Yes (4)	Yes (4)	4	1.00
7.4	Yes (A)	Yes (4)	Yes (4)	Yes (4)	4	1.00
7.5	Yes (A)	Yes (4)	Yes (4)	Yes (3)	4	1.00
Proportion relevant	0.79	0.98	0.88	0.93	3.52	0.88
Average CVI						

3. Note: the value in brackets are the real response from experts. When the response is ‘strongly agree’ (4) and ‘agree’ (A), we code it as ‘Yes’. Otherwise, we code it as ‘No’. ‘-’ indicates that we do not have a response.

In terms of item clarity and importance, we take the average score of each item. In terms of clarity, the average score four experts give are 1.95, 2.52, 2.64, and 2.42. In terms of importance, the average score four experts give are 2.78, 2.78, 2.71, and 2.73.

Box 6. Content Validation at Item Level for Content Clarity and Importance

Item Index	Average Clarity Score	Average Importance Score
1.1	2.25	2.75
1.2	1.75	2.5
1.3	2.25	2.75
1.4*	2.25	2.75
2.1	1.5	2.75
2.2	2.5	3
2.3	3	3
2.4	3	3
2.5	2.75	3

2.6	3	3
2.7	2.5	3
3.1*	2	2.75
3.2	3	3
3.3	3	3
4.1*	2.25	2.75
4.2	2.75	3
4.3	2.25	2.75
4.4	3	3
4.5*	2.75	2.75
5.1*	2.25	2.75
5.2*	2	2.75
5.3*	2.25	2.5
5.4	2.25	2.5
5.5	2.25	2.75
5.6*	1.5	1.75
5.7*	2	2.25
5.8	3	3
5.9*	1.5	1.5
5.10*	1.5	1.5
6.1	2.5	3
6.2*	2	1.5
6.3*	1.75	2.75
6.4*	2.5	3
6.5	2.75	3
6.6	3	3
6.7	2.5	3
6.8	3	3
7.1	2.5	3
7.2	2.75	3
7.3	1.5	3
7.4	2.25	3
7.5	3	2.75
Average	2.39	2.77

4. Survey Modification

The content validation survey provides the information for survey modification. Take the item 4.1 for example, the original sub-indicator is “Preparation in *formal and informal language at host country*”. The item CVI is 0.5, which indicates the need for modification. Three experts also provide the suggestion for modification.

1. Expert comment 1: “Is a Residency Program supposed to prep or prepare a trainee for “formal language training” in a short period of time? Is this realistic?” Based on this suggestion, we may need to remove the item.

2. Expert comment 2: “What does “formal and informal language at host country mean”? verbal and non-verbal communications?” Based on this suggestion, we may need to change the content of the item to make it more related to the construct.

3. Expert comment 3: “Double barreled could be understand one or the other (both important)” Based on this suggestion, we may need to separate the item into two different items.

Since three expert gives the suggestions to three different directions, we need more information for making the decision. The average clarity score is 2.25 and the average importance score is 2.75. Consequently, most expert agree on the importance of the item. However, we have to change the item writing to make it clearer.

We list the following modification of sub-indicators. Most modification are about adding more information or change the wording of item to improve clarity. The item with low relevance and importance will be removed. We have underlined the major modification in domain specification. More detail information is provided in the new version of content validation survey and questionnaire in appendix.

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Appendix

Initial version of questionnaire

Post-completion GHE participant survey

This survey is looking at the GHE participants' satisfaction with institutional support from the predeparture training program from a retrospective perspective. Your feedback, either good or bad, based on your personal experience during GHE, will help us to improve our training program in the future.

***Part 1.** Before completing the survey, please provide us with the following information:*

Name:

Major of Study:

Length of stay:

Country and City:

Clinical setting (clinic or hospital):

The predeparture training program you attend:

***Part 2.** Please respond to the following questions regarding your satisfaction with the training program support for GHE.*

I1 (cultural competency): Looking back on the program orientation and supports, and based on your experience during the GHE, how satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
preparation in <i>recognizing host country's cultural norms</i>						
preparation in <i>recognizing host country's moral value</i>						
preparation in <i>dealing with social culture shock</i>						

Preparation in *being aware of host country's medical and health culture (e.g., patient autonomy)*

I2 (safety): Looking back on the program orientation and supports and based on your experience during the GHE, how satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>preventing crime at host country</i>						
Preparation in <i>being aware of the host country's health precautions (e.g., food and water safety)</i>						
Preparation in <i>caring for personal medical needs and illness plan (e.g., immunization and health insurance)</i>						
Preparation in <i>travel logistics (e.g., visa, transportation, and safety alter)</i>						
Preparation in <i>ensuring the safety of accommodation and commute at host country</i>						
Preparation in <i>the emergency at host country (e.g., civil unrest and natural disaster)</i>						
Preparation in <i>creating the emergency contact list at home and host country</i>						

I3 (emotional wellness): Looking back on the program orientation and supports and based on your experience during the GHE, how satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>maintaining the mental health during GHE</i>						
Preparation in <i>handling homesickness during GHE</i>						
Preparation in <i>managing potential social isolation during GHE</i>						

I4 (communication): Looking back on the program orientation and supports and based on your experience during the GHE, how satisfied are you with the following support?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>formal and informal language at host country</i>	.					
Preparation in <i>maintaining the communication with home contacts</i>						
Preparation in <i>the communication with collaborators at host country</i>						
Preparation in <i>the communication with patients at host country</i>						
Preparation in <i>ensuring the appropriate usage of social media</i>						

I5 (ethics): Looking back on the program orientation and supports and based on your experience during the GHE, how satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>recognizing the scope and load of practice</i>	.					
Preparation in <i>recognizing the rotation and schedule of practice</i>						
Preparation in <i>recognizing the power dynamics at host country</i>						
Preparation in <i>recognizing the local governance, legal, and ethical standards at host country</i>						
Preparation in following <i>the international donation guideline</i>						
Preparation in following <i>the guideline of research- and project- based initiatives (e.g., authorship of publication) at home and host country</i>						
Preparation in following <i>the guideline of privacy issue (e.g., patient privacy in photography) at home and host country</i>						
Preparation in ensuring <i>the sustainability and appropriateness of patient care decision regarding host context</i>						
Preparation in <i>recognizing the impact to the host country and offer appropriate compensation</i>						

I6 (placement and program knowledge): Looking back on the program orientation and supports and based on your experience during the GHE, how satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>recognizing the expected procedural skills (clinical or non- clinical)</i>	.					
Preparation in <i>recognizing the accountabilities for GHE</i>						
Training program helped me with <i>recognizing the needs and expectations from GHE</i>						
Preparation in <i>being familiar with the host health services and system (e.g., divergent diagnostic and treatment paradigms)</i>						
Preparation in <i>being familiar with the host clinical resources (e.g., equipment, supplies, and technology)</i>						
Preparation in <i>being familiar with the host human resources (e.g., nurse/patient ratio, subspecialists, and presence of trainees)</i>						
Preparation in <i>securing the funding for GHE</i>						
Preparation in <i>securing the appropriate administrative, supervision, and logistical support</i>						

I7 (personal development): Looking back on the program orientation and supports and based on your experience during the GHE, how satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>setting up clear goal and objectives</i>	.					
Preparation in <i>obtaining ongoing and timely feedback and evaluation</i>						
Preparation in <i>introspecting personal motivation for engaging the GHE trip</i>						
Preparation in <i>introspecting the fit between the host expectation and personal goal</i>						
Preparation in <i>seeking research and project opportunities during the partnership</i>						

Part 3. Open-questions

- What are your goals for the GHE trip? What you achieve and what not?
- In general, what is the most important thing for preparation?
- What is the most useful information that you learn from the training program?
- In general, what is the most challenging thing for you during the experience?

Initial version of Content Validation Survey

Content Validation

Thank you for reviewing post-completion GHE participant survey (PS-TP2). Your feedback will be used for the content validation (e.g., inter-rater agreement) of the survey. You can obtain more detailed information about the assess context and research background in the document of assessment context. Please check the questionnaire of PS-TP2 for item writing and open questions.

Part 1

The construct of this study is: subjective perception about the satisfaction with the training program support for GHE. In the questions below

- **Relevance:** to what extent, do domains or indicators are related to program orientation and supports from the training program to GHE,
- **Representativeness:** to what extent, do domains or indicators cover *all* the territory of the constructs or domain.

Please use this scale in response to the questions below.

- SD = **Strongly Disagree** (major change needed)
- D = **Disagree** (some modifications needed)
- A = **Agree** (no modifications needed but could be improved with minor changes)
- SA = **Strongly Agree** (no modifications needed)

Domains				
The seven domains appropriately address the construct in terms of <u>relevance</u> . <ul style="list-style-type: none">• cultural competency;• safety;• emotional wellness;• communication;• ethics;• placement and program knowledge;• personal development.	SD	D	A	SA
Suggestion for modification (i.e., any domain is not relevant to the construct or need modification?) 				

<p>The seven domains appropriately address the construct in terms of <u>representativeness</u>.</p> <ul style="list-style-type: none"> • cultural competency; • safety; • emotional wellness; • communication; • ethics; • placement and program knowledge; • personal development. 	SD	D	A	SA
<p>Suggestion for modification (i.e., any domain is ignored?)</p>				

Part 2

The following questions focus on the content validation at item/sub-indicator level. The analyses are focusing on three aspects:

- **Relevance:** to what extent, do the items/sub-indicators related to the corresponding domain in terms of program orientation and supports from the training program;
- **Clarity:** to what extent, are the items/sub-indicators clear and easy to understand;
- **Importance:** to what extent, are the items/sub-indicators important for measuring the corresponding domain.

Please use this scale in response to the questions below.

- Relevant Scale:
1 = Not relevant; 2 = Somewhat relevant; 3 = Quite relevant; 4 = Very relevant
- Clarity Scale:
1 = Not clear; 2 = Item needs some revision; 3 = Very clear
- Importance Scale:
1 = Not useful nor essential; 2 = Useful but not essential; 3 = Essential

Items/Sub-indicators validation			
1. Cultural Competency			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 3)	Importance (1 – 3)

1.1: preparation in <i>recognizing host country's cultural norms</i>			
1.2: preparation in <i>recognizing host country's moral value</i>			
1.3: preparation in <i>dealing with social culture shock</i>			
1.4: Preparation in <i>being aware of host country's medical and health culture (e.g., patient autonomy)</i>			
Suggestion for modification			
2. Safety			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 3)	Importance (1 – 3)
2.1: Preparation in <i>preventing crime at host country</i>			
2.2: Preparation in <i>being aware of the host country's health precautions (e.g., food and water safety)</i>			
2.3: Preparation in <i>caring for personal medical needs and illness plan (e.g., immunization and health insurance)</i>			
2.4: Preparation in <i>travel logistics (e.g., visa, transportation, and safety alter)</i>			
2.5: Preparation in <i>ensuring the safety of accommodation and commute at host country</i>			
2.6: Preparation in <i>the emergency at host country (e.g., civil unrest and natural disaster)</i>			
2.7: Preparation in <i>creating the emergency contact list at home and host country</i>			
Suggestion for modification			
3. Emotional Wellness			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 3)	Importance (1 – 3)
3.1: Preparation in <i>maintaining the mental health during GHE</i>			

3.2: Preparation in <i>handling homesickness during GHE</i>			
3.3: Preparation in <i>managing potential social isolation during GHE</i>			
Suggestion for modification			
4. Communication			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 3)	Importance (1 – 3)
4.1: Preparation in <i>formal and informal language at host country</i>			
4.2: Preparation in <i>maintaining the communication with home contacts</i>			
4.3: Preparation in <i>the communication with collaborators at host country</i>			
4.4: Preparation in <i>the communication with patients at host country</i>			
4.5: Preparation in <i>ensuring the appropriate usage of social media</i>			
Suggestion for modification			
5. Legal, Financial and Ethical Issues			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 3)	Importance (1 – 3)
5.1: Preparation in <i>recognizing the scope and load of practice</i>			
5.2: Preparation in <i>recognizing the rotation and schedule of practice</i>			
5.3: Preparation in <i>recognizing the power dynamics at host country</i>			
5.4: Preparation in <i>being aware of the potential financial or resource burden for the practice</i>			

5.5: Preparation in <i>recognizing the local governance, legal, and ethical standards at host country</i>			
5.6: Preparation in <i>following the international donation guideline</i>			
5.7: Preparation in <i>following the guideline of research- and project- based initiatives (e.g., authorship of publication) at home and host country</i>			
5.8: Preparation in <i>following the guideline of privacy issue (e.g., patient privacy in photography) at home and host country</i>			
5.9: Preparation in <i>ensuring the sustainability and appropriateness of patient care decision regarding host context</i>			
5.10: Preparation in <i>recognizing the impact to the host country and offer appropriate compensation</i>			
Suggestion for modification			
6. Placement and Program Knowledge			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 3)	Importance (1 – 3)
6.1: Preparation in <i>recognizing the expected procedural skills (clinical or non-clinical)</i>			
6.2: Preparation in <i>recognizing the accountabilities for GHE</i>			
6.3: Training program helped me with <i>recognizing the needs and expectations from GHE</i>			
6.4: Preparation in <i>being familiar with the host health services and system (e.g., divergent diagnostic and treatment paradigms)</i>			
6.5: Preparation in <i>being familiar with the host clinical resources (e.g., equipment, supplies, and technology)</i>			
6.6: Preparation in <i>being familiar with the host human resources (e.g., nurse/patient ratio, subspecialists, and presence of trainees)</i>			
6.7: Preparation in <i>securing the funding for GHE</i>			
6.8: Preparation in <i>securing the appropriate administrative, supervision, and logistical support</i>			
Suggestion for modification			

7. Personal Development			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 3)	Importance (1 – 3)
7.1 Preparation in <i>setting up clear goal and objectives</i>			
7.2 Preparation in <i>obtaining ongoing and timely feedback and evaluation</i>			
7.3 Preparation in <i>introspecting personal motivation for engaging the GHE trip</i>			
7.4 Preparation in <i>introspecting the fit between the host expectation and personal goal</i>			
7.5 Preparation in <i>seeking research and project opportunities during the partnership</i>			
Suggestion for modification			

Part 3

The following questions focus on the content validation open-ended questions, item writing, and other feedbacks.

Please use this scale in response to the questions below.

- 1=**Strongly Disagree** (major change needed)
- D=**Disagree** (some modifications needed)
- A=**Agree** (no modifications needed but could be improved with minor changes)
- 4=**Strongly Agree** (no modifications needed)

Open-end Questions				
The open-ended items appropriately address the construct in terms of <u>relevance</u> .	SD	D	A	SA
Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?)				

The open-ended items appropriately address the construct in terms of <u>representativeness</u> .	SD	D	A	SA
Suggestion for modification (i.e., any sub-indicator is ignored?)				
Item Writing				
The closed-ended items are clear in wording, format, or directions	SD	D	A	SA
Suggestion for modification				
The open-ended items are clear in wording, format, or directions	SD	D	A	SA
Suggestion for modification				
Other Feedbacks				
Suggestion for any other modification				

Final version of questionnaire

Post-completion GHE participant survey

This survey is looking at the GHE participants' satisfaction with institutional support from the predeparture training program from a retrospective perspective. Your feedback, either good or bad, based on your personal experience during GHE, will help us to improve our training program in the future.

Part 1. *Before completing the survey, please provide us with the following information:*

Name:

Major of Study:

Length of stay:

Country and City:

Clinical setting (clinic or hospital):

The predeparture training program you attend:

Part 2. *Please respond to the following questions regarding your satisfaction with the training program support for GHE.*

I1 (Cultural Competency): Looking back on the program orientation and supports, and based on your experience during the GHE, how satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
preparation in recognizing host country's social cultural norms						
preparation in recognizing host country's moral value of healthcare worker						
preparation in being aware of with social culture shock						
Preparation in being aware of host country's health culture						

I2 (Safety): Looking back on the program orientation and supports and based on your experience during the GHE, how Satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>caring for health precautions at host country (e.g., food and water safety)</i>						
Preparation in <i>caring for personal medical needs and illness prevention (e.g., immunization and health insurance)</i>						
Preparation in <i>travel logistics (e.g., visa, transportation, and safety alter)</i>						
Preparation in <i>ensuring the safety of accommodation at host country</i>						
Preparation in <i>ensuring the safety of daily commute at host country</i>						
Preparation in <i>the potential emergency at host country (e.g., emergency evacuation)</i>						
Preparation in <i>creating the emergency contact list at home country</i>						
Preparation in <i>creating the emergency contact list at host country (e.g., embassy)</i>						

I3 (Emotional Wellness): Looking back on the program orientation and supports and based on your experience during the GHE, how Satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>maintaining personal mental health during GHE</i>						
Preparation in <i>handling homesickness during GHE</i>						
Preparation in <i>managing potential social isolation during GHE</i>						

I4 (Communication): Looking back on the program orientation and supports and based on your experience during the GHE, how Satisfied are you with the following support?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>basic verbal communication skill at host country</i>						
Preparation in <i>basic non-verbal communication skill at host country</i>						
Preparation in <i>maintaining the communication with home contacts</i>						
Preparation in <i>the communication with colleagues at host country</i>						
Preparation in <i>the communication with patients at host country</i>						
Preparation in <i>ensuring the appropriate usage of social media</i>						

I5 (Legal, Financial and Ethical Issues): Looking back on the program orientation and supports and based on your experience during the GHE, how Satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in recognizing the scope and load of work at host country	.					
Preparation in recognizing the rotation and schedule of work at host country						
Preparation in recognizing the power dynamics in gender at host country						
Preparation in being aware of the potential financial or resource burden on myself during GHE						
Preparation in recognizing the local governance and legal standards at host country						
Preparation in following the guideline of research- and project-based initiatives (e.g., authorship of publication) at home and host country						
Preparation in following the guideline of privacy issue (e.g., patient privacy in photography) at home and host country						

I6 (Placement and Program Knowledge): Looking back on the program orientation and supports and based on your experience during the GHE, how Satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>recognizing the expected procedural skills (clinical or non- clinical)</i>	.					
Training program helped me with <i>recognizing expectations from host country</i>						
Preparation in <i>being familiar with the host country's health services and system (e.g., divergent diagnostic and treatment paradigms)</i>						
Preparation in <i>being familiar with the host country's clinical resources (e.g., equipment, supplies, and technology)</i>						
Preparation in <i>being familiar with the host country's human resources (e.g., nurse/patient ratio, subspecialists, and presence of trainees)</i>						
Preparation in <i>securing personal funding during GHE (e.g., traveling)</i>						
Preparation in <i>securing the appropriate administrative, supervision, and logistical support</i>						

I7 (Personal Development): Looking back on the program orientation and supports and based on your experience during the GHE, how Satisfied are you with the following supports?

Specific Indicator	Very Unsatisfied	Unsatisfied	Not certain	Satisfied	Very Satisfied	Not applicable
Preparation in <i>setting up clear goal and objectives</i>	.					
Preparation in <i>obtaining ongoing and timely feedback and evaluation</i>						
Preparation in <i>understanding personal motivation for undertaking the GHE trip</i>						
Preparation in <i>understanding the fit between the host country's expectation and personal goal</i>						
Preparation in <i>seeking research and project opportunities during the partnership</i>						

Part 3. Open-questions

- What are your goals for the GHE trip? What you achieve and what not?
- In general, what is the most important thing for preparation?
- What is the most useful information that you learn from the training program?
- In general, what is the most challenging thing for you during the experience?

Final version of Content Validation Survey

Content Validation

Thank you for reviewing post-completion GHE participant survey (PS-TP2). Your feedback will be used for the content validation (e.g., inter-rater agreement) of the survey. You can obtain more detailed information about the assessment context and research background in the document of assessment context. Please check the questionnaire of PS-TP2 for item writing and open questions.

Part 1

The construct of this study is: subjective perception about the satisfaction with the training program support for GHE. In the questions below

- **Relevance:** to what extent, do domains relate to the construct of this study,
- **Representativeness:** to what extent, do domains cover *all* the territory of the construct of this study.

Please use this scale in response to the questions below.

- SD=**Strongly Disagree** (major change needed)
- D=**Disagree** (some modifications needed)
- A=**Agree** (no modifications needed but could be improved with minor changes)
- SA=**Strongly Agree** (no modifications needed)

Domains				
The seven domains appropriately address the construct in terms of <u>relevance</u> . <ul style="list-style-type: none">• cultural competency; safety;• emotional wellness;• communication;• legal, financial, and ethical Issues;• placement and program knowledge;• personal development.	SD	D	A	SA
Suggestion for modification (i.e., any domain is not relevant to the construct or need modification?)				

<p>The seven domains appropriately address the construct in terms of <u>representativeness</u>.</p> <ul style="list-style-type: none"> • cultural competency; • safety; • emotional wellness; • communication; • legal, financial, and ethical Issues; • placement and program knowledge; • personal development. 	SD	D	A	SA
<p>Suggestion for modification (i.e., any domain is ignored?)</p>				

Part 2

The following questions focus on the content validation at item/sub-indicator level. The analyses are focusing on three aspects:

- **Relevance:** to what extent, do the items/sub-indicators related to the corresponding domain in terms of program orientation and supports from the training program;
- **Clarity:** to what extent, are the items/sub-indicators clear and easy to understand;
- **Importance:** to what extent, are the items/sub-indicators important for measuring the corresponding domain.

Please use this scale in response to the questions below.

- Relevant Scale:
1 = Not relevant; 2 = Somewhat relevant; 3 = Quite relevant; 4 = Very relevant
- Clarity Scale:
1 = Not clear; 2 = Item needs some revision; 3 = Quite clear; 4 = Very Clear
- Importance Scale:
1 = Not useful nor essential; 2 = Useful but not essential; 3 = Quite Essential; 4= Very Essential

Items/Sub-indicators validation			
1. Cultural Competency			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 4)	Importance (1 – 4)

1.1: preparation in <i>recognizing host country's social cultural norms</i>			
1.2: preparation in <i>recognizing host country's moral value of healthcare worker</i>			
1.3: preparation in <i>being aware of social culture shock</i>			
1.4: Preparation in <i>being aware of host country's health culture</i>			
Suggestion for modification			
2. Safety			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 4)	Importance (1 – 4)
2.1: Preparation in <i>caring for health precautions at host country (e.g., food and water safety)</i>			
2.2: Preparation in <i>caring for personal medical needs and illness prevention (e.g., immunization and health insurance)</i>			
2.3: Preparation in <i>travel logistics (e.g., via, transportation, and safety alter)</i>			
2.4: Preparation in <i>ensuring the safety of accommodation at host country</i>			
2.5: Preparation in <i>ensuring the safety of daily commute at host country</i>			
2.6: Preparation in <i>the potential emergency at host country (e.g., civil unrest and natural disaster)</i>			
2.7: Preparation in <i>creating the emergency contact list at home country</i>			
2.8: Preparation in <i>creating the emergency contact list at host country (e.g., embassy)</i>			
Suggestion for modification			
3. Emotional Wellness			

<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 4)	Importance (1 – 4)
3.1: Preparation in <i>maintaining personal mental health during GHE</i>			
3.2: Preparation in <i>handling homesickness during GHE</i>			
3.3: Preparation in <i>managing potential social isolation during GHE</i>			
Suggestion for modification			
4. Communication			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 4)	Importance (1 – 4)
4.1: Preparation in <i>basic verbal communication skill at host country</i>			
4.2: Preparation in <i>basic non-verbal communication skill at host country</i>			
4.3: Preparation in <i>maintaining the communication with home contacts</i>			
4.4: Preparation in <i>the communication with colleagues at host country</i>			
4.5: Preparation in <i>the communication with patients at host country</i>			
4.6: Preparation in <i>ensuring the appropriate u4ge of social media</i>			
Suggestion for modification			
5. Legal, Financial, and Ethical Issues			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 4)	Importance (1 – 4)

5.1: Preparation in <i>recognizing the scope and load of work at host country</i>			
5.2: Preparation in <i>recognizing the rotation and schedule of work at host country</i>			
5.3: Preparation in <i>recognizing the power dynamics in gender at host country</i>			
5.4: Preparation in <i>being aware of the potential financial or resource burden on myself during GHE</i>			
5.5: Preparation in <i>recognizing the local governance and legal standards at host country</i>			
5.6: Preparation in <i>following the guideline of research- and project- based initiatives (e.g., authorship of publication) at home and host country</i>			
5.7: Preparation in <i>following the guideline of privacy issue (e.g., patient privacy in photography) at home and host country</i>			
Suggestion for modification			
6. Placement and Program Knowledge			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 4)	Importance (1 – 4)
6.1: Preparation in <i>recognizing the expected procedural skills (clinical or non-clinical)</i>			
6.3: Training program helped me with <i>recognizing expectations from the host side</i>			
6.4: Preparation in <i>being familiar with the host country's health services and system (e.g., divergent diagnostic and treatment paradigms)</i>			
6.5: Preparation in <i>being familiar with the host country's clinical resources (e.g., equipment, supplies, and technology)</i>			
6.6: Preparation in <i>being familiar with the host country's human resources (e.g., nurse/patient ratio, subspecialists, and presence of trainees)</i>			
6.7: Preparation in <i>securing personal funding for GHE (e.g., traveling)</i>			
6.8: Preparation in <i>securing the appropriate administrative, supervision, and logistical support</i>			
Suggestion for modification			

7. Personal Development			
<u>Looking back on the program orientation and supports, and based on your experience during the GHE, how Satisfied are you with the following supports?</u>			
Items	Relevance (1 – 4)	Clarity (1 – 4)	Importance (1 – 4)
7.1 Preparation in <i>setting up clear goal and objectives</i>			
7.2 Preparation in <i>obtaining ongoing and timely feedback and evaluation</i>			
7.3 Preparation in <i>understanding personal motivation for undertaking the GHE trip</i>			
7.4 Preparation in <i>understanding the fit between the host country's expectation and personal goal</i>			
7.5 Preparation in <i>seeking research and project opportunities during the partnership</i>			
Suggestion for modification			

Part 3

The following questions focus on the content validation open-ended questions, item writing, and other feedbacks.

Please use this scale in response to the questions below.

- 1=**Strongly Disagree** (major change needed)
- D=**Disagree** (some modifications needed)
- A=**Agree** (no modifications needed but could be improved with minor changes)
- 4=**Strongly Agree** (no modifications needed)

Open-end Questions				
The open-ended items appropriately address the construct in terms of <u>relevance</u> .	SD	D	A	SA

Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?)				
The open-ended items appropriately address the construct in terms of <u>representativeness</u> .	SD	D	A	SA
Suggestion for modification (i.e., any sub-indicator is ignored?)				
Item Writing				
The closed-ended items are clear in wording, format, or directions	SD	D	A	SA
Suggestion for modification				
The open-ended items are clear in wording, format, or directions	SD	D	A	SA
Suggestion for modification				
Other Feedbacks				
Suggestion for any other modification				