**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.

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)

The construct of this study is: subjective perception about the satisfaction with the training program support for GHE. In the questions below, ‘*relevant’* means that domains or indicators are related to program orientation and supports from the training program to GHE. The word ‘*representative’* means that domains or indicators cover *all* the territory of the constructs or domain.

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| **Box 2: content validation** | | | | |
| **Domains** | | | | |
| The seven domains appropriately address the construct in terms of relevance.   * 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?) | | | | |
| The seven domains appropriately address the construct in terms of representativeness.   * 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 ignored?) | | | | |
| **Sub-indicators** | | | | |
| **1. Cultural Competency** | | | | |
| 1.1 The four sub-indicators under the **cultural competency** domain are relevant.   * recognize the host country’s cultural norms; * recognize the host country’s moral values*;* * prepare for deal with social culture shock*;* * be aware of the host country’s medical and health culture (e.g., patient autonomy). | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?) | | | | |
| 1.2 The four sub-indicators under the **cultural competency** domain are representative.   * recognize the host country’s cultural norms; * recognize the host country’s moral values*;* * prepare for deal with social culture shock*;* * be aware of the host country’s medical and health culture (e.g., patient autonomy). | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator is ignored?) | | | | |
| **2. Safety** | | | | |
| 2.1 The seven sub-indicators under the **safety** domain are relevant.   * prevent crime at host country; * be aware of the host country’s health precautions (e.g., food and water safety); * care for personal medical needs and illness plan (e.g., immunization and health insurance); * prepare for travel logistics (e.g., visa, transportation, and safety alert); * ensure the safety of accommodation and commute at host country; * prepare for emergency at host country (e.g., civil unrest and natural disaster); * create the emergency contact list at home and host country. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?) | | | | |
| 2.2 The seven sub-indicators under the **safety** domain are representative.   * prevent crime at host country; * be aware of the host country’s health precautions (e.g., food and water safety); * care for personal medical needs and illness plan (e.g., immunization and health insurance); * prepare for travel logistics (e.g., visa, transportation, and safety alert); * ensure the safety of accommodation and commute at host country; * prepare for emergency at host country (e.g., civil unrest and natural disaster); * create the emergency contact list at home and host country. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator is ignored?) | | | | |
| **3. Emotional Wellness** | | | | |
| 3.1 The three sub-indicators under the **emotional wellness** domain are relevant.   * maintain mental health during GHE; * handle homesickness during GHE; * manage potential social isolation during GHE. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?) | | | | |
| 3.2 The three sub-indicators under the **emotional wellness** domain are representative.   * maintain mental health during GHE; * handle homesickness during GHE; * manage potential social isolation during GHE. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator is ignored?) | | | | |
| **4. Communication** | | | | |
| 4.1 The six sub-indicators under the **communication** domain are relevant.   * prepare for the formal and informal language at host country; * maintain the communication with home contacts; * prepare for the communication with collaborator at host country; * prepare for the communication with patients at host country; * ensure the appropriate usage of social media. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?) | | | | |
| 4.2 The six sub-indicators under the **communication** domain are representative.   * prepare for the formal and informal language at host country; * maintain the communication with home contacts; * prepare for the communication with collaborator at host country; * prepare for the communication with patients at host country; * ensure the appropriate usage of social media. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator is ignored?) | | | | |
| **5. Ethics** | | | | |
| 5.1 The eleven sub-indicators under the **ethics** domain are relevant.   * recognize the scope and load of practice; * recognize rotation and schedule of practice; * recognize the local power dynamics at host country; * be aware of the potential financial or resource burden for the practice; * recognize the local governance, legal, and ethical standards at host country; * follow the international donation guideline; * follow the guideline of research- and project-based initiatives (e.g., authorship of publications) at host and home country * follow the guideline of privacy issue (e.g., patient privacy in photography) at host and home country; * ensure the sustainability and appropriateness of patient care decisions regarding host context. * recognize the impact to the host country and offer appropriate compensation. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?) | | | | |
| 5.2 The eleven sub-indicators under the **ethics** domain are representative.   * recognize the scope and load of practice; * recognize rotation and schedule of practice; * recognize the local power dynamics at host country; * be aware of the potential financial or resource burden for the practice; * recognize the local governance, legal, and ethical standards at host country; * follow the international donation guideline; * follow the guideline of research- and project-based initiatives (e.g., authorship of publications) at host and home country * follow the guideline of privacy issue (e.g., patient privacy in photography) at host and home country; * ensure the sustainability and appropriateness of patient care decisions regarding host context. * recognize the impact to the host country and offer appropriate compensation. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator is ignored?) | | | | |
| **6. Placement and program knowledge** | | | | |
| 6.1 The eight sub-indicators under the **place and program knowledge** domain are relevant.   * recognize the expected procedural skills (clinical or non-clinical)*;* * recognize the accountabilities for GHE; * recognize the needs and expectations from GHE; * be familiar with the host health services and system (e.g., divergent diagnostic and treatment paradigms); * be familiar with the host clinical resources (e.g., equipment, supplies, and technology); * be familiar with the host human resources (e.g., nurse/patient ratio, subspecialists, and presence of trainees); * secure the funding for GHE; * secure the appropriate administrative, supervision, and logistical support. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?) | | | | |
| 6.2 The eight sub-indicators under the **place and program knowledge** domain are representative.   * recognize the expected procedural skills (clinical or non-clinical)*;* * recognize the accountabilities for GHE; * recognize the needs and expectations from GHE; * be familiar with the host health services and system (e.g., divergent diagnostic and treatment paradigms); * be familiar with the host clinical resources (e.g., equipment, supplies, and technology); * be familiar with the host human resources (e.g., nurse/patient ratio, subspecialists, and presence of trainees); * secure the funding for GHE; * secure the appropriate administrative, supervision, and logistical support. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator is ignored?) | | | | |
| **7. Personal development** | | | | |
| 7.1 The 4 sub-indicators under the **personal development** domain are relevant.   * set up clear goal and objectives; * obtain ongoing and timely feedback and evaluation; * introspect personal motivation for engaging the GHE; * introspect the fit between the host expectation and personal goal; * seek research and project opportunities. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator that are not relevant to the domain or need modification?) | | | | |
| 7.2 The 4 sub-indicators under the **personal development** domain are representative.   * set up clear goal and objectives; * obtain ongoing and timely feedback and evaluation; * introspect personal motivation for engaging the GHE; * introspect the fit between the host expectation and personal goal; * seek research and project opportunities. | **SD** | **D** | **A** | **SA** |
| Suggestion for modification (i.e., any sub-indicator is ignored?) | | | | |
| **Open-end Questions** | | | | |
| The open-ended items appropriately address the construct in terms of relevance. | **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 representativeness. | **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 | | | | |