

Welcome Aboard

A Novel Curriculum to Prepare International Medical Graduates for Internship

Lei Lynn, MD; Joseph Delio, MD; Courtney Paul, MD; Jillian Catalanotti, MD, MPH
Department of Medicine, The George Washington University, Washington, DC

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Needs Assessment

In 2017, over 3,800 non-U.S. citizen International Medical Graduates (IMGs) matched to U.S. PGY1 positions¹. IMGs fill vital roles for their residency programs and for patient care delivery across the country.

Despite taking Step 2CS, IMGs may have limited training and hands-on experience in the U.S. medical system and may begin intern year without the skills or acculturation expected of an incoming intern. Residency programs should recognize IMGs' needs without stigmatization and provide IMGs with tools needed to start internship successfully.

IMGs in our residency program recommended implementing a one-week orientation curriculum to prepare newly arrived IMG interns.

Curriculum

We created a one-week curriculum to prepare new intern IMGs for residency. All IMGs were assigned to the Welcome Aboard Elective for the first week of intern year.

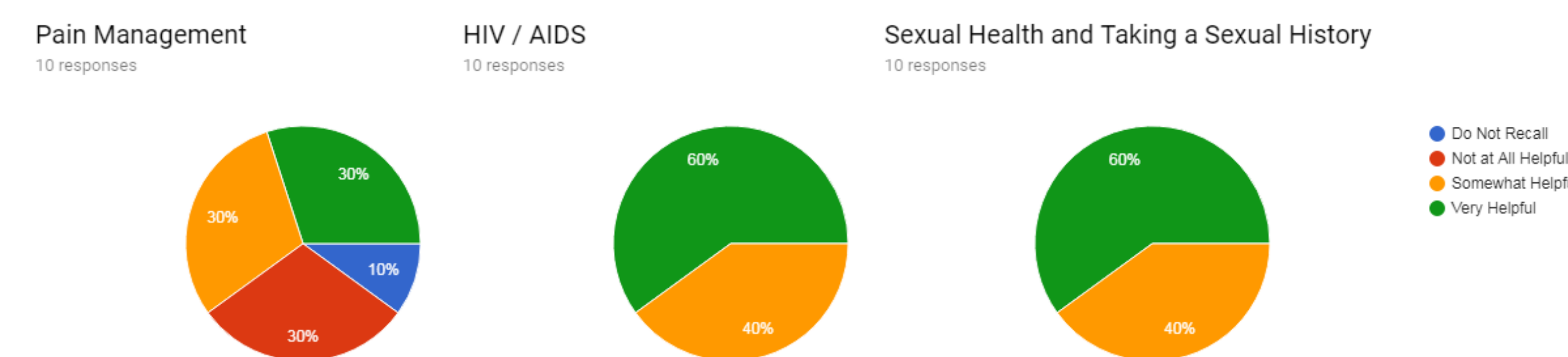
The curriculum included a combination of group discussions, panelists, lectures and standardized patient sessions in our medical school simulation center. Individual sessions were led by faculty and chief medical residents and targeted the following topics:

Medical Knowledge	Clinical Skills	Communication	Acculturation	Support
<ul style="list-style-type: none">• Pain Management• HIV/AIDS• Sexual and LGBT health	<ul style="list-style-type: none">• Intro to ICU• Taking patient history• Breaking bad news• History and Physical with SP	<ul style="list-style-type: none">• Writing medical note• Oral presentations• Feedback	<ul style="list-style-type: none">• End-of-life decisions/Patient autonomy• Structure of U.S. healthcare system/Sites of health care delivery	<ul style="list-style-type: none">• Resident IMGs panel• “Big Sib” program

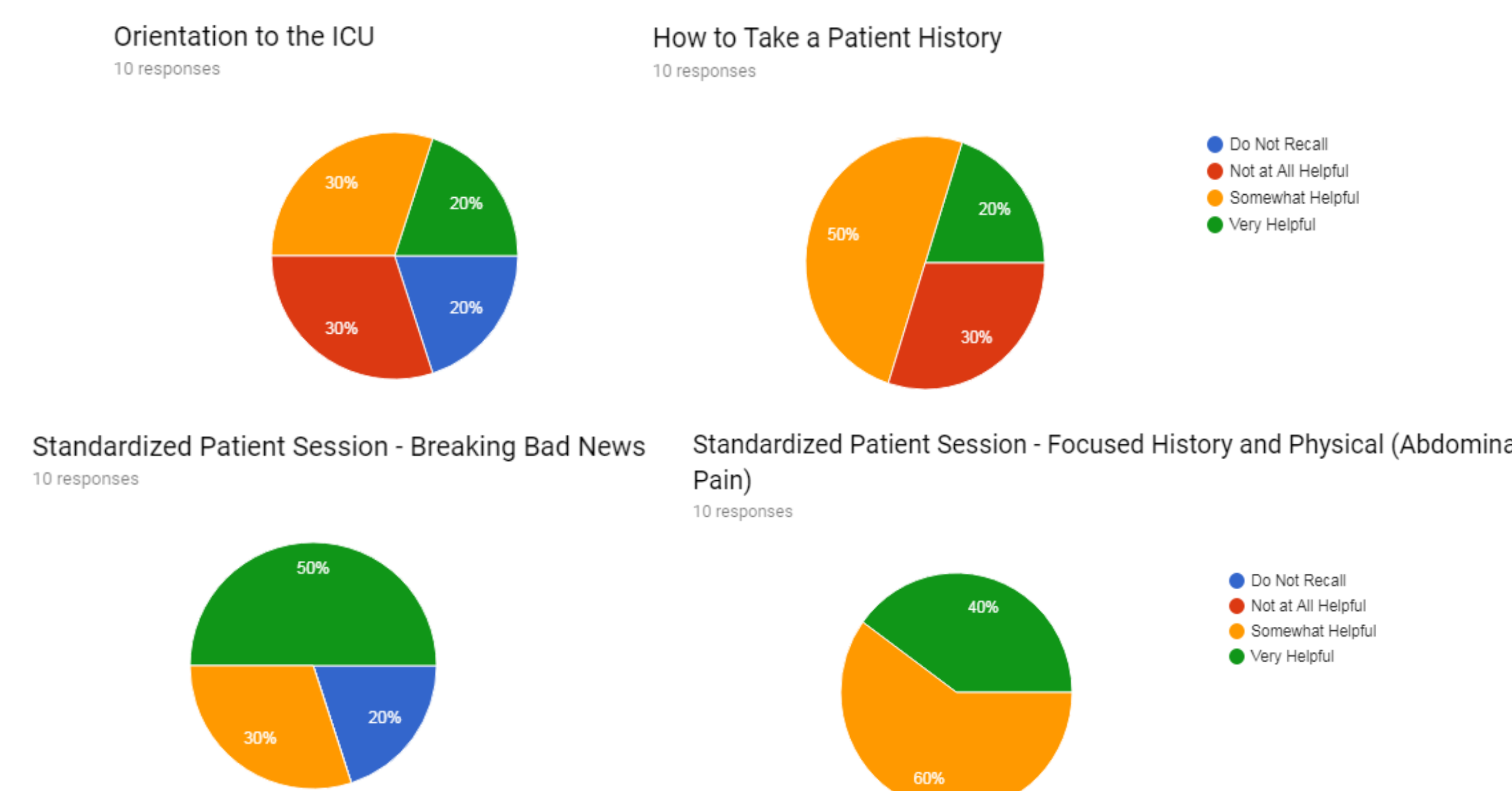
Results

We surveyed all IMGs who completed the Welcome Aboard Curriculum over the past four years. Sixty-three percent of participants (n=10) responded to the survey.

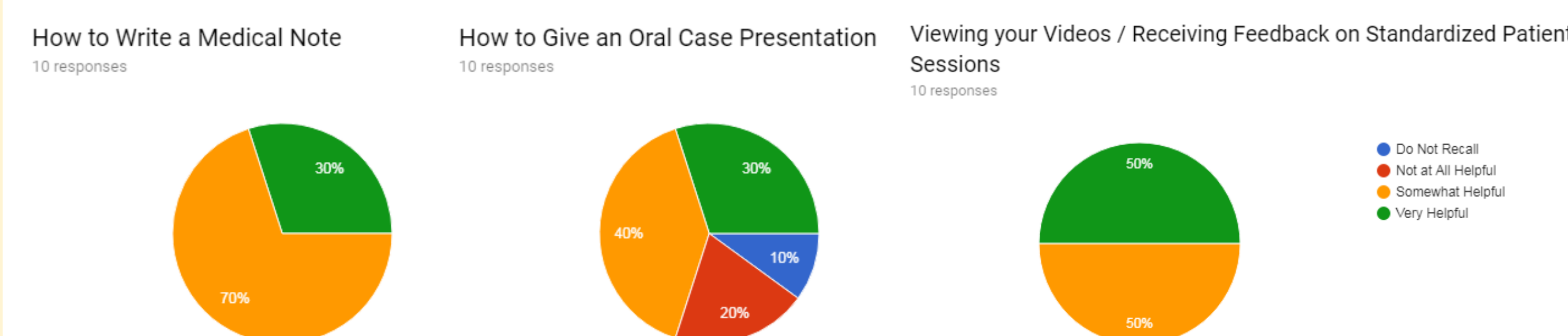
Medical Knowledge:



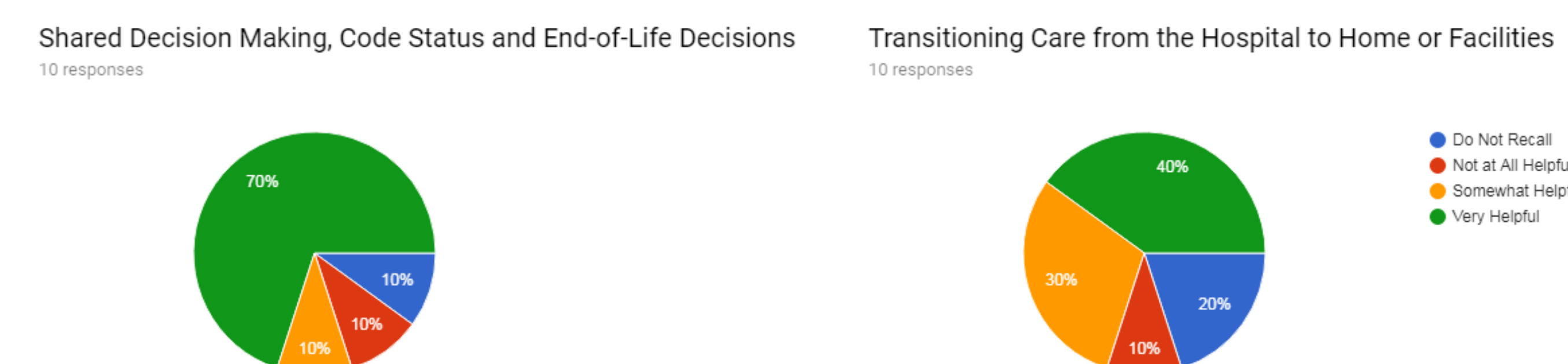
Clinical Skills:



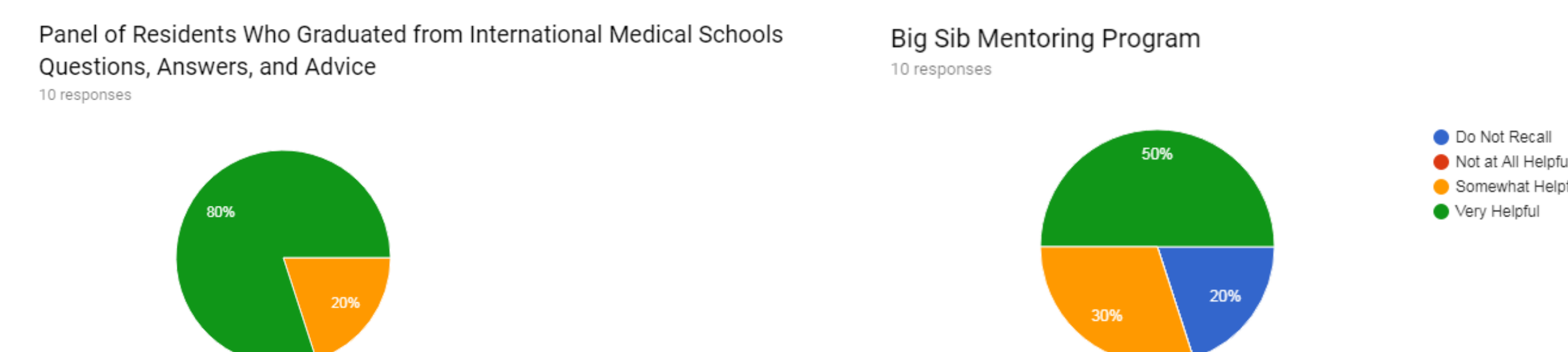
Communication:



Acculturation:



Support:



Outcome

Overall, 80% found the curriculum “very helpful,” and 20% “somewhat helpful.”

Comments included:

“Basically, it made me a lot more calm for my actual ‘first day.’ That, in and of itself, made the experience 100% worthwhile.”

“Transitioning care from the hospital... and shared decision making/end-of-life decisions were the most important topics for me as it was totally new for me and we do not have [a] similar system back home in Saudi Arabia.”

Discussion

Preparing new intern IMGs is a vital bridge for successful transition into internship. Querying your PGY3 IMGs is a useful method of needs assessment.

Needs may vary based on the location of schools from which IMGs graduated. Be open to cultural differences and how they may impact medical school curricula (e.g. use of EMRs, narcotic use, sexual health, social determinants, end-of-life care).

Suggestions participants made for future sessions included typing skills, EMR training, discharge planning, shadowing on wards.

Consider all of your resources, including your medical school's standardized patients and your current IMG residents and faculty. This curriculum can easily be adapted by other programs based on their unique needs and resources.

¹<http://www.ecfm.org/news/2017/03/28/img-performance-2017-match/>