

- Social determinants of health
- Professional development, e.g. PowerPoint, abstract writing, conference participation, literature searches
- Workplace skill building, e.g. conducting performance reviews, advancement and recognition, conducting quality improvement programs
- Advanced clinical skill building, e.g. midwifery, pediatrics, HIV

Outcome & Evaluation: Ongoing mentoring through video and e-mail will be used to reinforce content. Evaluation of outcomes will be measured by participant retention and mobility within own system; requests from the Ministry of Health to continue the course; and expansion of the course into other countries. Additional measures of success include tracking of US-based nurse participants who decide to pursue a career in global health.

Going Forward: The course will be customized and offered to low resource settings around the world where nurses are responsible for delivering health care. The goal is to offer the course two times per year in low resource settings where health outcomes are poor and nursing shortages and lack of leadership inhibit improvement of health outcomes.

Source of Funding: Center for Global Health.

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Stronger Training Programs for Better Transitions and Improved Retention: The Experience of a Bridging Program to Facilitate the Transition from Medical School to Internship Training in Botswana

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Program/Project Purpose: A focus on improving existing training programs in Botswana is seen as key to addressing the challenge of retaining medical doctors and preventing the attrition of medical graduates trained at considerable cost both in-country and abroad. Establishment of the national Medical Internship Training Programme (MIT) in 2014 represented a first step; here we review the addition of a dedicated bridging program for foreign and locally trained medical graduates in August 2016. The program aimed to facilitate medical graduates' return and transition into internship training in the context of considerable baseline variability in

knowledge, experience, clinical skills, and familiarity with Botswana's healthcare system.

Structure/Method/Design: We conducted a national, intensive, two-week program designed to facilitate the transition from medical student to intern and "bridge the gap" between foreign and local medical graduates. Formats included lectures, workshops, simulations, discussions, and reflection-oriented activities. All interns entering in August 2016 participated. The program was evaluated using the Kellogg Foundation Outcomes Logic Model and participants were assessed with paired questionnaires before and after participation.

Outcome & Evaluation: Paired data were available for 48/54 participants (89%). Participants reported a high degree of satisfaction with the program (mean 4.2/5). Self-rated preparedness improved after participation (mean 3.2 versus 3.7, $p < 0.001$), as did confidence across 18/19 knowledge/skill domains, suggesting the program prepared participants, particularly those who initially felt unprepared. 20/25 participants (80%) reporting either no or a negative effect following participation had rated themselves "extremely" or "quite" prepared beforehand, suggesting the program grounded expectations for interns who initially were overconfident. Interns commented on the benefits of learning about roles/responsibilities, interacting with clinicians from Botswana's healthcare sectors, and the sense of community the program engendered.

Going Forward: This program prepared medical graduates of varying backgrounds to begin internship with a common set of knowledge, skills, and expectations about their role in Botswana's health system. Gathering retrospective feedback at a later point may add insight regarding impact on internship outcomes and decisions on professional migration. Our results may be of interest to educators dedicated to training, professional transitions, and career pathways in similar settings in the region and beyond.

Source of Funding: Botswana Ministry of Health, University of Botswana Faculty of Medicine, Botswana Medical Education Partnership Initiative.

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Creating a New OSCE Program at One Medical School in Turkey

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Program/Project Purpose: Teaching medicine in English in non-English-speaking countries is increasingly common. IMGs receive less communication skills training and tend to perform less well on communication skills assessments. This project's purpose was to create the first Objective Structured Clinical Examination (OSCE) program in English with standardized patients at one medical school in Turkey.

Structure/Method/Design: All 48 medical students in the fourth year M.D. class (of six years) at Koç University School of Medicine, Istanbul, Turkey, were separated into two internal medicine blocks