

**SUPPLEMENTARY TABLES:****Table S1. Online Bridging Program Modules and Learning Objectives.**

<b>Module:</b>	<b>Learning Objectives:</b> <i>By the end of the module, the learner should be able to:</i>
1. Settlement in Canada, including settling during the COVID-19 pandemic	<ul style="list-style-type: none"> <li>• Outline essential steps for settlement in Canada that IMGs must take upon arrival</li> <li>• Enumerate some of the common challenges IMGs encounter during their first few weeks in Canada</li> <li>• Describe how the policies surrounding travel during COVID-19 affect the settlement of incoming IMGs</li> </ul>
2. Canadian Health Care System and Palliative Care Delivery in Canada	<ul style="list-style-type: none"> <li>• Describe the health care system in Canada</li> <li>• Describe Palliative and Psychosocial Services in Toronto</li> <li>• Describe Palliative Care services across UHN</li> <li>• Describe perceptions of palliative care in Canada</li> <li>• Discuss the similarities/differences between the healthcare settings in Toronto and the fellows' own settings</li> </ul>
3. Patient-Physician Communication	<ul style="list-style-type: none"> <li>• Demonstrate communication skills (physician-patient) in palliative care consultation</li> <li>• Develop confidence in dealing with strong emotions (anger and sadness)</li> </ul>
4. Advance Care Planning	<ul style="list-style-type: none"> <li>• Define the concepts of advance care planning, informed consent and goals of care</li> <li>• Describe how substitute decision maker(s) are defined in Ontario</li> <li>• Identify the components of goals of care discussion</li> </ul>
5. Working in a Team-Based Environment	<ul style="list-style-type: none"> <li>• Identify challenges international medical graduates face in Canada</li> <li>• Describe egalitarian and hierarchical workplace culture</li> <li>• Explain how hierarchical/egalitarian workplace culture relates to taking initiatives and receiving feedback</li> <li>• Reflect on one's ability to take initiative, give feedback and receive feedback</li> <li>• Describe how the interprofessional team operates at UHN</li> <li>• Demonstrate giving constructive or negative feedback</li> </ul>

6. Bioethics and Patient Safety	<ul style="list-style-type: none"><li>• Describe ethical principles along with Ontario laws and policies relevant to medical practice in palliative and end of life care</li><li>• Describe the overarching elements of safety within the healthcare system</li></ul>
7. Social Determinants of Health	<ul style="list-style-type: none"><li>• List the twelve key determinants of health that affect an individual's illness and end of life experience</li><li>• Recognize the specific palliative care needs of marginalized or vulnerable groups</li></ul>
8. Clinical Documentation and Palliative Care Setup and Resources at UHN	<ul style="list-style-type: none"><li>• Describe how the palliative care program was implemented at the University Health Network (UHN)</li><li>• Describe the enablers and barriers for early integration of palliative care</li></ul>

**Table S2. Baseline characteristics of Online Bridging Program participants.**

Characteristic	N=9; n (%)
<b>Age group (years)</b>	
30-39	8 (88.9)
40-49	1 (11.1)
<b>Gender</b>	
Male	3 (33.3)
Female	6 (66.7)
<b>Years in practice</b>	
5 years or less	5 (55.6)
6 to 10 years	4 (44.4)
<b>Medical specialty</b>	
Family medicine	2 (22.2)
Internal medicine	1 (11.1)
Medical oncology	3 (33.3)
Palliative medicine	3 (33.3)
<b>Region of medical training</b>	
Asia	3 (33.3)
Africa	1 (11.1)
Europe	4 (44.4)
North America	1 (11.1)
<b>Prior level of training in Palliative Care</b>	
None	1 (8.3)
Clinical rotations	4 (33.3)
Continuing medical education	3 (25.0)
Formal palliative care training	3 (25.0)
Other	1 (8.3)