

1 **Title:** Stuck in Limbo: Coping with an Unusual Circumstance as an International Medical Graduate from India.

2
3 **Author names:** Sanjana Chetana Shanmukhappa

4 **Degrees:** M.B.B.S

5 **Affiliations:** Aster CMI Hospital, Bengaluru

6 **About the author:** Dr. Sanjana Chetana Shanmukhappa is a graduate from Dr. B.R Ambedkar Medical
7 College, Bengaluru, India. She is currently working as a Junior Resident at Aster CMI Hospital, Bengaluru.
8 She was conferred “The Most Promising Student” award in her high school graduation and is a recipient of the
9 State Government Scholarship for medical school education. She has presented papers in National
10 conferences and has received accolades for an oral presentation of one of her papers in the National
11 Conference on Family Medicine and Primary Care, India.

12
13 **Acknowledgment:** None

14 **Financing:** None

15 **Conflict of interest statement by authors:** None

16 **Compliance with ethical standards:** Yes

17 **Authors Contribution Statement:** Conceptualization, Investigation, Visualization, Writing – Original Draft
18 Preparation & Writing – Review & Editing: SCS

19
20 **Manuscript word count:** 942

21 **Abstract word count:** 52

22 **Number of Figures and Tables:** 0

23 **Discussion Points:**

- 24 1. Medical graduates looking to study abroad face uncertainty during this pandemic.
- 25 2. What are the reasons for stress?
- 26 3. In what ways can we continue being productive?

27
28 **Publisher’s Disclosure:** *This is a PDF file of an unedited manuscript that has been accepted for publication.*
29 *As a service to our readers and authors we are providing this early version of the manuscript. The manuscript*
30 *will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final citable*
31 *form. Please note that during the production process errors may be discovered which could affect the content,*
32 *and all legal disclaimers that apply to the journal pertain.*

1 **THE EXPERIENCE.**

2
3 The world is on a war path. A war against a seemingly invincible disease that has driven humanity into a state
4 of chaos and confusion. With over a hundred countries under some form of lockdown, people are striving to
5 adjust to the new “normal” of social distancing and restricting themselves to the confines of their homes.
6 In a country like India, a population of over 1.3 billion poses unique challenges. The lockdown in this country
7 has been in place since the 24th of March. The once bustling streets are now empty. Only essential services
8 remain open and there too strict social distancing norms are being adhered to. The government and police are
9 working tirelessly to identify, trace and quarantine contacts. With over 60000 cases (as of 11th of May), these
10 precautionary measures are all the more prudent now to prevent the occurrence of an unimaginable yet ever-
11 looming threat: the overburdening of our healthcare system.

12
13 I am a young medical doctor from Bengaluru, India. I have been preparing for a medical residency in the
14 United States. This is a process that involves years of time, money, effort and dedication. In the crux of my
15 journey to achieve my dreams of training in the most advanced country in the world, my path has been
16 brought to a staggering halt. I am now faced with a million uncertainties, a worry that's heightened by my idle
17 mind. I'm anxious about the pandemic situation not just in India but in the United States as well. Watching the
18 news, listening to the grim tales of death and despair has left me feeling distressed about the precariousness
19 of the upcoming days.

20
21 This is true for thousands of aspirants like me across the globe. To be a competitive residency applicant, a lot
22 of importance is placed on having a resume that is devoid of gaps or one that shows unproductive time
23 periods. However, at present, electives are being called off, emails unanswered, flights cancelled and visa
24 embassies closed indefinitely. Facebook groups are filled with posts of students worrying about the future.
25 The panic is tangible. And contagious. With no end to this pandemic in sight, restrictions can extend even till
26 the end of the year. What does that mean for International Medical Graduates?

27
28 Unfortunately, this cannot be answered at this time. I fight these questions of unsureness every day and have
29 developed several strategies to spend my time constructively:

30
31 1. Volunteering

32 When the lockdown began, many junior doctors like me were asked to leave our jobs owing to insufficient
33 funds and lack of Personal Protective Equipment (PPE). To be young and able, and yet not given the
34 opportunity to contribute to the healthcare system can be frustrating. But if we look hard enough, opportunities
35 show up in other forms. From volunteering as medical doctors to finding Non-Government Organizations
36 (NGOs) involved in distributing food and basic amenities to vulnerable populations, there are ways to continue
37 to help the society. Personally, I have been part of the Child Rights and You (CRY) Organization and have
38 joined their efforts to compile online lessons for children from underprivileged communities.

39
40 2. Teleconsultation

1 We can join practices that are moving to teleconsultation and telehealth services. The discussion on
2 incorporating these methods to meet the demands of the health care system began long before the present-
3 day crisis.¹ Now through these online means, young doctors can continue to remain in touch with clinical
4 practice and ease the burden off of senior professionals who work in the front lines. Contrary to my initial
5 skepticism towards the practicality of teleconsultation, it has in fact been an eye opener because of its
6 profound and far reaching impact. As part of a private organization I work with a team of primary care doctors
7 to consult, treat and triage patients from remote parts of the country. We also mentor nurses (who form the
8 backbone of the healthcare system in rural India) and guide their decisions in patient management.

9 10 3. Online learning

11 As medical schools around the world move to online classes, this can be a great use of technology for medical
12 graduates as well.²⁻⁴ There are a wide variety of courses available at our fingertips. Many universities and
13 organizations are even offering courses for free/nominal prices. We can look for online conferences, webinars
14 and Continued Medical Education (CME) courses. This will help pick up some skills and gain more
15 knowledge. As for me, I am using this time to brush up on my understanding of biostatistics (which, without a
16 doubt, I would not have done under normal circumstances!)

17 18 4. Research

19 For individuals interested in research, this is the perfect time to join online research groups (or form one of our
20 own) to begin online research projects, journal clubs etc.⁵ This becomes a platform to share information and
21 knowledge, for beginners to get their foothold on research methodology or biostatistics and to develop critical
22 thinking. Additionally, this gives us a chance to meet other young researchers and doctors to collaborate with
23 on new studies. I am part of groups and organizations and am constantly on the lookout for mentors or
24 research partners, new projects and inspirational ideas.

25
26 In conclusion, these times are unprecedented and it can be difficult to add valuable experiences to our resume
27 during a lockdown. These are some of the ways I have been keeping myself occupied. It is also important to
28 remember that there are hundreds of people in similar situations of being stranded at life's crossroads and
29 that we are not alone. While the world fights back this deadly disease, hope, optimism and support can drive
30 those of us at home towards productivity and help stray away from fear and mindless panic.

1 **REFERENCES.**

- 2
- 3 1. Cowie J, Calveley E, Bowers G, Bowers J. Evaluation of a Digital Consultation and Self-Care Advice
4 Tool in Primary Care: A Multi-Methods Study. *International Journal of Environmental Research and*
5 *Public Health*. 2018;15(5):896.
- 6 2. Biavardi, N. G. (2020). Being an Italian Medical Student During the COVID-19 Outbreak. *International*
7 *Journal of Medical Students*, 8(1), 49-50. <https://doi.org/10.5195/ijms.2020.489>
- 8 3. Pacheco Carrillo, A. M. (2020). The Utility of Online Resources in Times of COVID-19: A Mexican
9 Medical Student Point of View. *International Journal of Medical Students*, 8(1), 58-59.
10 <https://doi.org/10.5195/ijms.2020.502>
- 11 4. Nguyen Tran Minh, D., Pham Huy, T., Nguyen Hoang, D., & Quach Thieu, M. (2020). COVID-19:
12 Experience from Vietnam Medical Students. *International Journal of Medical Students*, 8(1), 62-63.
13 <https://doi.org/10.5195/ijms.2020.505>
- 14 5. Chan T, Thoma B, Radecki R, Topf J, Woo H, Kao L et al. Ten Steps for Setting Up an Online Journal
15 Club. *J Contin Educ Health Prof*. 2015 Spring;35(2):148-54.

Accepted, in-press