

## SUPPLEMENTARY MATERIAL

### **Bridging the digital health gap: telemedicine readiness, confidence, and training needs among health profession students in the United Arab Emirates**

Ellen Safadi,<sup>1</sup> Gurulingappa I Herakal,<sup>1,2</sup> Ashli Shaji,<sup>1,2</sup>  
Aparna Baburaj,<sup>1,2</sup> Praveenkumar Kandakurti,<sup>3</sup> Murtada Fathelrahman,<sup>1</sup>  
Ghazi Gasmalla Mohamed Ibrahim,<sup>1</sup> Sara Mohammed Ali,<sup>4</sup> Marwan Ismail<sup>4</sup>

<sup>1</sup>Anesthesia Technology Department, College of Health Sciences, Gulf Medical University, Ajman, United Arab Emirates; <sup>2</sup>Department of Anesthesia Technology, Institute of Allied Health Sciences, Srinivas University, Mangalore, India; <sup>3</sup>Physiotherapy Division, College of Health Sciences, Gulf Medical University, Ajman, United Arab Emirates; <sup>4</sup>Department of Medical Laboratory Sciences, College of Health Sciences, Gulf Medical University, Ajman, United Arab Emirates

**Correspondence:** Marwan Ismail, Department of Medical Laboratory Sciences, College of Health Sciences, Gulf Medical University, Ajman, United Arab Emirates.

E-mail: [marwan@gmu.ac.ae](mailto:marwan@gmu.ac.ae)

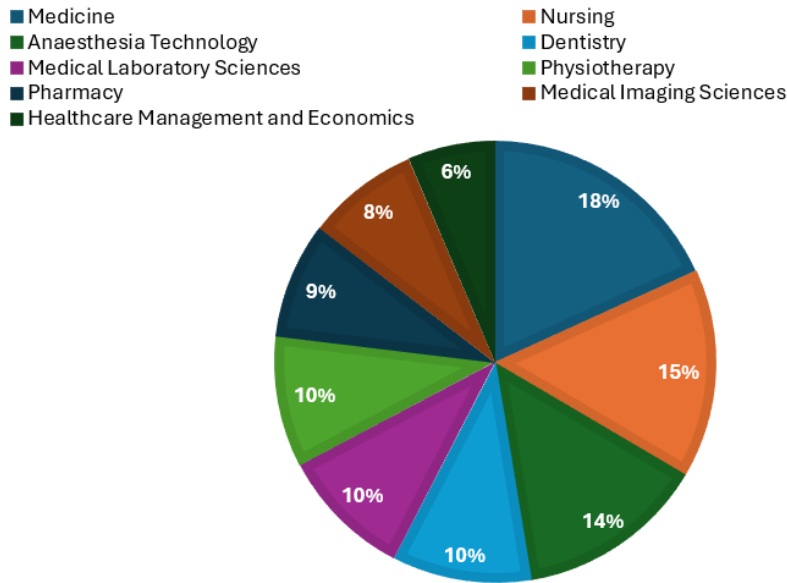
**Key words:** telemedicine, health professions education, student preparedness, digital health, eHealth, medical curriculum.

**Supplementary Table 1. Telemedicine impact on clinical experience by program.**

Impact	Frequency, n (%)	$\chi^2$	p-value
Access to expertise	348 (34.8)	7.12	0.523
Patient communication	316 (31.6)	6.89	0.548
Diverse scenarios	268 (26.8)	8.34	0.402
Teamwork	244 (24.4)	5.97	0.650
No impact	316 (31.6)	7.45	0.489

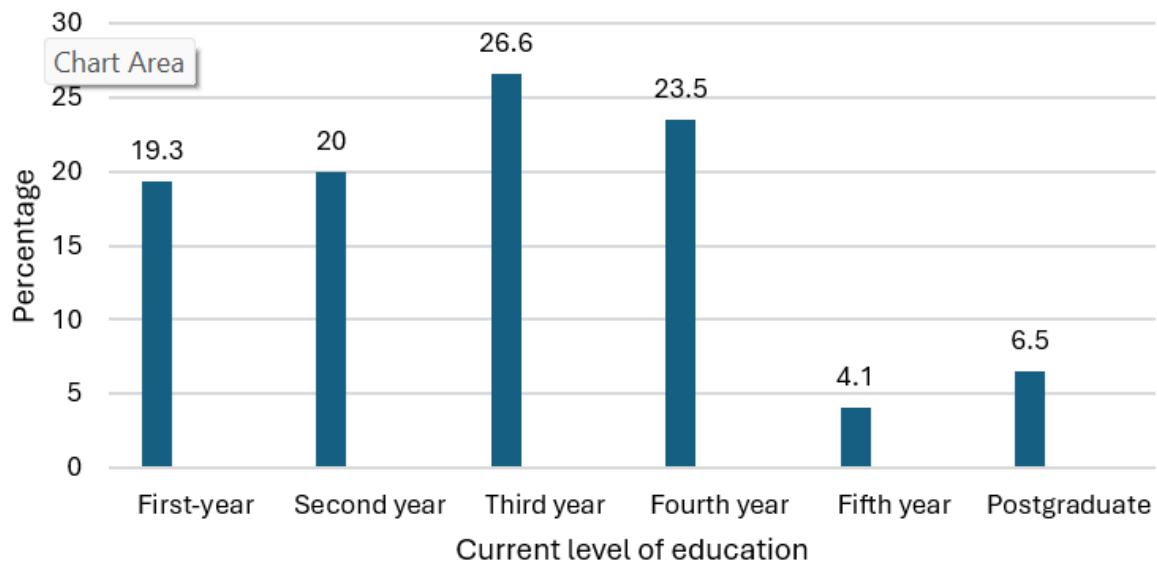
$\chi^2$ , Chi-square test.

**Participants across the programs**



**Supplementary Figure 1. Participants across the different programs at the college.**

**Participants Current level of education**



**Supplementary Figure 2. Current level of education of the participants.**