



Teaching the Y-HEALAR: Medical Trainees Participating in an Innovative Refugee Health Education Initiative

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INTEGRATED REFUGEE
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Yale Health Education and Literacy for Asylees and Refugees (Y-HEALAR):

Community-based refugee health education program that engages trainees at an academic medical center and collaborates with a local refugee resettlement agency to provide monthly health education classes

BACKGROUND

- Over 32% of pediatric residents report a desire for global health education. Few studies have measured global health competency in trainees participating in domestic global health initiatives.

OBJECTIVES

- Assess self-reported knowledge, skills, and improvement in global health competencies after Y-HEALAR involvement.

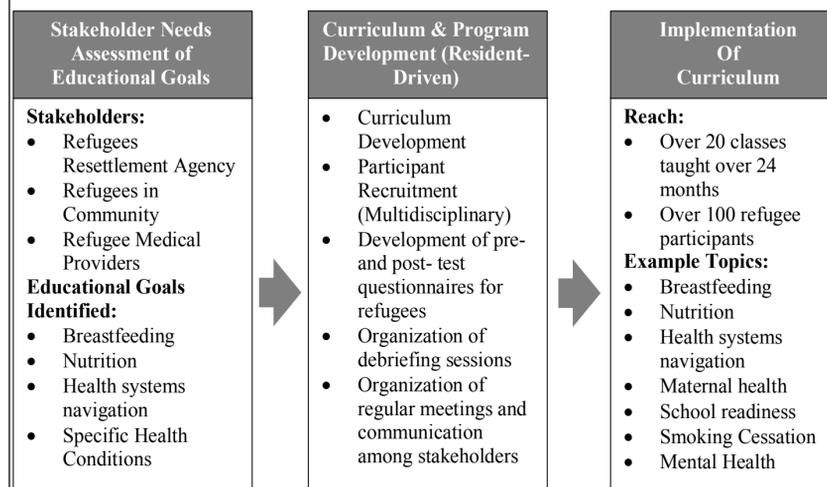
METHODS

- Past and current Y-HEALAR participants completed questionnaire based on 46-item Global Health Competency Survey to assess perceived knowledge, skills, and learning needs in global health and health equity.

Respondent Characteristics (N=24)

	n	(%)
Gender (Female)	20	83.3%
Age (years)		
< 25	3	(12.5%)
25 - 35	20	(83.3%)
>35	1	(4.2%)
Training Level		
Pre-Clinical Medical Student	2	(8.3%)
Post-Clinical Medical Student	6	(25.0%)
Nursing Student	1	(4.2%)
Resident	14	(58.3%)
Attending	0	(0%)
Other	1	(4.2%)
Identifies as Immigrant		
Self	3	(12.5%)
Immediate Family Member	14	(58.3%)
Self and/or Immediate Family Member	15	(62.5%)
Seeking or Has Global Health Career		
Yes	16	(66.7%)
No	2	(8.3%)
Unsure	6	(25.0%)
Prior Experience with Refugee Patients	18	(75.0%)

RESULTS



Sample Feedback from Survey of Trainees After Participation

- "...exposed me to what a successful public intervention could look like and has given me an opportunity to learn about how a myriad of factors interact to impact health care."
- "...has made me more culturally sensitive, and I am recognizing what is important to people from different parts of the world..."
- "...has given me examples of what scholarship in the field of pediatric refugee medicine looks like."
- "Learning about how to teach health literacy topics effectively to groups with interpreters has been helpful and interesting."
- "It has made much more aware of the disparities and me more apt to identifying them. I hope to keep learning more to help decrease the gap."
- "It has increased my awareness of what resources are available to me both for pursuing global health interest as well as for helping local immigrant/refugee patients."
- "It allowed me to interact with the refugee community in a more intimate and non-intimidating open environment."



RESULTS

- Low self-confidence in global health knowledge: "very confident" in average of 6.5(SD 5.4) items out of 14.
- After Y-HEALAR participation, self perceived improvement was high,
 - In area of global health knowledge, each participant reported improvement in average of 13.2(SD 5.2) out of 17 items.
 - In area of working with diverse populations, each participant reported improvement in average of 9.1(SD 5.4) out of 14 items.
- Highest improvement of confidence topics: "relationship of health& health literacy", "socioeconomic impact on health", & "relationship between income & health".



CONCLUSIONS

- Participation in domestic global health initiatives can provide valuable global health education for trainees.

FUTURE DIRECTIONS

- Assess trainees' improvement over time and tailor curriculum to address gaps in global health competencies.

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