The Refugee Health II Elective

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BACKGROUND

- Refugees face health barriers in U.S.
  - Lack of resources (rent provided for only 3 months, food, clothing, soaps, shampoo)
  - Cultural barriers (lack of: language, jobs, previous schooling, community centers)
- Few opportunities exist for medical students to reflect on cultural interactions
- Gain exposure to medical issues uncommon in the U.S. such as tuberculosis
- Practice communication with an interpreter

GOALS

- Curricular:
  - Specific measurable learning objectives (LOs)
  - Activities and evaluation congruent with LOs
- Students:
  - Recognize health conditions that are unique to the refugee population
  - Describe the unique perspective of refugees who are adjusting to life in the U.S.
  - Enumerate the social, legal, cultural, and economic barriers to health for refugees

EDUCATIONAL VISION

- LOs aligned with worksheet, quiz, reflection, RIME
  - Define a panel physician (knowledge)
  - Demonstrate culturally effective interview (skills)
- Evaluation:
  - Standard Likert course evaluation (curriculum)
  - Pre/post self-evaluation (students)
  - Reflection paper (curriculum and student)
  - Modified RIME observation tool (student)
- Curricular content exposure:
  - One airport Pickup (SC, LC)
  - ~50 health screening intakes (CC)
  - 1 observation of support group for refugees (SC, CE)
  - One home visit (SC, CE)
  - One day experience at law school (LC)
  - Syllabus readings (CC, SC, LC, CE)

STUDENT REFLECTION

“I sat kneeling in the center of a sparsely furnished apartment sipping a cup filled with incredible hospitality and sweet milk tea. My hostess, an older Nepali lady, stood at no more than three and a half feet tall as she registered my appreciation of her brew before limping back to the kitchen. I still can’t make out the expression accompanying her faint smile...There was gratitude in her eyes and pain in those furrowed lines but also...was she puzzled by me? Could very well be that. After all, I was a small-framed girl who invited myself into her home as an almost-doctor wanting to help her with her medications. My gosh, did I want to help her. The only problem was, I didn’t know how to rescue her from her situation. In fact, there are few occasions when I have felt more acutely overwhelmed by helplessness. In that moment, at 9 p.m. just off of Colfax, I was able to grasp the depth of the resettlement experience.”

LESSONS LEARNED

- Course rating mid 4’s on 5 point scale
- Pre/post self-evaluation
  - Increase in KSA for at least 16/19 items on 3 students surveyed
  - Items with no increase in KSA were marked as already had prior to rotation
- Quiz
  - 2/3 students received at least partial credit for answering all questions correctly
  - Some consistency in questions answered incorrectly may indicate need for more accurate wording of question
  - Quiz answers >90% correct
- Self-reflection paper
  - All 3 students demonstrated adequate understanding of culturally effective care
  - Reflection papers illustrate profound attitudinal changes in students
- Students involvement in refugee care after rotation
  - Musical concert fund raiser
  - Volunteering as translator
  - RIME observation sheet not consistently done and requires more faculty development