



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.

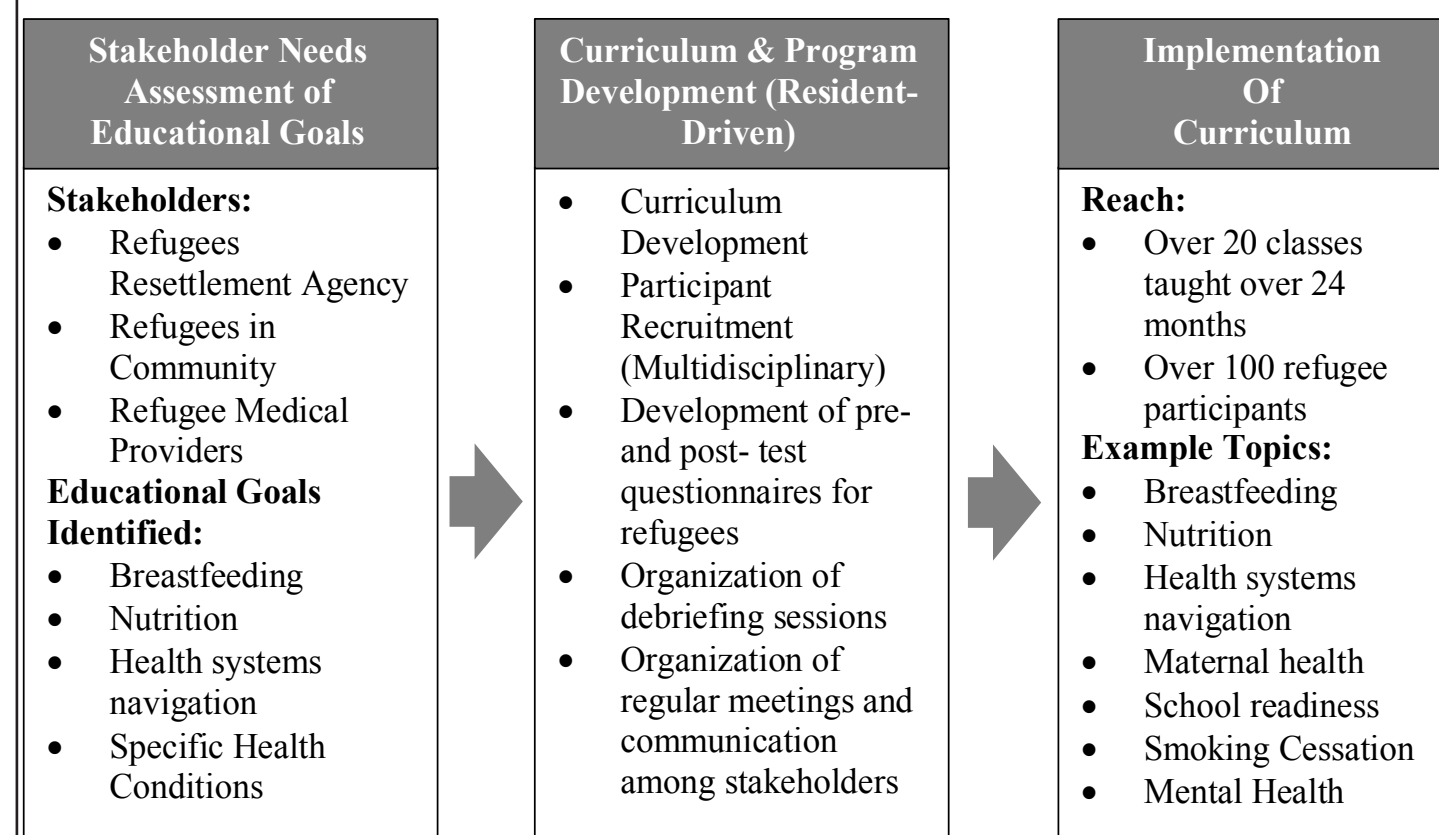
METHODS

- 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
<ul style="list-style-type: none">"...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 ad 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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