

FPMD 7510: Care of Refugees Elective Syllabus

Credit Hours: 4

Contact Information

Name	Position	Phone/Pager	Email
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Course Information

Brief Description of Course

The health care needs of America's refugees are different from the needs of the "average American," and caring for them requires unique professional knowledge and skills. A refugee is a person who has left his or her country and is unable or unwilling to return because of a well-founded fear of persecution on the basis of race, religion, nationality, political opinion, or membership in a particular social group. Utah is currently home to 30,000-50,000 refugees, primarily located in Salt Lake City. Salt Lake City resettlement agencies are currently settling refugees in our city at a rate of about 1,000 refugees per year. Thus, our city is a center for refugee health issues, and these issues are becoming increasingly important nationwide. This 4-week elective for senior medical students involves a variety of activities structured to teach the essentials of refugee care. Through this elective, students will gain the knowledge, skills, and attitudes to prepare them to effectively care for refugees during their medical careers.

Course Objectives

As a result of successfully completing the Care of Refugees elective students will be able to:

1. Describe the populations of refugees present in Utah
2. Describe the larger refugee situation going on world-wide
3. Describe appropriate health screening for refugees common to Salt Lake City
4. Be familiar with managing PTSD, outcomes of war torture, tuberculosis, parasitic diseases, and various tropical illnesses
5. Describe social, economic, cultural, political, and other barriers refugees face
6. Demonstrate attitudes of cultural awareness and respect for diversity

Course Format & Schedule

Timeline

Throughout this 4-week elective, students are expected to invest at least 40 hours each week on refugee related activities. During the entire rotation, at least 40 hours should be spent in a primary care clinical setting. Another 20 hours throughout the four-week block should be spent caring for or interacting with refugees in specialty clinics. The remainder of the student's time throughout this 4-week elective can be spent in the other required refugee related activities as described below.

Educational and Instructional Modalities

Modality	Percentage
Didactic/ Self-study	30%
Clinic Time	70%

Role of the Student in this Course

Students are responsible for scheduling their time in preferred activities. Advance planning is recommended, and students should contact Dr. Li at least **4-6 weeks in advance** of their start date for Orientation and to get started on getting their schedule planned. You will also need to contact Dr. Mara Rabin (mara.rabin@uhhr.org) 4 weeks in advance of your start date. The time invested in advance planning can count toward the 40 hour week requirement. All course materials will be available on Canvas including syllabus, readings, a list of activities and requirements, and contact information for clinical preceptors.

Students will record their activities on the Activity Calendar, which will be turned in at the end of their elective. The above time requirements must have been accomplished in order to receive credit for the course.

Students will schedule a phone meeting with Dr. Li during or soon after the last week of the Elective to debrief about their experiences. All assignments are due (submitted on Canvas) at the end of the elective.

- 1) Clinical experiences: *(list of possible preceptors and contact information available in Canvas)*
 - Primary care (40hours)
 - Specialty care (20hour)

- 2) Refugee Experience Essay & Film:
 - Students will pick one refugee encounter from a clinical or volunteer setting, or from a video or story, and write a reflection essay about their reaction to their experience (1.5-3 pages, single spaced) using the "ABCD format" as below. This reflection essay should be written in such a way that it respects the refugee's confidentiality.
 - "ABCD format":
 - ✓ Attitudes or emotions you felt
 - ✓ Behaviors you engaged in
 - ✓ Cognitions or thoughts you had, and
 - ✓ Diverse groups you interacted with as a result of this activity
 - Watch one or more of the films listed below. You are encouraged to refer to any films you watched in any of your assignments, though a specific writing on the films is not required. You will be required to notify us of which movie(s) you watched at your debriefing, and how it impacted your experience of this course.

- 3) Reading and summary:
 - Read 10 required articles regarding refugee health.
 - Write a 1 paragraph summary of each article and submit it on Canvas.

- 4) Refugee Topic Paper:
 - Write a narrative on a specific topic relevant to refugee health. **One** of the below options is required:
 - Write a paper on one topic of your choice relevant to refugee health. This paper should be 3-5 pages long on any topic of relevance to refugee health. Papers can be on public health issues, health policy, barriers to care, disease specific issues, provider issues, or anything else relevant to refugee health. Papers should include references.
 - Write an editorial and submit it for publication in a lay newspaper regarding an issue relevant to refugee health. Acceptance for publication is not required, though the piece must be deemed of acceptable quality by course faculty.

Required Textbooks/Readings

Reading Title
Refugee 101
Primary Care for Refugees Eckstein
Cultural Aspects of Care
Torture Survivors
Mental Health Malnutrition
Acculturation, economics and food insecurity
Women's Reproductive Health
Finding a way... Afghan women
Child Survivors

Additional Resources
Websites:

- AAFP article: <https://www.aafp.org/afp/2017/0715/p112.html> -- you can get access to this and all articles by becoming a student member [FREE!]
- Ethnomed.org : helpful info about clinical topics, cross-cultural health, patient education
- National Partnership for Community Training: info about resources for refugees; <https://gulfcoastjewishfamilyandcommunityservices.org/refugee/resources/resources/>
- Refugee Health Technical Assistance: basics about refugees, resources; <http://refugeehealthta.org>

Refugee films- Reminder: You are welcome to refer to one or more of these films where relevant in any assignments, though it is not required. You will be required to notify us which film you watched and if it added to your experience in our debriefing.

- Go to this website to get a great list: <https://strengtheningasylum.wordpress.com/2015/10/21/13-powerful-films-about-refugees-you-need-to-see/>
- "Lost Boys of Sudan"
- "The Visitor" (asylum vs refugee)
- "Well Founded Fear"(about the asylum process in the US)
- "In This World" (documentary on Afgan refugees fleeing a camp in Pakistan)
- "Balseros" (a Cuban Refugee Movie)
- "Chasing Freedom".
- "God Grew Tired of Us" (Sundance Film Festival Award Winner about Lost Boys of Sudan)

Assessment & Grading

	Weight	Must Pass/ Must Complete	Due Date
Course Assessments			
Final Director evaluation	N/a	Y	End of course
Assignments and Must Complete Elements			
Refugee experience essay	25%	Y	End of course
Refugee topic paper	25%	Y	End of course
Summary of reading	20%	Y	End of course
Clinical experiences	30%	Y	End of course

Grading System

Students will receive a final letter grade of PASS (P) or FAIL (F) for this course:

PASS: A student who achieves all of the criteria will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve all of the criteria for PASS will be assigned a grade of FAIL for the course.

Criteria to Pass include: Clearly articulate the criteria above to PASS the Course.

Student Feedback

Providing feedback is an important aspect of your professionalism expectation, and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

Accommodations

Addressing Sexual Misconduct

Dress Code

Examination and Grading Policies

Grade or Score Appeal

Professionalism, Roles & Responsibilities

Mistreatment

Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.