

## A Medical Home for Immigrant and Refugee Children



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## Nothing to disclose

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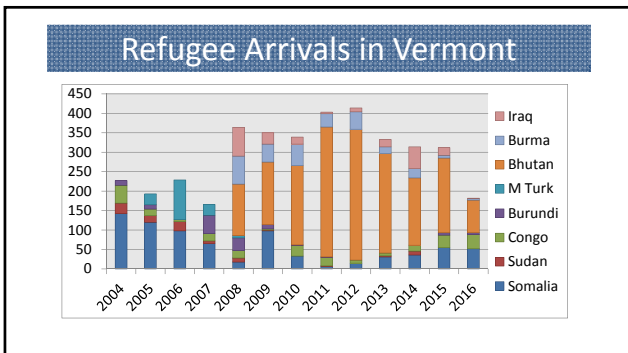
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## Objectives



- Outline the medical home model in refugee and immigrant health care
- Share Pearls from our experience in VT
- Discuss our Advocacy work

## Vermont

## Vermont Refugee Resettlement

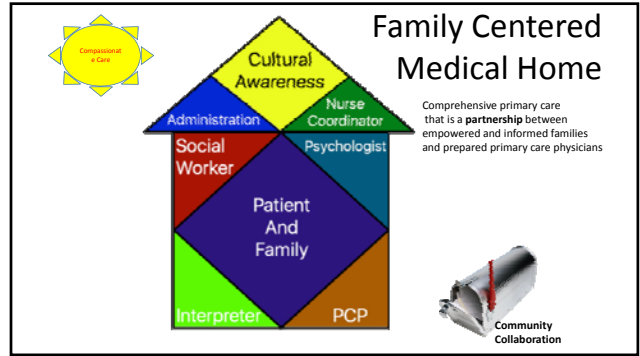


- All children under age 18 years referred to UVM Children's Hospital Primary Care
- >18 years of age, seen initially at the UVM Infectious Disease clinic then set up with continued care at Community Health Center

### Pediatric New American Clinic



- Culturally aware, identified primary care physician for all children in family
- Domestic Health Assessment and Green Card exam
- Anticipatory Guidance – routine and around acculturation
- Clear communication with schools and outside agencies



### Nurse Care Coordinator



- Works with CSHN and chronic illnesses
- Communication with specialists, VNA and other health care agencies

### Social Work

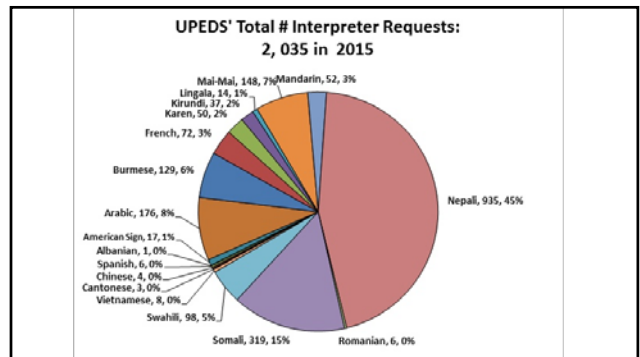


- Basic Needs/social determinants of health – food, housing, transportation, childcare
- Short term mental health counseling for parents and children
- Stress management skills

### Psychologist



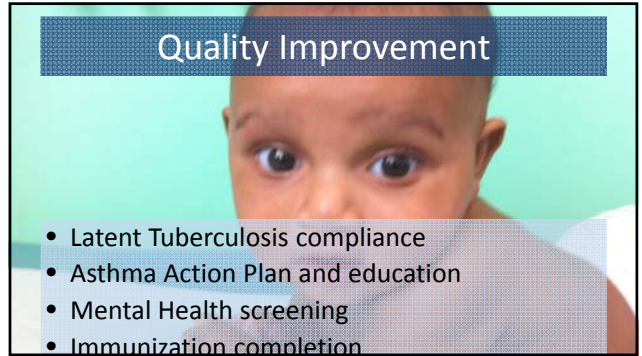
- Share with larger clinic
- Culturally sensitive mental health providers identified in the community





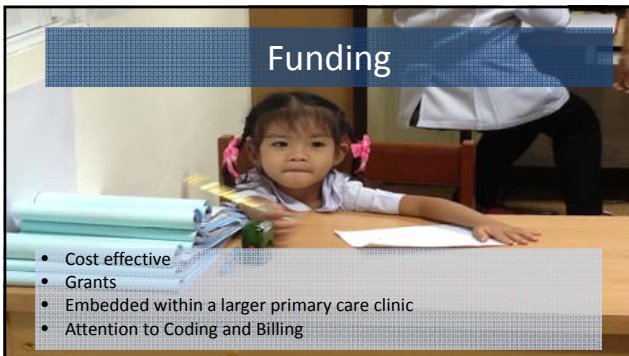
### Community Collaboration

- VT Refugee Resettlement Program
- Refugee and Immigrant Service Providers Network (RISPNet)
- Vermont Health department
- Connecting Cultures/Mental Health centers
- New England Survivors of Torture and Trauma
- WIC
- Visiting Nurse Association
- Poison Control
- Pharmacies
- Preschool centers
- Afterschool programs
- School nurses, teachers, counselors
- Community organizations – AALV, Somali Bantu Association
- Citizenship classes
- Soccer clubs
- Senator Leahy's office



### Quality Improvement

- Latent Tuberculosis compliance
- Asthma Action Plan and education
- Mental Health screening
- Immunization completion



### Funding

- Cost effective
- Grants
- Embedded within a larger primary care clinic
- Attention to Coding and Billing

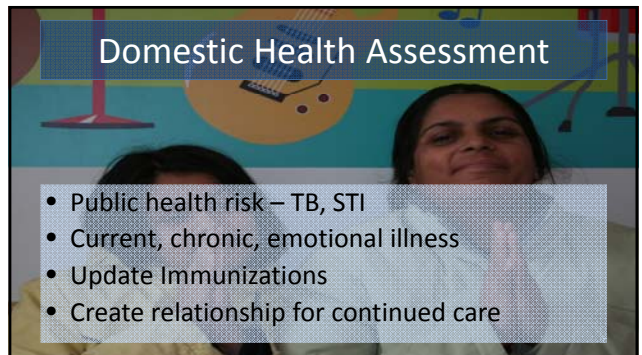


### Cultural Safety



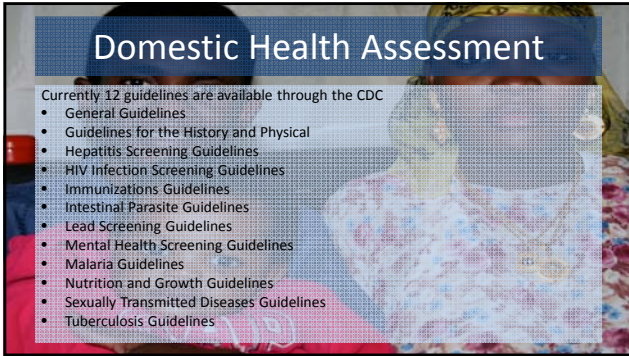
### Cultural Humility

- Readings: fiction/ non-fiction
- Ask questions
- Home visits
- Be open to feedback from interpreters and families
- Kleinman's 8 questions
- LEARN model of encounters



### Domestic Health Assessment

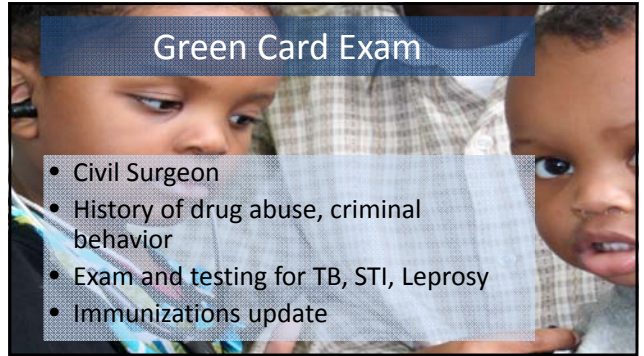
- Public health risk – TB, STI
- Current, chronic, emotional illness
- Update Immunizations
- Create relationship for continued care



### Domestic Health Assessment

Currently 12 guidelines are available through the CDC

- General Guidelines
- Guidelines for the History and Physical
- Hepatitis Screening Guidelines
- HIV Infection Screening Guidelines
- Immunizations Guidelines
- Intestinal Parasite Guidelines
- Lead Screening Guidelines
- Mental Health Screening Guidelines
- Malaria Guidelines
- Nutrition and Growth Guidelines
- Sexually Transmitted Diseases Guidelines
- Tuberculosis Guidelines



### Green Card Exam

- Civil Surgeon
- History of drug abuse, criminal behavior
- Exam and testing for TB, STI, Leprosy
- Immunizations update



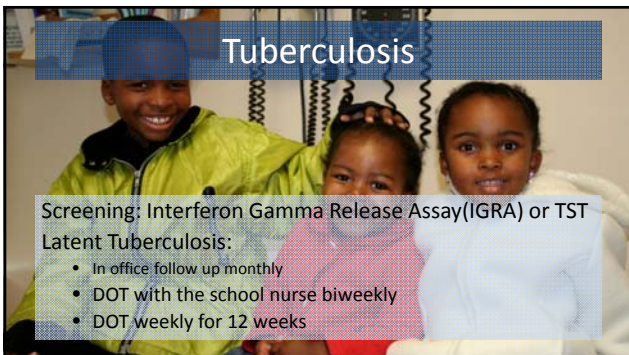
### Nutrition and Growth

- WHO growth curves under age 2 years
- Cultural dietary norms/restrictions
- Multivitamin for all ages 6 – 59 months
- Under-nutrition and Obesity/overweight
- Iron, Vitamin D and other deficiencies



### Intestinal Parasites

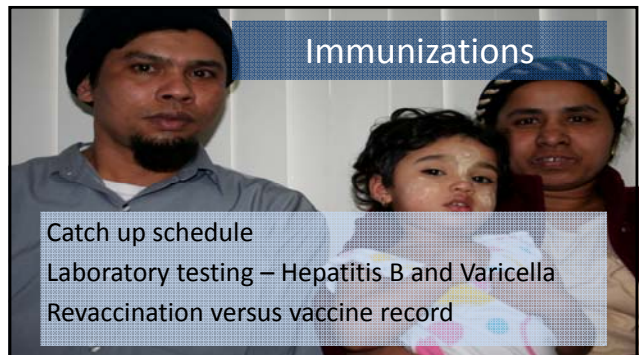
- Pre-departure treatment for intestinal parasites.
- Note contraindications related to age, weight and area of departure or origin
- On arrival screening – *Giardia*, *Dientameoba fragilis*



### Tuberculosis

Screening: Interferon Gamma Release Assay(IGRA) or TST  
Latent Tuberculosis:

- In office follow up monthly
- DOT with the school nurse biweekly
- DOT weekly for 12 weeks



### Immunizations

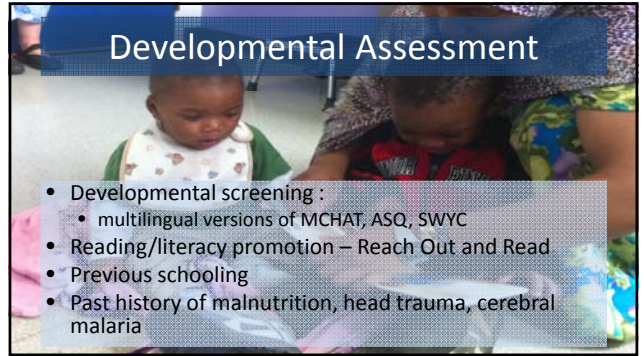
- Catch up schedule
- Laboratory testing – Hepatitis B and Varicella
- Revaccination versus vaccine record

### Dental/Optometry



- Tooth tutor program in the schools
- Preventive dental health
- Visual acuity
- Culturally aware Optometrists

### Developmental Assessment



- Developmental screening :
  - multilingual versions of MCHAT, ASQ, SWYC
- Reading/literacy promotion – Reach Out and Read
- Previous schooling
- Past history of malnutrition, head trauma, cerebral malaria

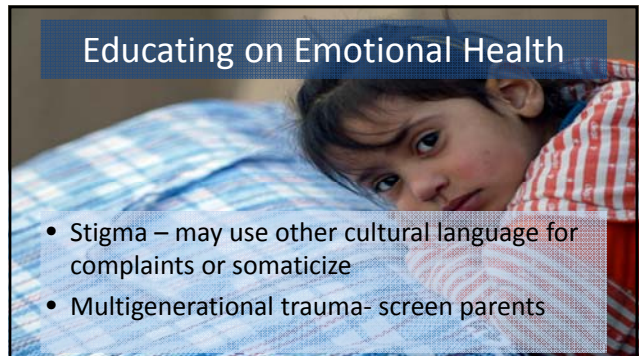
### Mental Health



Screening Tools:

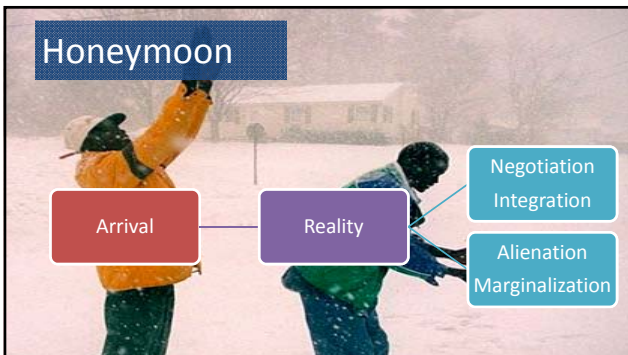
- SDQ during first year ages 3-17 years
- PHQ9 for adolescent visits
- RHS-15 for ages 14 and above

### Educating on Emotional Health



- Stigma – may use other cultural language for complaints or somaticize
- Multigenerational trauma- screen parents

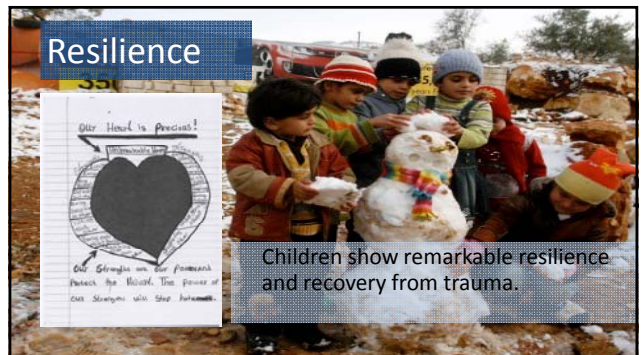
### Honeymoon



Arrival → Reality

- Negotiation
- Integration
- Alienation
- Marginalization

### Resilience



Our Head is Precious!  
Our Strength is our Forebrain  
Protect the Heart. The Power of  
Our Strengths will Save Us.

Children show remarkable resilience and recovery from trauma.

### Care Conference



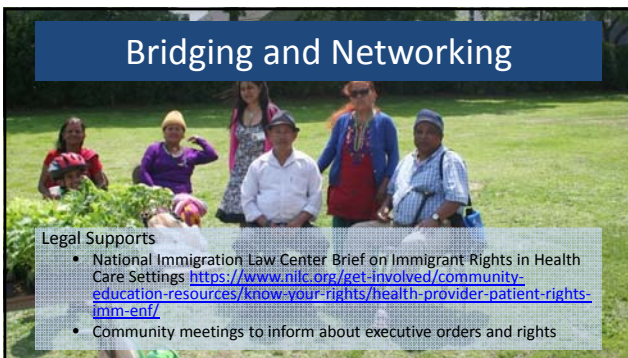
- Children with Special Health Care Needs
- Include family, school, subspecialists, supports

### Advocacy



- Educate providers you refer to
- Reach out to community organizations to ask their needs and network
- Work with refugee communities to know and help meet their identified pressing needs

### Bridging and Networking



Legal Supports

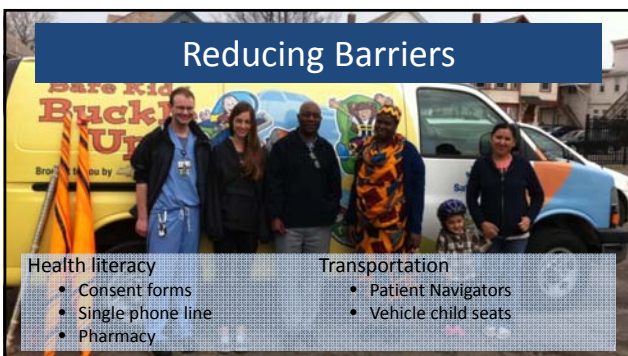
- National Immigration Law Center Brief on Immigrant Rights in Health Care Settings <https://www.nilc.org/get-involved/community-education-resources/know-your-rights/health-provider-patient-rights-imm-en/>
- Community meetings to inform about executive orders and rights

### Bridging and Networking



- C-sections and consent in the Somali community
  - Education of staff on L&D
  - Community meeting with former lay-midwives and L&D nurses
- Female Genital Cutting/Mutilation
  - Illegal and making laws known
  - 1:1 conversations with families and patients
  - Community forums in the past and coming soon

### Reducing Barriers

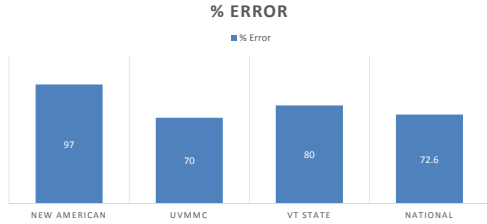


<p>Health literacy</p> <ul style="list-style-type: none"> <li>• Consent forms</li> <li>• Single phone line</li> <li>• Pharmacy</li> </ul>	<p>Transportation</p> <ul style="list-style-type: none"> <li>• Patient Navigators</li> <li>• Vehicle child seats</li> </ul>
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### PNAC Safety Party



### Findings from Safety Day Vehicle Seat Inspection



### Immigrant Safe Space Symbol

Diversity in Burlington High School

- 13.8% of students at BHS were ELL
- 11.8% of students on an IEP

Group	% of Total Population of Students
White	65.7
Black	14
Asian	11.2
Hispanic	3.5
Multi-ethnic	5.4



### Creating the Inclusive Symbol



### Final Image



Acknowledgements: Sue Blethen and Tyler Littwin

### Spreading Inclusion



### Promoting Inclusion in Schools



## Speaking to Diversity: VT State House



## Spreading All Are Welcome



## Inclusion on the Internet



## This symbol is especially important right now because:

- This symbol is especially important right now because we want to bring people together
- Because we want to change the way people think about immigrants and refugees
- Because it helps people from different places not be afraid
- Because in sharing and posting the symbol it shows that people are welcoming in VT
- Because when people are wearing the symbol it makes me so happy
- Because of what is going on in the world right now
- Because many immigrants and Muslims are scared
- Because people living in dangerous areas should have the comfort of a safe place and should not be afraid all the time.
- Because we are being empathetic in times of crisis and because morally we should accept each other and embrace each other.
- Because we are all the same
- Because we support refugees
- Because it is powerful, hopeful, positive
- Because it shows empathy and heart!



## This symbol inspires me to:

- This symbol inspires me to be a person who supports equality
- To feel respected
- To feel safe
- To be brave enough to speak my Arabic on the bus
- To be proud of my home culture
- To feel peace and be peaceful
- To be caring and helpful to others
- To contribute to the community and help others, meet new people and learn new things.
- To have fun advocating and talking about the symbol and to learn a lot about my community.



## Wounded Bird, by Aftaba Mezetovic

I'm a bird, from far away  
And I have a lot to say!  
I'm a bird from a different nest.  
I flew to Winooski  
But not as a guest!

I'm a bird who just flies,  
Who just flies, high in the sky!  
Living in the memories of my cushy nest,  
Where the birds sing different songs.  
It is hard to believe, I'm not a guest;  
I'm in Winooski to live life long....



I dream a lot about my nest  
Which was burned by some bird  
Who wasn't a guest,  
Who didn't think  
How it was going to be  
For all other birds, and also for me...

I am looking for birds  
From the same nest,  
Who are just like me,  
Who could understand,  
How it can be? How it can be?  
Wounded birds, just like me.





## Immigrant Health Resources

- Immigrant Medicine, Patricia Walker and Elizabeth Barrett
- Immigrant and Refugee Health, CDC  
[www.cdc.gov/immigrantrefugeehealth](http://www.cdc.gov/immigrantrefugeehealth)
- AAP Immigrant Toolkit  
<http://www.aap.org/en-us/about-the-aap/Committees-Councils-Sections/Council-on-Community-Pediatrics/Pages/Immigrant-Child-Health-Toolkit.aspx>

## Resources for Refugee Care

Culturegrams at Center for Applied Linguistics, <http://www.cal.org/>  
 Bridging Refugee Youth and Children's Services, <http://www.brvc.org/>  
 Refugee Health - Minnesota Dept. of Health  
[www.health.state.mn.us/divs/idepc/refugee](http://www.health.state.mn.us/divs/idepc/refugee)  
 EthnoMed (University of WA)  
<https://ethnomed.org>  
 US Committee on Refugees and Immigrants (USCRI)  
[www.refugees.org/](http://www.refugees.org/)  
 Refugee Health Technical Assistance Center  
<http://www.refugeehealthta.org>

## Mental Health Resources

- National Child Traumatic Stress Network <http://www.nctsn.org/trauma-types/refugee-and-war-zone-trauma>
- Refugee Health Screen -15  
[http://www.refugeehealthta.org/files/2012/09/RHS15\\_Packet\\_PathwaysToWellness.pdf](http://www.refugeehealthta.org/files/2012/09/RHS15_Packet_PathwaysToWellness.pdf)
- Strengths and Difficulties Questionnaire (SDQ) <http://www.sdqinfo.com/>
- Bellevue/NYU Program for Survivors of Torture [www.survivoroftorture.org](http://www.survivoroftorture.org)
- National Consortium of Torture Treatment Programs <http://ncttp.org>
- Florida Center for Survivors of Torture, National Partnership for Community Training <http://www.gcifs.org/fcst/npct.htm>
- CDC guidelines for mental health screening  
<http://www.cdc.gov/immigrantrefugeehealth/guidelines/domestic/mental-health-screening-guidelines.html>

## Translated Materials

Health Reach <https://healthreach.nlm.nih.gov>  
 Vaccine Information Statement: Home Page – Vaccines CDC  
[www.cdc.gov/vaccines/hcp/vis/index.html?s\\_cid=cs\\_74](http://www.cdc.gov/vaccines/hcp/vis/index.html?s_cid=cs_74)  
 Foreign Language Terms: Aids to translating foreign immunization  
[www.cdc.gov/vaccines/pubs/pinkbook/.../foreign-products-tables.pdf](http://www.cdc.gov/vaccines/pubs/pinkbook/.../foreign-products-tables.pdf)  
 Poison Control  
[http://www.fletcherallen.org/services/emergency\\_department/specialties/poison\\_center/](http://www.fletcherallen.org/services/emergency_department/specialties/poison_center/)

## References

- Arthur Kleinman's Eight Questions  
[https://www.med.wright.edu/.../Arthur\\_Kleinmans\\_Eight\\_QUESTIONS.pdf](https://www.med.wright.edu/.../Arthur_Kleinmans_Eight_QUESTIONS.pdf)
- Immigrant and Refugee Health, CDC  
[www.cdc.gov/immigrantrefugeehealth](http://www.cdc.gov/immigrantrefugeehealth)
- AAP Immigrant Toolkit
  - <http://www.aap.org/en-us/about-the-aap/Committees-Councils-Sections/Council-on-Community-Pediatrics/Pages/Immigrant-Child-Health-Toolkit.aspx>