
Spring 2019

Expanding International Health Curriculum for the Internal Medicine Residency at MMC

Brian King
University of Southern Maine

Hassan Mahmoud
University of Southern Maine

Anthony Pastore
University of Southern Maine

Follow this and additional works at: https://digitalcommons.usm.maine.edu/thinking_matters



Part of the [Health Services Research Commons](#), [Internal Medicine Commons](#), [International Public Health Commons](#), [Interprofessional Education Commons](#), and the [Medical Humanities Commons](#)

Recommended Citation

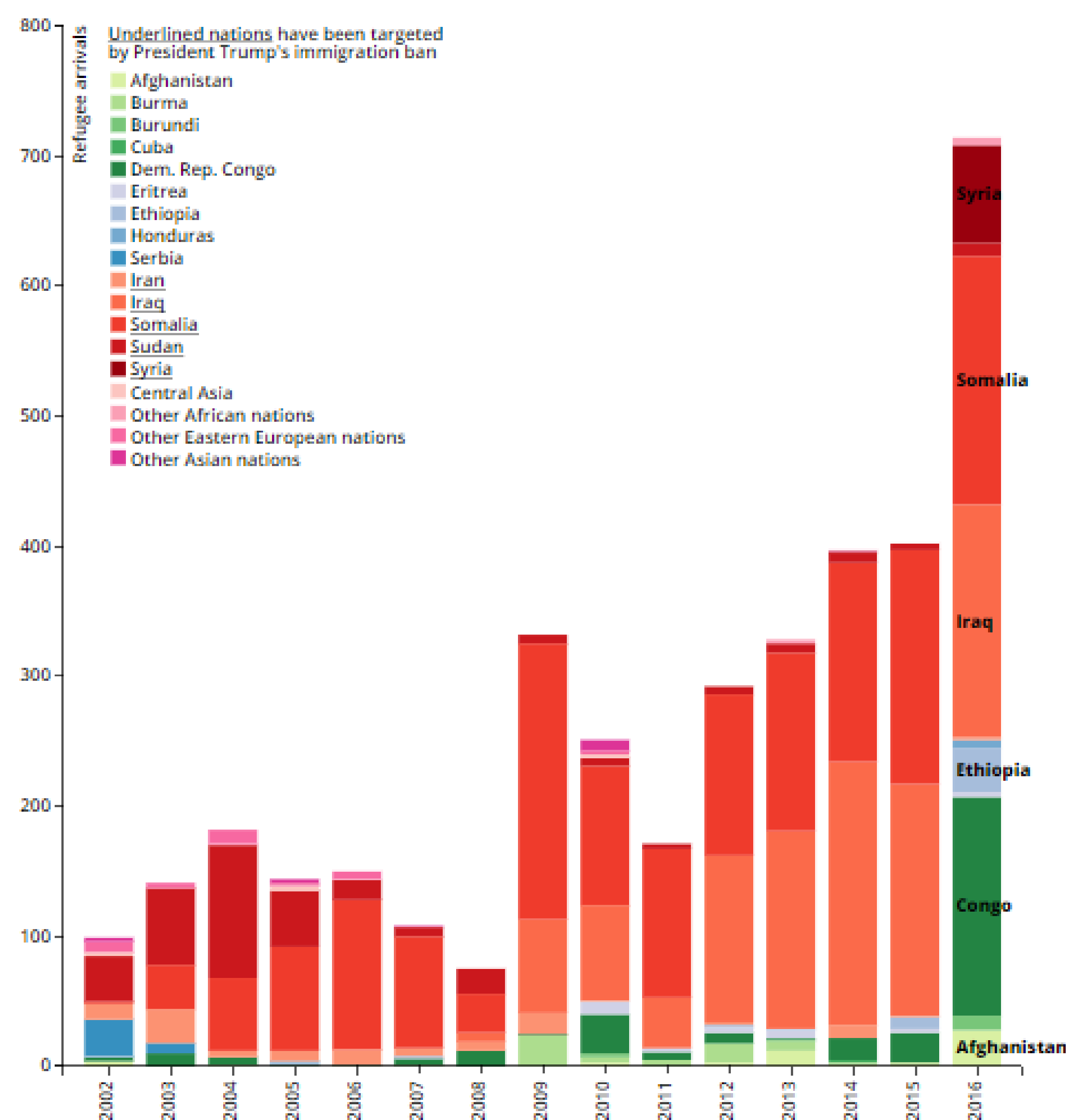
King, Brian; Mahmoud, Hassan; and Pastore, Anthony, "Expanding International Health Curriculum for the Internal Medicine Residency at MMC" (2019). *Thinking Matters Symposium*. 186.
https://digitalcommons.usm.maine.edu/thinking_matters/186

This Poster Session is brought to you for free and open access by the Student Scholarship at USM Digital Commons. It has been accepted for inclusion in Thinking Matters Symposium by an authorized administrator of USM Digital Commons. For more information, please contact jessica.c.hovey@maine.edu.

Introduction

While internal medicine residents at Maine Medical Center provide care for many refugee and immigrant patients, there is not a formal international health curriculum to equip residents to care for this vulnerable and growing population. Since 2002, 3,793 refugees have arrived in Maine for resettlement. The pace of Maine's new refugee arrivals increased markedly in 2016 with a surge in immigration from Syria (75 refugees), Ethiopia (34), and the Democratic Republic of Congo (168). Our aim was to survey residents about their interest in additional international health instruction and, if indicated, design and implement additional educational curriculum for internal medicine and internal medicine-pediatrics residents at Maine Medical Center.

Refugee Arrivals by Year and by Nation



Methods

We performed a needs assessment of 59 internal medicine, internal medicine-pediatrics and preliminary year residents between June 1 through June 8 2018. We queried trainees on their knowledge, attitudes, and experiences caring for refugee and immigrant patients as well interest in potential educational interventions. We submitted 6 questions through an online survey with 28 of 59 (47%) residents completing the survey.

Results

When surveyed, 14 of 28 (50%) residents did not feel comfortable with their fund of knowledge regarding immigrant and refugee health with 23 of 28 (82%) residents were interested in further training in international health.

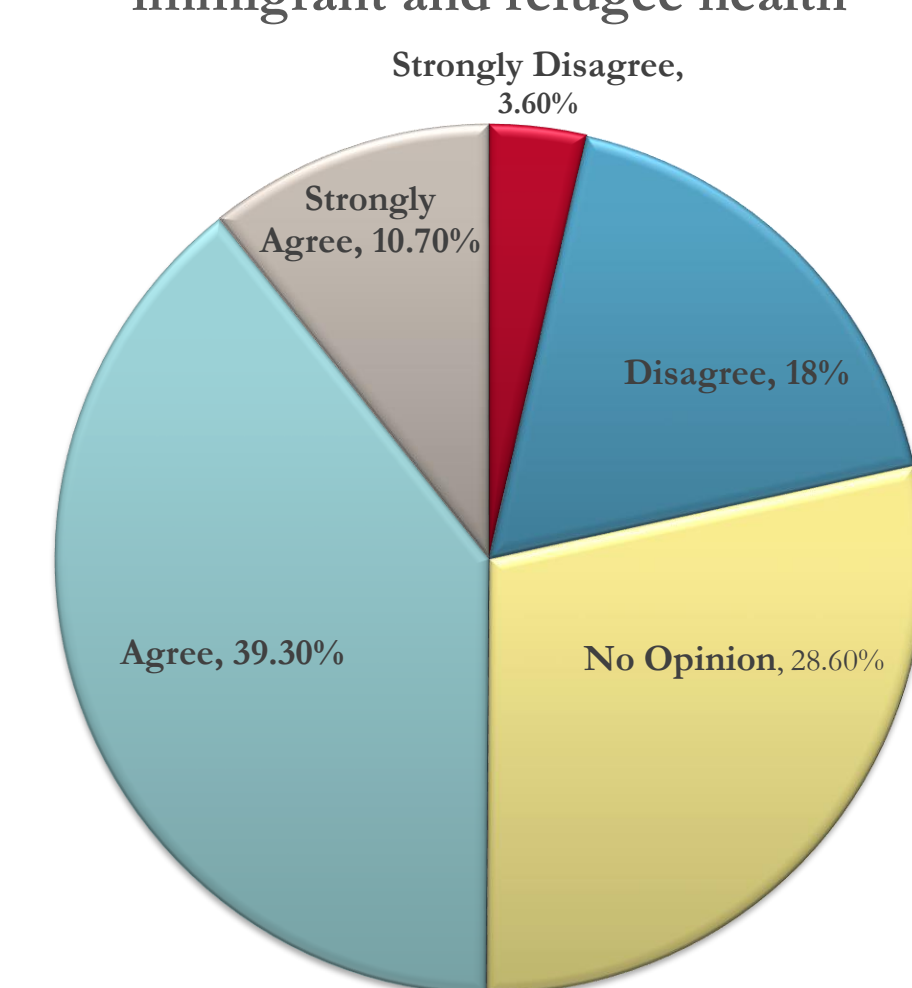
Popular educational interventions included:

- Lunch & learn (77%)
- Grand rounds (69%)
- Academic half day (65%)
- Formal electives (65%)

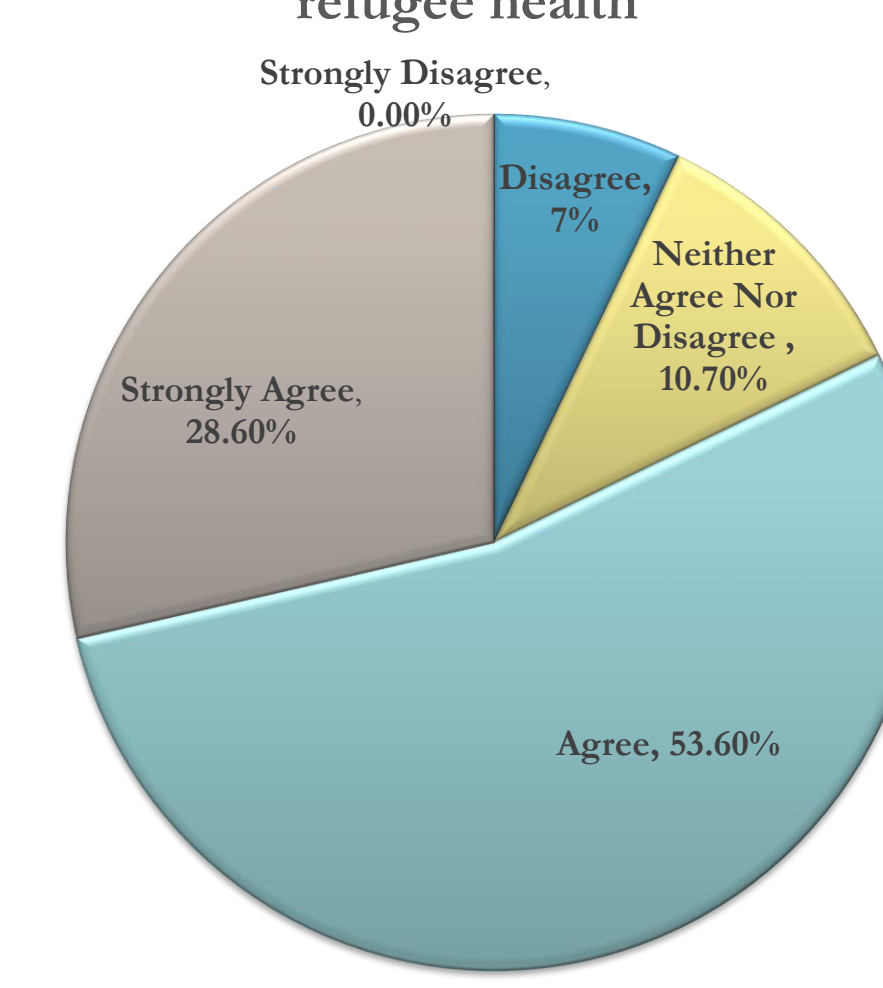
28 of 28 (100%) surveyed residents were interested in learning about health beliefs from other cultures. When considering future career aspirations, 19 of 28 (68%) had plans to take care of immigrants and refugees as providers following graduation.

Survey Questions

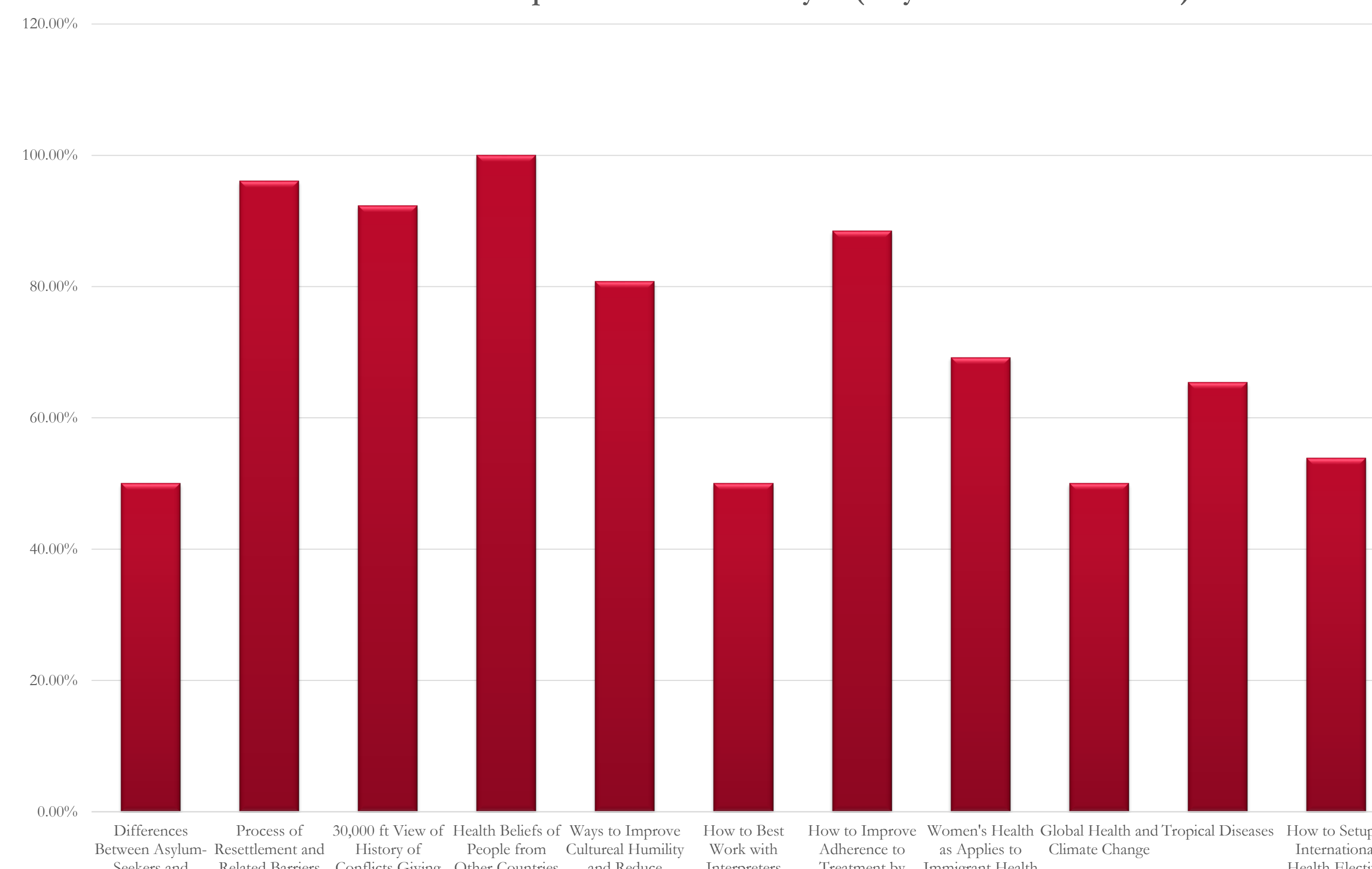
I feel comfortable with my fund of knowledge regarding immigrant and refugee health



I would like to have further training in immigrant and refugee health

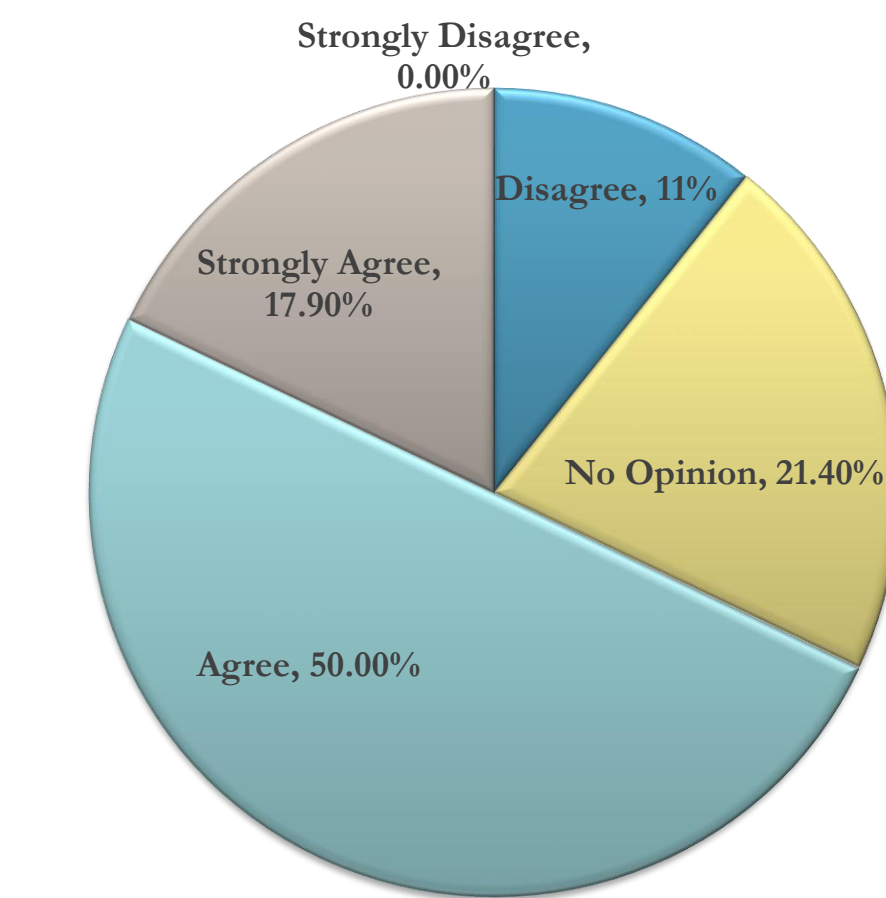


Please indicate which topics are of interest to you (may select more than one)



Survey Questions Continued

I want to take care of refugees and immigrants when I complete residency



Discussion

Trainees were strongly interested in further training on international health. Most residents (68%) had plans to take care of immigrants and refugees as providers following graduation. Based on our survey results, we have initiated several curricular items. These include expanding Friday conference for international health to two full academic half days and the creation of a global health club. Future curriculum may include grand rounds presentations, incorporation of online modules into pre-existing ambulatory curriculum and creation of an international health elective. We will conduct post-surveys after the incorporation of additional curriculum to re-assess resident education on international health.

Where Our Patients Are From



References

Alpern JD, Davey CS, Song J. Perceived barriers to success for resident physicians interested in immigrant and refugee health. *BMC Medical Education*. 2016;16:178.

Bills CB, Ahn J. Global Health and Graduate Medical Education: A Systematic Review of the Literature. *Journal of Graduate Medical Education*. 2016;8(5):685-691.

Milneil, Christian. "Where Maine's Refugees come from" *Portland Press Herald*. Portland, Maine. June 29 2017.

Paternotte E, Fokkema JP, van Loon KA, van Dulmen S, Scheele F. Cultural diversity: blind spot in medical curriculum documents, a document analysis. *BMC Medical Education*. 2014;14:176.

Therese Zink & Erik Solberg (2014) Development of a Global Health Curriculum for Family Medicine Based on ACGME Competencies, *Teaching and Learning in Medicine*, 26:2, 174-183.