


**ASYLUM
MEDICINE
TRAINING
INITIATIVE**

A Novel Online Curriculum to Define and Disseminate Best Practices in Forensic Evaluation of Immigrants Seeking Humanitarian Protection

Triveni DeFries, Eleanor Emery, Emilie Folsom, C. Nicholas Cuneo



Presenters

Introduction

Learning Objectives


1. Background

2. Methods


3. Results

4. Discussion


5. Next Steps



Eleanor Emery, MD



Triveni DeFries, MD, MPH



Emilie Folsom, MPH

ASYLUM MEDICINE TRAINING INITIATIVE

Conflicts of Interest Disclosure

We have no financial conflicts of interest to disclose.

ASYLUM MEDICINE TRAINING INITIATIVE

Asylum Medicine Training Initiative

1.
2.
3.
4.
5.

Mission: AMTI's mission is to define and disseminate best practices in the clinical evaluation of survivors of persecution seeking humanitarian protection.

Goals:

- ➡ To evaluate and improve the effectiveness and impact of AMTI.
- ➡ To develop more engaging, peer-reviewed learning resources into prioritized areas of focus within asylum medicine.
- ➡ To cultivate an active, sustainable, and diverse learning community in asylum medicine.

ASYLUM MEDICINE TRAINING INITIATIVE

AMTI Introductory Curriculum

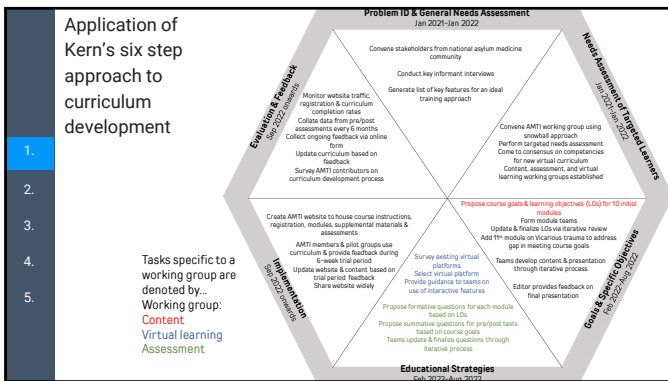
1.
2.
3.
4.
5.

- Interdisciplinary group of over 80 contributors from over 15 states
 - Experts and trainees
- Representation of over 40 organizations & academic centers across the United States
- Content is based on IP 2022 & is peer-reviewed
- 14 learning objectives identified

Module Team structure:

- 1-2 faculty speaker(s)
- 2-3 faculty reviewers
- 1 faculty coordinator
- 2 student reviewers
- 1 student liaison to assessment team

ASYLUM MEDICINE TRAINING INITIATIVE

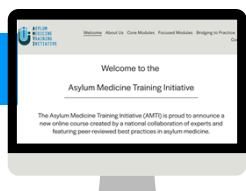


Introductory Online Curriculum


	Core Modules <small>(Estimated time 5-7 hours)</small>	Focused Modules
1.	Pre-Assessment	Module 6 Pediatrics
2.	Introduction	Module 7 Sexual & Gender-Based Violence
3.	Module 1 Legal Background	Module 8 Traumatic Brain Injury
4.	Module 2 Trauma-Informed Interview	Module 9 SOGI/LGBTQIA+ and Asylum
5.	Module 3 Mental Health Evaluation	Module 10 Evaluations in Detention
	Module 4 Physical Evaluation	Module 11 Vicarious Trauma
	Module 5 Affidavit Writing & Testifying	
	Post-Assessment with Certificate	

ASYLUM MEDICINE TRAINING INITIATIVE

Accessing AMTI



Visit www.asylummedtraining.org



ASYLUM MEDICINE TRAINING INITIATIVE

Module 1

The Forensic Asylum Evaluation: Historical-Legal Background & the Role of the Healthcare Professional

AMTI Module 1 - Historical-Legal Background

AMTI The Forensic Asylum Evaluation: Historical-Legal Background & the Role of the Healthcare Professional

Uzoamaka Ermeke Nzelle JD, Elora Mukherjee JD, Kathryn Hampton MA, Sabi Ardalan JD, Lynn Midani, Alexander Blum, Shruti Anant, Triveni DeFries MD, MPH

ASYLUM MEDICINE TRAINING INITIATIVE

ASYLUM MEDICINE TRAINING INITIATIVE

Module 1 Supplemental Videos

Module 1 Supplemental Materials

Module 1 Citation

Module 1 Quiz

These questions are meant to test your comprehension of Module 1 learning objectives. Feel free to retake and review as needed. At the end of the questions, you will receive a Certificate of Completion that you will be able to screenshot.

ASYLUM MEDICINE TRAINING INITIATIVE

Post-Course Assessment and Certificate

1.

2.

3.

4.

5.

ASYLUM MEDICINE TRAINING INITIATIVE

CHA Center for Health Equity Assessment and Research

CHEEA Center for Health Equity Assessment and Research

JAMES HOPKINS HONORARIUS

HEAL

PHR Physicians for Human Rights

Health and Human Rights Initiative

UCSF

UNIVERSITY OF CALIFORNIA MEDICINE

This is to certify that the participant has completed the following:

Asylum Medicine Training Initiative's Introductory Curriculum

ASYLUM MEDICINE TRAINING INITIATIVE

Introduction

Learning Objectives

1. Background

2. Methods

3. Results

4. Discussion

5. Next Steps

Methods

- Data analytics from SquareSpace Website
 - used to determine the number and composition of unique visitors to the website
- Data from pre- and post-course assessments
 - extracted into Excel and analyzed using an unpaired T-test
 - explored learner participant backgrounds and changes in knowledge and attitudes following curriculum completion
- Data from online survey to curriculum contributors on their backgrounds and feedback on curriculum development

ASYLUM MEDICINE TRAINING INITIATIVE

Diversity in Collaborators and Learners

	Collaborators	Learners
1.	67.3% Female, 7.7% LGBTQIA+	74.0% Female, 6.3% LGBTQIA+, 1.4% nonbinary
2.	25% Northeast, 26.9% Mid-Atlantic, 13.5% Southeast, 9.6% Midwest, and 25% West Coast	All over the United States and 80+ countries
3.	3.9% Black, 7.8% Hispanic/Latinx, 2.0% Native, 59.6% white, 26.9% Asian, 9.6% MENA	9.2% Black, 15.4% Hispanic/Latinx, 49.3% white, 22.0% Asian, 1.2% Native
4.	33.3% 20-29yo, 35.3% 30-39yo, 30.8% >40yo	54.9% with no prior experience and 16.2% with no prior training but clinical exposure to asylum seekers
5.	78.8% MD/MD-bound, 9.6% mental health (PhD, PsyD, LCSW), 11.5% other fields (JD)	68.0% MD/DO, 20.0% mental health (PhD, PsyD, LCSW, etc.), 8.6% other fields

ASYLUM MEDICINE TRAINING INITIATIVE

Website Traffic

10/1/22 – 10/1/23

1. **12,190**
Unique visitors

2. **42,000**
Total page views

3. **Over 80**
Countries with visitors

ASYLUM MEDICINE TRAINING INITIATIVE

Training Feedback and Outcomes

	Training Feedback	Quotes
1.	I would recommend this curriculum to others interested in asylum medicine. 94.8% Agree	<i>"Outstanding sessions, ability to do longitudinally and repeat lectures to refresh memory."</i>
2.	I was satisfied with the curriculum's technical platform and functionality. 89% Agree	<i>"Varied professionals with deep expertise and profound empathy."</i>
3.	This curriculum effectively introduced me to the process of conducting forensic medical evaluations for asylum seekers. 94.6% Agree	<i>"Having exercises embedded where you can practice describing findings (i.e. from photographs), having embedded quizzes, having optional videos."</i>
4.		<i>"The videos demonstrating how to perform the evaluations were extremely helpful."</i>

ASYLUM MEDICINE TRAINING INITIATIVE

Discussion

- 1.
- 2.
- 3.
- 4.
- 5.

- Remote collaboration across individuals of diverse backgrounds can be organized efficiently to turn out a peer-reviewed, comprehensive curriculum
- An asynchronous online curriculum can be used to deliver effective instruction on asylum medicine to a diverse group of learners with high self-reported satisfaction and achievement of learning objectives
- There is global interest in asylum medicine training, though only a portion (29.8%) of those who register ultimately complete the training and receive a certificate, speaking potentially to the rigor of the training involved

ASYLUM MEDICINE TRAINING INITIATIVE

Introduction

Learning Objectives

1. Background
2. Methods
3. Results
4. Discussion
5. Next Steps

Next Steps

- Follow-up research with asylum medicine programs and users to understand how participants utilize AMTI and translate the curriculum into practice
- Creation of additional modules for specialty topics such as interpretation, FGM/C, forensic dermatology, neurocognitive evaluations, testifying, and humanitarian parole evaluations
- Sponsorship of continuing education credits
- Mobilization of a remote mentorship network to provide additional support for recently trained evaluators
- Additional suggestions?**

ASYLUM MEDICINE TRAINING INITIATIVE

Closing Questions & Acknowledgements

www.asylummedtraining.org
asylummedtraining@gmail.com

AMTI administrative support contributors: Emilie Folsom, Rebecca Xu, Emilie Mei, Brandon Chu

AMTI module and assessment content contributors: Adeyinka M. Akinsulure-Smith, Alexander Blum, Alexandra Norton, Alice Lu, Alisa R. Gutman, Altaf Saadi, Amanda Masse, Amy Zeidan, Anisa Mughal, Anita Mathews, Anum Hussain, Ariana Traub, Ariel Shidlo, Arno Vosk, Beselot Birhanu, Braden Hexom, C. Nicholas Cuneo, Cameron Dietiker, Chanelle Diaz, Christeen Samuel, Coleen Kivlahan, Deborah Ottenheimer, Diya Killivayalil, Douglas Stephens, Eleanor Emery, Elena Jiménez Gutiérrez, Elora Mukherjee, Farah Chammaa, Federico Palacardo, Gabrielle Milner, Gretchen Heinrichs, Hannah Janeway, Homero Lopez, Jacob Blum, Jar-Yee Liu, Jaylee Caruso, Jenny Wen, Jill Jones, Joanne Ahola, Joseph Shin, Karen Musalo, Karina Anaya, Katherine Blanton, Katherine McKenzie, Kathryn Hampton, Kelsie Avants, Kennji Kizuka, Lynn Midani, Madelyn Perez, Malini Ramaiyer, Marguerite Changala, Matthew Gartland, Megan Berthold, Mehar Maju, Michael Khoury, Minal Giri, Priyanka Narayan, Ranti Mshoni, Reine-Marcelle Wendy Ibia, Rose Molina, Sabi Ardalan, Sara Snyder, Sarah Messmer, Shawn Singh Sidhu, Shruti Anant, Stephanie Bousleiman, Stuart Lustig, Sural Shah, Taylor Kahn, Tim Treinen, Triveni DeFries, Uzoamaka Emeke Nzellibe, Victoria Fonzi, Vidya Ramanathan, Vikrant Garg, Yeny Castillo

Health and Human Rights Institute UCR

CHA Cambridge Health Alliance

CHEEA Center for Health Equity Assessment and Promotion

PHR Physicians for Human Rights

HEAL REFUGEE HEALTH & ASYLUM COLLABORATIVE

AMTI
