

A Student-Run Asylum Program: Service, Capacity Building, and Education.

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GUSOM PHR Leadership Team

Objectives

- Describe N. American Trends
- Describe Rationale for GUSOM program
- Discuss activities, barriers

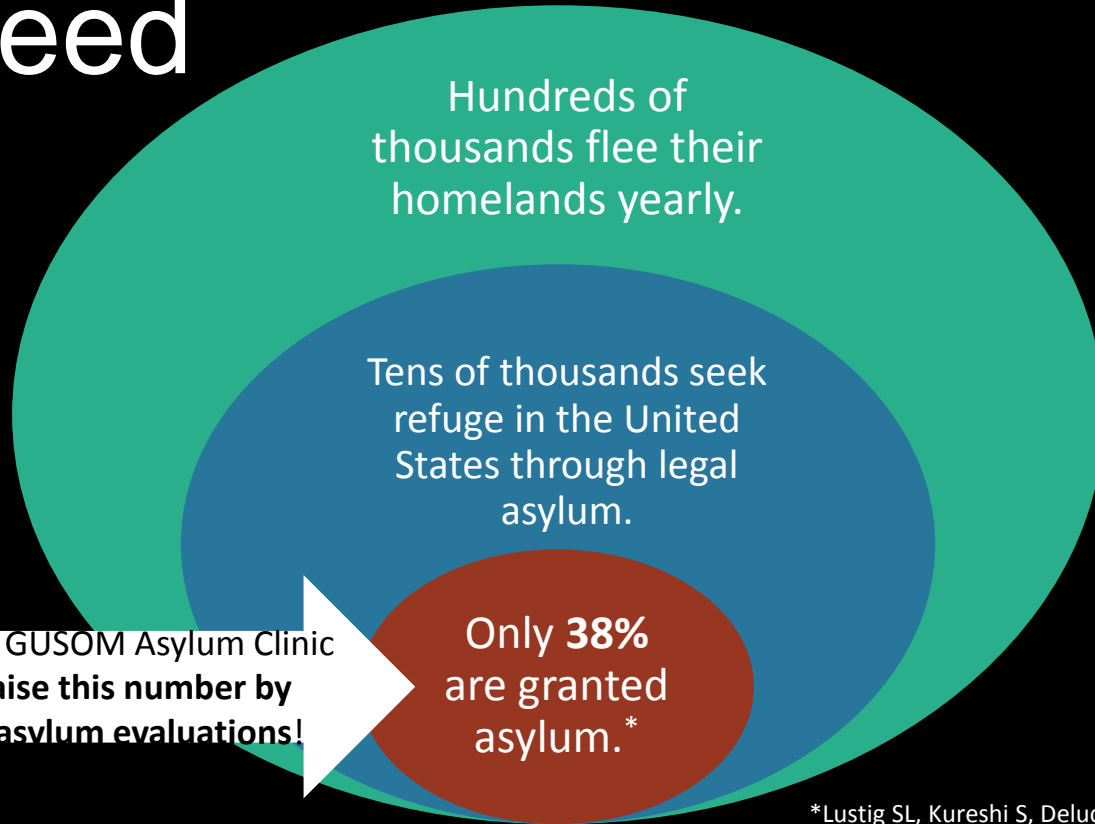
Disclosures

- I am a paid consultant for Physicians for Human Rights (Program on Sexual Violence in Program Zones; MediCapt project. NOT ASYLUM PROGRAM)
- I received funding related to this work from the Josiah Macy Jr. Foundation
- I received funding for some of this work from the Dr. Scholl Foundation

Asylum Trends: North America

- 173,100 new asylum applications 2014
- An increase of 42% vs 2013
- Canada: up 1/3
- US: approx 121,200 claims, 36,800 claims more than in 2013 (+44%)

The Need



*Lustig SL, Kureshi S, Delucchi KL, Iacopino V, Morse SC. Asylum grant rates following medical evaluations of maltreatment among political asylum applicants in the United States. J Immigr Minor Health. 2008;7:7-15.

Asylum Evaluations



- Legal
- Medical
- Psychiatric
- Reported Shortages

Medical Asylum Evaluations

- 89% were granted asylum, compared to the national average of 37.5% among US asylum seekers who did not receive PHR evaluations.



- Lustig et al. [J Immigr Minor Health](#). 2008 Feb;10(1):7-15.

History at GUSOM

- 2004
- Dept of Family Medicine
- PHR
- Georgetown Law
- Resident Education
- Health and Human Rights Course



Partnership with Physicians for Human Rights



Mission

The Georgetown University School of Medicine's Asylum Clinic seeks **to improve the quality of life** for *victims of torture and persecution* by:

bolstering their efforts to **obtain legal asylum**,

connecting them with **vital healthcare and living services**, and

spurring interest and investment in refugee health among *burgeoning healthcare professionals*.

Need

Mission

Opportunity

Operations

Clinician
Scheduling

Student
Scheduling

Evaluation

Care

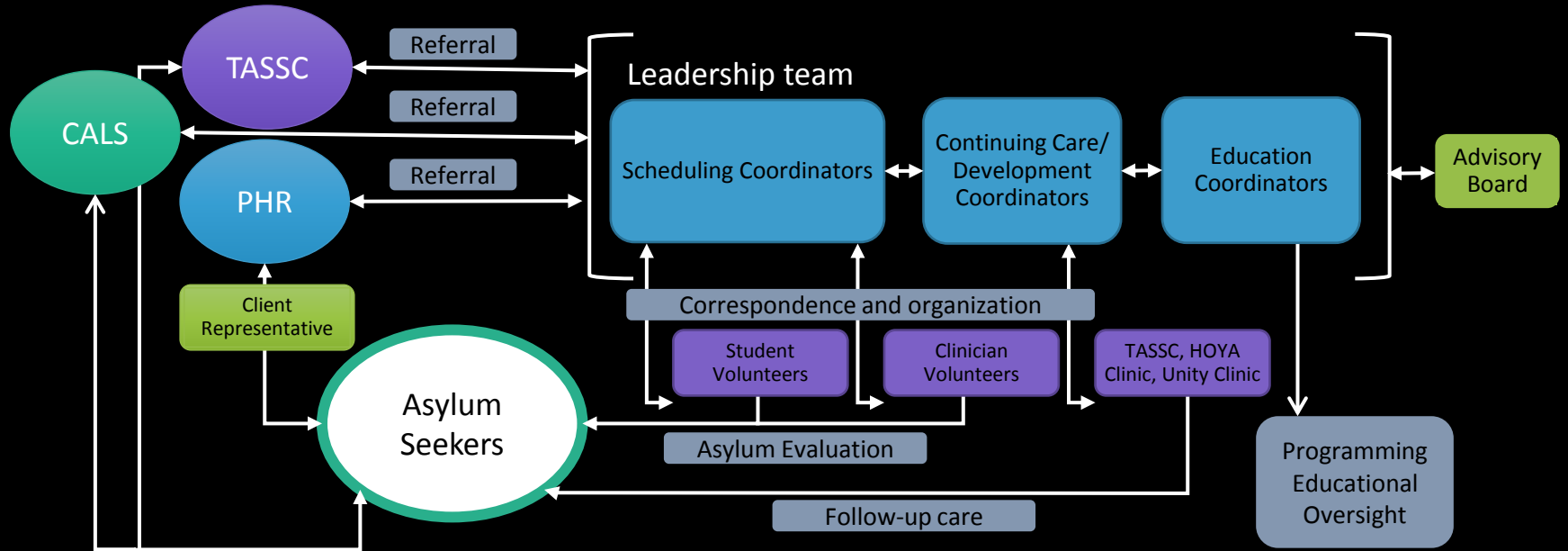
Curriculum

Future

An Introduction to the Georgetown University School of Medicine Asylum Clinic



Operations



Clinician Scheduling

- Maintain a list of clinicians detailing
 - Training status
 - Availability
 - Specialty
- Contact physicians and determine availability to evaluate within the month
- Establish date with lawyer, client, and clinician



Scheduling
Coordinator:
Daisy Kim (M2)

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Student Scheduling

- Maintain a *rotating* list of students
- Established dates sent to on-deck students who can volunteer based on availability
- Gaps filled by leadership team



Scheduling
Coordinator:

Hayley O'Brian (M2)

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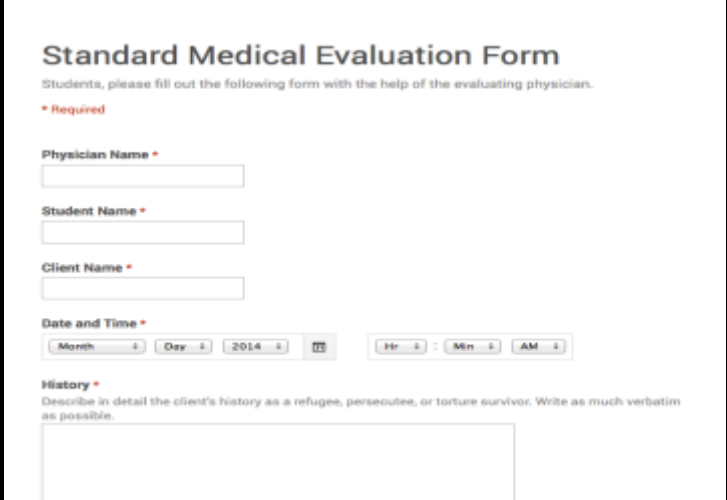
Care

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Evaluation and Affidavit

- Locations
 - Department of Psychiatry
 - Department of Family Medicine
 - Family Medicine Residency Site
 - Community-based
- Debriefing
- Drafting affidavit and send to preceptor
- Record experience in the Standard Medical Evaluation Form online



Standard Medical Evaluation Form
Students, please fill out the following form with the help of the evaluating physician.

*** Required**

Physician Name *

Student Name *

Client Name *

Date and Time *
Month: Day: 2014 Hr: Min: AM

History *
Describe in detail the client's history as a refugee, persecutee, or torture survivor. Write as much verbatim as possible.

Continuing Care/Development

- Continuing care is *vital* to the mission of the asylum clinic
- **We are not a point of care**
 - Refer clients to available clinics (partnering with HOYA Clinic for Resource Specialist training)
 - Follow clients longitudinally throughout process



Continuing Care
Coordinator:
Kevin Diasti (M2)

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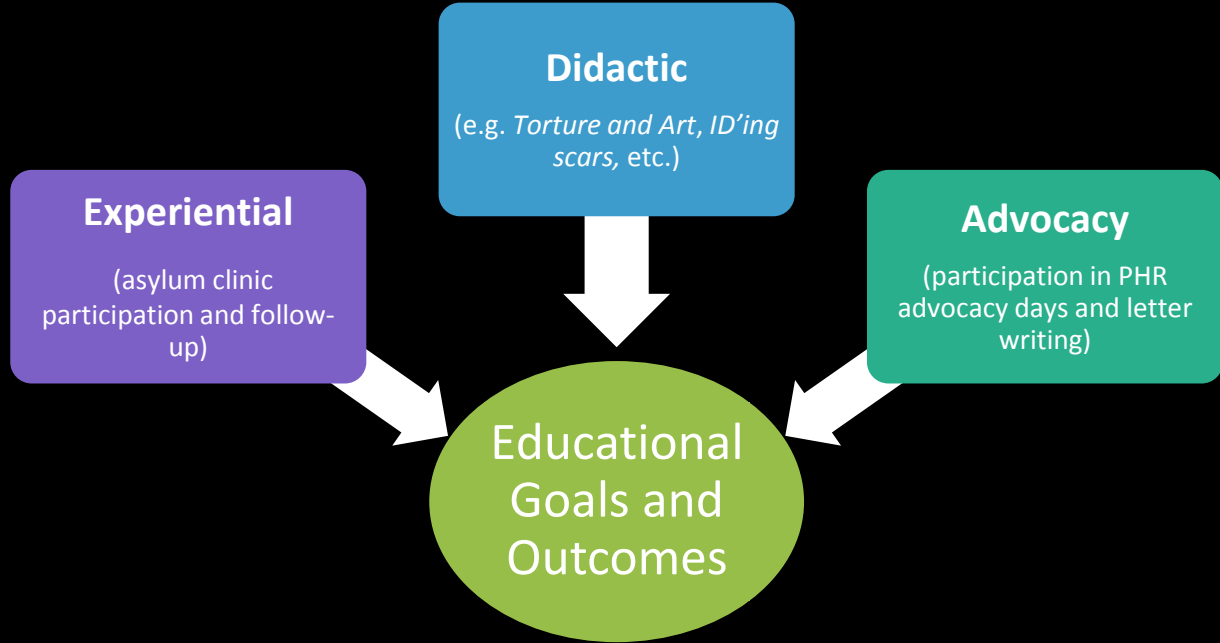
Educational Model

TASKS AND RESPONSIBILITIES	EDUCATIONAL GOALS	POTENTIAL OUTCOMES
Research the context prior to asylum evaluation Attend training and participate in human rights curriculum	Develop understanding of current events and refugee issues	Improved knowledge and understanding of global health and human rights issues
Attend and assist with the asylum evaluation	Recognize signs of torture and learn the basics of forensic documentation	Improved history taking and physical diagnosis skills
	Appreciate the mental health burden of torture and refugee/asylee status	Enhanced empathy and compassion and increased recognition of the role of mental and behavioral health
Write a medical-legal affidavit	Appreciate the legal structure involved in obtaining asylum status	Improved interdisciplinary and interprofessional collaboration
Follow-up with asylum-seeker periodically	Appreciate the ethical and cultural issues in the care of refugees and asylum seekers	Understand the importance of follow-up care and barriers to integration and acculturation

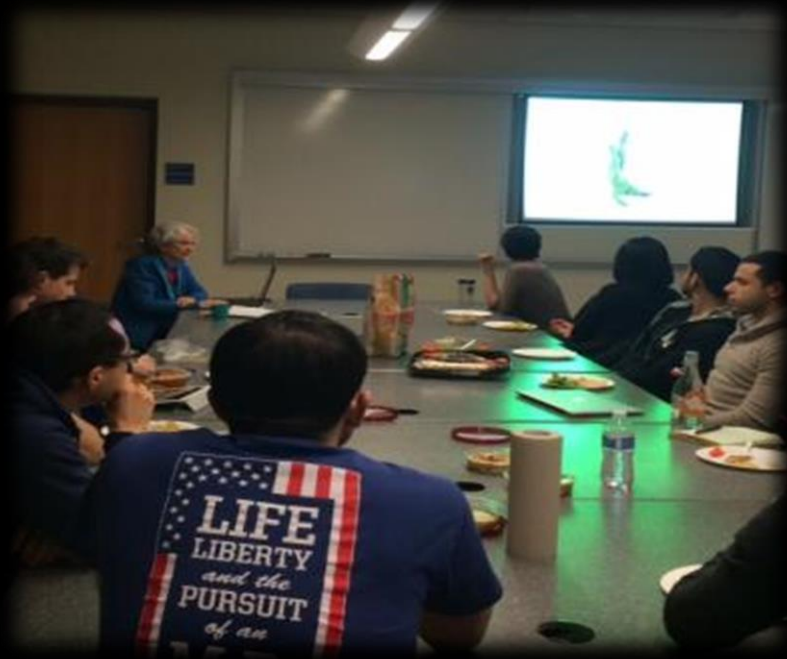
NOTE: Each of these tasks also has practical utility for clinic operations.



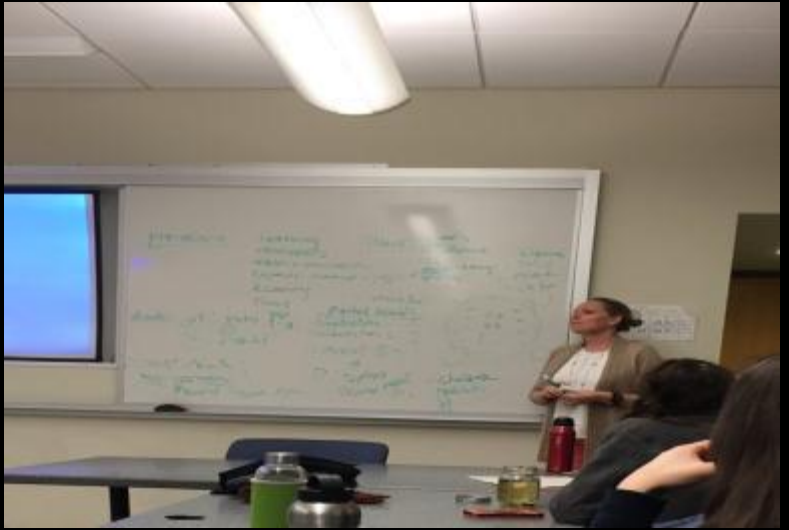
Human Rights Curriculum



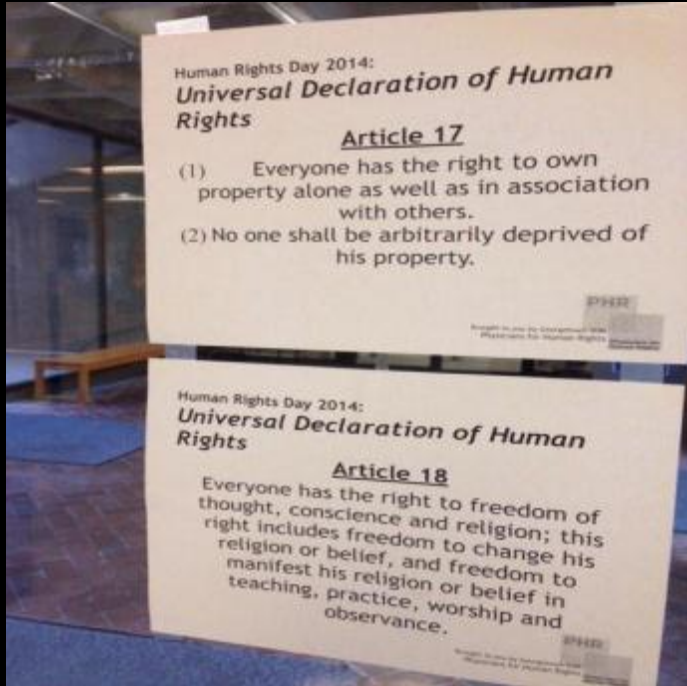
Education



- HHR course
- Holocaust Museum
- University Events
- Community Based events
- Guest Speakers
- Local Conferences



Advocacy



Scholarship

- PHR Annual Student Conference
- Article for Journal of Student Run Clinics
- CENTILE Colloquium
- 22nd National Conference on African Refugees and Immigrants



Student Advising

- Cornell >> GU
- GU >> SLU
- GU >> UNC
- GU >> HU, GWU



Advising



Stumbling Blocks

- Risk management
- Student turnover
- Faculty recruitment
- Funding (program; faculty time)

Future Directions

- Expand capacity for evaluations with trained clinicians
- Identify and build more relationships community partners for continuing care
- Legal partnerships
- Apply for a grant to provide trainings free of charge

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Acknowledgements

- Drs. Kureshi, Gillespie
Ferdowsian
- PHR; TASSC



ents

Dr. Scholl Foundation

Founded by William M. Scholl, M.D., in 1947





Questions?