The Welcome Back Initiative:

Improving diversity in the health workforce
Our mission is to build a bridge between the need for more culturally and linguistically diverse health professionals and the untapped resource of immigrants trained in a field of health in another country who are now living in the US.

The Welcome Back Initiative currently includes centers in California, Massachusetts, Rhode Island, Washington, Maryland, Texas, New York and Colorado.
Why?

“The lack of minority health professionals is compounding the nation’s persistent racial and ethnic health disparities.”

Sullivan Commission, 09/2004

“As our nation becomes increasingly diverse, improving cultural and linguistic competency across public health and our health system can be one of our most powerful levers of advancing health equality.”

J. Nadine Gracia, MD, MSCE, Deputy Assistant Secretary for Minority Health and Director of the HHS Office of Minority Health, 04/2013
### Composition of Selected Health Professions by Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White (%)</th>
<th>Black (%)</th>
<th>Hispanic (%)</th>
<th>Asian/PI (%)</th>
<th>American Native (%)</th>
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</thead>
<tbody>
<tr>
<td>**General Population ***</td>
<td>65.6</td>
<td>12.2</td>
<td>15.4</td>
<td>4.5</td>
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<tr>
<td><strong>MD</strong></td>
<td>73.0</td>
<td>5.0</td>
<td>4.0</td>
<td>17.0</td>
<td>0.1</td>
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<tr>
<td><strong>DDS</strong></td>
<td>89.0</td>
<td>1.0</td>
<td>2.0</td>
<td>7.0</td>
<td>0.1</td>
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<tr>
<td><strong>RN</strong></td>
<td>82.0</td>
<td>9.0</td>
<td>3.0</td>
<td>6.0</td>
<td>0.4</td>
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<tr>
<td><strong>PharmDS</strong></td>
<td>76.0</td>
<td>6.0</td>
<td>3.0</td>
<td>14.0</td>
<td>0.3</td>
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<tr>
<td><strong>LPN</strong></td>
<td>73.0</td>
<td>19.0</td>
<td>4.0</td>
<td>3.0</td>
<td>0.8</td>
</tr>
</tbody>
</table>

*1.5% of the population is of two or more races. Data Source: HRSA, US Census 2008 Population Projections
The foreign-born population in the United States tripled in the past four decades. In 2010, the foreign-born population reached about 40 million and represented 13 percent of the nation.

While foreign-born residents resided in every state, more than half live in just four states: California (25 %), New York (11%), Texas (10%) and Florida (9%). More than one in four (27%) residents in California are foreign-born.

The biggest growth between 1990 and 2010 occurred in the Southeast, Mountain, and Plains states, led by North Carolina (625%), Georgia (545%), Arkansas (529%) and Tennessee (489%).

Source: US Census Bureau, 2010. Migration Policy Institute Data Hub Federation for American Immigration Reform
The share of working-age immigrants in the United States who have a bachelor’s degree has risen considerably since 1980. By then, just 19% of immigrants aged 25 to 64 held a bachelor’s degree. By 2010, that number went up to 30%.

Forty-four of the nation's 100 largest metropolitan areas are high-skill immigrant destinations, in which college-educated immigrants outnumber immigrants without high school diplomas by at least 25 percent.

Source: Metropolitan Policy Program at Brookings, June 2011
It is expected that the number of employed nurses will grow from 2.74 million in 2010 to 3.45 million in 2020, an increase of 712,000 or 26%. The projections further explain the need for 495,500 replacements in the nursing workforce bringing the total number of job opening for nurses due to growth and replacements to 1.2 million by 2020.

American Association of Colleges of Nursing. (08/2012). “Nursing Shortage Fact Sheet.”
Since the start of the recession in December 2007, the health sector has added 1.56 million jobs, for a cumulative growth of 11.9%, while non-health employment has fallen by 2.84 million jobs, for a cumulative decline of 2.3%.

Source: Altarum Institute. Health Sector Economic Indicator © Nov, 2013
Other includes: psychologists, speech therapists, pharmacists, midwives, physical therapists, social workers.
Total Participants: N= 14,345 as of the 3rd Quarter of 2014.
WBI Participants Demographics

- 64% percent are NOT working in the health sector at the time of first contact with a WBC
- 46% have been in the US fewer than 3 years
- 71% are women
- 60% are between 30 and 49 years old
- 56% have at least an intermediate to high level of English
- 36% have at least one dependant in the US
WBI Top 15 Countries of Origin
(as of the 3rd Quarter of 2014)

- Mexico: 3,201
- Philippines: 1,485
- El Salvador: 710
- China: 651
- Peru: 510
- Colombia: 460
- India: 357
- Russia: 348
- Ethiopia: 312
- Haiti: 279
- United States: 265
- Ukraine: 207
- Iran: 201
- Brazil: 190
- Dominican Republic: 187
- Iraq: 180
- Nicaragua: 160
**Participant Pathways**

- Integrating ITHP currently employed in non-health related work into jobs in the health workforce

- Applying ITHP skills from training in country of origin to related health occupations, e.g. physician to nurse practitioner, dentist to dental hygienist

- Guiding ITHP to other roles in the health sector, e.g. public health (MPH), research, academia, administration, advocacy, biotechnology

- Moving ITHP toward their profession from their country of origin (validating credentials, passing licensing exams, entering residency training programs, etc.)
Cross Cutting Themes

English Language Proficiency

Participants, educators, and employers alike identified lack of fluency in English as a fundamental obstacle for ITHPs entering the health workforce.
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
<th>UNIT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE 1</strong>&lt;br&gt;Exploring Career Goals in Health Care</td>
<td><strong>MODULE 2</strong>&lt;br&gt;Communicating with Patients and Families</td>
<td><strong>MODULE 3</strong>&lt;br&gt;Communicating with Other Health Professionals</td>
<td><strong>MODULE 4</strong>&lt;br&gt;Exploring Critical Issues in Health Care</td>
<td><strong>MODULE 5</strong>&lt;br&gt;Intercultural Communication in Health Care</td>
</tr>
<tr>
<td>Health Care Professions and Career Paths</td>
<td>The Patient-Health Professional Relationship</td>
<td>Interaction among Health Care Workers</td>
<td>Understanding Health Care Systems</td>
<td>Culture and Communication in Health Care</td>
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<tr>
<td><strong>UNIT 2</strong>&lt;br&gt;Requirements for Entry in Health Field</td>
<td>Gathering Patient Information</td>
<td>Using Medical Terminology Appropriately</td>
<td>Understanding Health Care Cultures</td>
<td>Beliefs and Traditions about Health and Illness</td>
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<tr>
<td><strong>UNIT 3</strong>&lt;br&gt;Job Search Skills</td>
<td>The Patient-Centered Interview</td>
<td>Assertive Communication with Co-Workers</td>
<td>Critical Health Issues in the U.S.</td>
<td>Cultural Diversity in Health Care</td>
</tr>
<tr>
<td><strong>UNIT 4</strong>&lt;br&gt;Job Application Process</td>
<td>Examining and Monitoring Patients</td>
<td>Professional and Social Communication</td>
<td>Healthy Lifestyles and Behaviors</td>
<td>Serving Multicultural Patients</td>
</tr>
<tr>
<td><strong>UNIT 5</strong>&lt;br&gt;Job Interview Skills</td>
<td>Developing a Treatment Plan</td>
<td>Working Effectively on a Team</td>
<td>Alternative Health Perspectives and Practices</td>
<td>Working with Multicultural Health Professionals</td>
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<tr>
<td><strong>UNIT 6</strong>&lt;br&gt;Professional Behavior &amp; Workplace Expectations</td>
<td>Medical Charting and Reporting</td>
<td>Supervising and Instructing other Health Professionals</td>
<td>Health Care for an Aging Population</td>
<td>Cultural Disparities in Health Care</td>
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<tr>
<td><strong>UNIT 7</strong>&lt;br&gt;Work &amp; Safety Issues for Health Professionals</td>
<td>Patients with Special Needs</td>
<td>Electronic Communication</td>
<td>Legal &amp; Ethical Issues in Health Care</td>
<td>Analyzing Needs of Cultural Communities</td>
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<tr>
<td><strong>UNIT 8</strong>&lt;br&gt;Career and Professional Development in Health Care</td>
<td>Handling Challenging Situations with Patients</td>
<td>Handling Challenging Situations with Co-Workers</td>
<td>Future Directions for Health and Health Professionals</td>
<td>Serving Our Own Cultural Communities</td>
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</table>

http://englishhealthtrain.welcomebackinitiative.org/
Loss of Professional Identity

Immigrant health professionals often face the loss of professional identity and associated social standing and the challenge of redefining themselves in a new societal context.
Lack of Familiarity with the US Health System

Different roles and professions exist in the US; also, there are inherent differences in the US health workplace culture, rules, and regulations.
Lack of financial resources and time to attend classes were consistently identified as barriers to participation in the WBI. Individuals often did not have the time to go to school because they held two or three jobs in order to support their families.
Structural Barriers

- Complexity of Licensing Processes
- Inconsistent Messages from Agencies, Institutions and Employers
- Complex Bureaucracies (Abroad and US)
- Conflicting Interests of Key Stakeholders
### Welcome Back Centers’ Additional Services

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<tr>
<th>Case Management and Support Services</th>
<th>San Francisco</th>
<th>San Diego</th>
<th>Boston</th>
<th>Rhode Island</th>
<th>Puget Sound</th>
<th>Suburban Maryland</th>
<th>San Antonio</th>
<th>New York</th>
<th>Colorado</th>
<th>Northwest Washington</th>
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<tbody>
<tr>
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<tr>
<td>Educational Interventions (ESL, TOEFL, tutoring, study groups, acculturation workshops, computer classes, etc.)</td>
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<tr>
<td>Financial Assistance for Tuition, books and exam fees</td>
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<td>✓</td>
<td>P</td>
<td>P</td>
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<tr>
<td>Observerships in Health care institutions</td>
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<tr>
<td>Resume and cover letter development assistance</td>
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<tr>
<td>Job search assistance and referrals</td>
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<td>Mock interview practice</td>
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<tr>
<td>Job development and work skills training</td>
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<td>NCLEX preparation</td>
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<td>Job placement</td>
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<td>Lending library for test preparation materials and books</td>
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<tr>
<td>Networking opportunities with healthcare recruiters</td>
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<td>Job retention counseling</td>
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<tr>
<td>Support groups for nurses and MDs</td>
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<tr>
<td>MD panel discussions on residency matching</td>
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<td>NCLEX RN/LVN Refresher</td>
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<tr>
<td>Other social services</td>
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<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
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</tbody>
</table>

- ✓: On-site services
- P: Offered by partner agency
Outcomes
(as of the 3rd Quarter of 2014)

- 3,954 Validated their Credentials
- 2,308 Passed Licensing Exams
- 1,350 Obtained License in their Original Professions
- 779 Obtained Advancement in Health Career
- 2,017 Obtained Employment in the US Health Sector for the First Time
- 126 MDs Accepted into Residency Programs
- Our participants have seen an annual income increment of 255% from initial contact to completion of their goals
Impact to Communities

- Cost savings in developing a multicultural and multilingual workforce
- Economic development
- Immigrant integration
- Increase tax base will cover cost of investment
Welcome Back
Technical Assistance Tool Kit

- Starting a Welcome Back Center
  - Considerations in Starting a Center
  - Types of Participant Services Provided
  - Guidelines for Managing a Center
  - Implementing the Welcome Back Model
  - Strategic Planning Workshop

- Data Collection & Evaluation
  - Overview of Program Evaluation
  - Data Collection & Data Entry
  - Data Analysis & Report Generation
  - Sample Evaluation Tools & Reports

- Educational Case Management
  - The Case Management Process
  - Evaluation Healthcare Credentials
  - Professional Licensing Processes
  - Career & Employment Options
  - Job Readiness Skills

- Orientation to Health Care in the U.S.
  - Types of Courses & Group Activities
  - Organization of Health Services Course
  - Public Health & Society Course
  - Health Professions & Practice Course
  - Residency Training for IMGs Course
  - Course Planning & Implementation Tools

- English for Health Professionals
  - Planning & Assessing English Courses
  - Module 1: Exploring Career Goals in Health
  - Module 2: Patient Communication Skills
  - Module 3: Co-Worker Communication Skills
  - Module 4: Critical Issues in Health Care
  - Module 5: Intercultural Communication
Welcome Back Initiative

- San Francisco
- Los Angeles
- Northwest Washington (WA)
- Colorado
- New York
- San Diego
- Boston
- Rhode Island
- Puget Sound (WA)
- Suburban Maryland
- San Antonio, TX
- New York
<table>
<thead>
<tr>
<th>Center’s Name</th>
<th>Hosted by</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco, CA</td>
<td>City College of San Francisco</td>
<td>(415) 561-1833</td>
</tr>
<tr>
<td>San Diego, CA</td>
<td>Grossmont College</td>
<td>(619) 644-7057</td>
</tr>
<tr>
<td>Boston, MA</td>
<td>Bunker Hill Community College</td>
<td>(617) 228-4226</td>
</tr>
<tr>
<td>Rhode Island, RI</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Puget Sound, WA</td>
<td>Highline Community College</td>
<td>(206) 592-3345</td>
</tr>
<tr>
<td>Suburban Maryland, MD</td>
<td>Montgomery County DHHS</td>
<td>(240) 777-3168</td>
</tr>
<tr>
<td>San Antonio, TX</td>
<td>Alamo Community College District</td>
<td>(210) 485-0245</td>
</tr>
<tr>
<td>New York, NY</td>
<td>La Guardia Community College</td>
<td>(718) 730-7530</td>
</tr>
<tr>
<td>Colorado, CO</td>
<td>Spring Institute for Intercultural Learning</td>
<td>(303) 569-8634</td>
</tr>
<tr>
<td>Northwest Washington</td>
<td>Edmonds Community College</td>
<td>(425) 640-1174</td>
</tr>
</tbody>
</table>

www.welcomebackinitiative.org