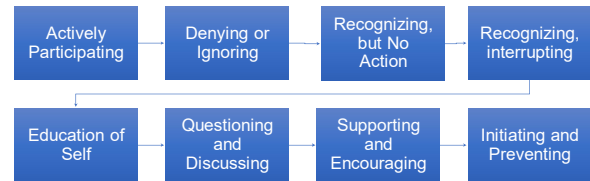




Global Local: Advocating for DACA Recipients' Access to Medical Education and State Licensure

Mark Humphrey, MD MPH and Kimberly Humphrey, MSW

Stages of Change and the Oppression Action Continuum



https://www.uua.org/sites/live-new.uua.org/files/oppression_action_continuum.pdf AMERICAN ACADEMY OF FAMILY PHYSICIANS

Learning Objectives

1. Build an understanding of the complex circumstances impacting DACA recipient abilities to become family physicians.
1. Describe immigration public policy debates in the United States and provide historical context to current concerns surrounding DACA recipients.
1. Communicate orally and in writing your knowledge, thoughts and positions about DACA recipients' access to state medical schools and their ability to hold state medical license.
1. Advocate for particular policy choices using the knowledge and skills gained in this presentation.

2

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Deferred Action for Childhood Arrivals

- **June 2012:** DACA was created by executive order by Obama with approximately 800,000 who have applied
- **September 2017:** No new applications for DACA would be accepted, when Trump rescinded DACA.
- **June 2019:** California judge rules that individuals with DACA or past DACA recipients can continue to renew their benefits on a two-year basis.

<https://www.ilrc.org/daca-timeline-infographic> AMERICAN ACADEMY OF FAMILY PHYSICIANS

Agenda

- Background
- Case Study - South Carolina
- Intro to Advocacy
- Small groups (1)
- Advocacy Case Study - South Carolina
- Small groups (2)
- Conclusions

3

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DACA Requirements

What Are The Requirements For DACA?

- Under 31 years old as of June 15, 2012
- First came to the United States before your 16th birthday
- Have lived continuously in the United States from June 15, 2007 until present
- Were physically present in the United States on June 15, 2012 and at the time they applied
- Came to the United States without documents before June 15, 2012, or their lawful status expired as of June 15, 2012
- Are currently studying, or graduated from high school or earned a certificate of completion of high school or GED, or have been honorably discharged from the Coast Guard or military (technical and trade school completion also qualifies);
- Have NOT been convicted of a felony, certain significant misdemeanors (including a single DUI), or three or more misdemeanors of any kind.

<https://undocu.berkeley.edu/legal-support-overview/what-is-daca/> AMERICAN ACADEMY OF FAMILY PHYSICIANS

DACA Students to Physicians

- Research has found where you train as a student and resident determines where you practice medicine (Osby, 2017)
- The American Medical Association (AMA) estimates that DACA could introduce 5,400 previously ineligible physicians into the health system in the coming decades

13

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South Carolina Bill H.3404

- Sponsored by Neal Collins (R-Pickens)
- The bill has bipartisan support with 50 co-sponsors
- 2018 legislative session it was heard at committee but did not get presented at full committee.
- There are 6,400 DACA recipients in South Carolina
- <https://www.34for3404.com>

16

(NCSL, 2017)

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Barriers for DACA Students Wanting to Pursue Medicine

- Admission to a medical school in the state where they live is not always possible
- Cost of the schooling and lack of available scholarships
- Inability to practice medicine in their home state
- Current political landscape
- The system is hard to navigate, it is necessary to find a community for resources.

14

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South Carolina Medical Schools

- States schools do not accept or do not give in-state tuition
- When asked why site the state law prohibiting DACA beneficiaries from practicing in the state
- [Personal Example](#)

17

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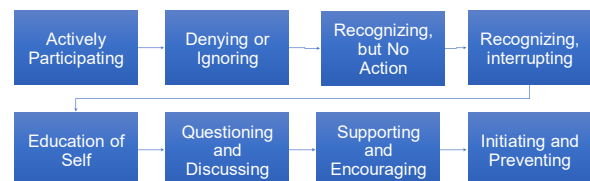
South Carolina

- Fastest Hispanic population growth among Southeastern states
— Third fastest growth in the nation (IHPR at USC Institute for Families in Society, 2018)
- Will need an additional 815 primary care physicians by 2030
(Robert Graham Center, 2010)
- Every county has at least one designated medically underserved community (SCDHEC, 2014)
- Current state law prohibits in-state tuition, state scholarships and state licensure

15

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Stages of Change and the Oppression Action Continuum



18

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Small Group Activity #1

Questions to discuss: (10-15 minutes)

- Why did you attend this session?
- Where are you on the Oppression Action Continuum?
- What have been some of your successes/struggles
- How does your university/health care system/state respond to DACA recipients?
 - National Conference of State Legislatures <http://www.ncsl.org/research/immigration/deferred-action.aspx>
 - Migration Policy Institute MPI <https://www.migrationpolicy.org/programs/data-hub/deferred-action-childhood-arrivals-daca-profiles>
 - NASPA <https://www.naspa.org/rpi/posts/can-states-provide-access-update-on-in-state-tuition-policies-for-undocumen>

19

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Case Study in Advocacy: South Carolina

- Inquiring about admissions policy
- Letter to Medical School Dean
- Learned of HB3404
- Sent emails and infographic to state legislators
- Followed the bills as it moved, then stalled in the SC House
- Waiting till next session begins
- Examples of emails and letters in the app

22

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Audience Experiences

- **Personal efforts**
- **Success stories**
- **Struggles**

20

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Small Group Session #2

- Work on either an infographic, [email or letter to the editor](#) (10-15min)

Things to consider when writing:

- What about this topic resonates with you individually?
- Why is this topic important to your community or state?
- Who are the key groups in your state already doing work on this topic?
- What rules does your local paper have?

23

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Other States and Schools

What is happening in other states

- [California](#)
- [Minnesota](#)

Other Medical Schools

- [Loyola](#)

21

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Resources

- [Scholarship List](#)
- [Residency Info](#) and [FAQs for Residencies](#)
- [Info on Professional License](#)
- [State Information](#) and [State Data](#)
- [South Carolina Information from Hispanic Alliance](#)

24

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Conclusions

- Each of us are at different places on the Action Continuum
- DACA beneficiaries are one small part of the larger immigration debate
- Having a voice in local, state and national policy making does not have to take a lot of time or special talents
- Politicians tend to be more responsive locally and when framed in local impacts
- These same steps can be used on any topic

25

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26

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26

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27

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Sample Advocacy Email

Rep Rose,

I have been following House Bill 3404 and realize we are past the normal cross-over time frame for bills to make it to the Senate. I appreciate your support for this bill. As a family and preventive medicine physician that works as clinical faculty at UofSC School of Medicine - Columbia, I see the need for more physicians, especially primary care physicians, that come from a diverse background. When I asked our school of medicine admissions committee why they do not consider DACA beneficiaries for admission, they cited that the state does not allow DACA beneficiaries to hold a medicine license and it was a charge from the state to have our school produce more physicians for South Carolina. In their minds, under current law - without passage of HB3404, if they admitted a DACA beneficiary, that would be taking the seat of a student who could actual stay in SC to practice medicine. I think the admissions committee would consider changing their policy if this bill were passed. Again, thanks for your time and support of HB3404, please let me know how else I may assist in your efforts.

Best Regards,

Mark Humphrey MD, MPH

Local Address
Columbia, SC 29205
Local Phone

Rep Collins,

I have been following House Bill 3404 and realize we are past the normal cross-over time frame for bills to make it to the Senate. I appreciate your work on this bill and wonder how I might help give my support. As a family and preventive medicine physician that works as clinical faculty at UofSC School of Medicine - Columbia, I see the need for more physicians, especially primary care physicians, that come from a diverse background. When I asked our school of medicine admissions committee why they do not consider DACA beneficiaries for admission, they cited that the state does not allow them to practice medicine and it was a charge from the state to have our school produce more physicians for South Carolina. In their minds, under current law - without passage of HB3404, if they admitted a DACA beneficiary, that would be taking the seat of a student who could actual stay in SC to practice medicine. I think the admissions committee would consider changing their policy if this bill were passed. Again, thanks for your time and support of HB3404, please let me know how else I may assist in your efforts.

Best Regards,

Mark Humphrey MD, MPH

H.3404 PROVIDES DACA RECIPIENTS WITH IN-STATE
TUITION, SCHOLARSHIP ACCESS AND LICENSURE

Why South Carolina's Medical Schools and Residencies Need H.3404

The most diverse patient population in history

**SOUTH CAROLINA HAS THE FASTEST HISPANIC
POPULATION GROWTH AMONG SOUTHEASTERN
STATES AND THE 3RD FASTEST GROWTH IN THE
NATION**

South Carolina has the opportunity to lead the Southeast
in innovative ways to solve our healthcare problem

**Association of American Medical Colleges (AAMC)
states that the United States will be short more than
120,000 physicians by 2030**

**THIS DEFICIT WILL BE ACUTELY FELT IN THE SOUTH,
WHICH ALREADY HAS FEWER DOCTORS THAN OTHER
AREAS OF THE COUNTRY**

The American Medical Association (AMA) estimates that DACA could
introduce **5,400** previously ineligible physicians into the health
system in the coming decades

Every county in South Carolina has areas that are designated as medically underserved

**DACA STUDENTS ARE MORE LIKELY TO RETURN TO AND
SERVE THEIR COMMUNITIES, WHICH ARE OFTEN LOW-
INCOME, HEALTH PROFESSIONAL SHORTAGE AREAS**

Darrell G. Kirch, President and CEO of AAMC, states "Many DACA
recipients are bilingual and understand the barriers to access and
health challenges that immigrants face"

**Academic medicine has the responsibility to
produce a workforce that is able to attend to the
needs of the diverse patient and community
population.**

**A 2018 STUDY AMONG DACA RECIPIENTS FOUND
THAT 90 PERCENT ARE WORKING AND
CONTRIBUTING TO THEIR STATE'S ECONOMY**

How to Help

**EDUCATE LAWMAKERS OF THE IMPORTANT ROLE
THAT DACA RECIPIENTS CAN PLAY IN THE
HEALTHCARE SYSTEM AND ECONOMY**

Give support to H.3404 and the importance of the bill to include all
three provisions including in-state tuition, scholarships and
professional licensure.

FOR QUESTIONS OR FOR MORE INFO: KHH@EMAIL.SC.EDU