**Title**

**“Improving refugee health literacy – engaging GPs in community-based health promotion”**

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**Background**

Refugees face a number of challenges in accessing appropriate health care and achieving equitable health outcomes. In Australia, General Practice is the first point of contact with formal health services for most refugees. Despite important clinical work being done, many determinants of health lie beyond the clinic setting.

*The Water Well Project (TWWP)* is an Australian not-for-profit organisation that seeks to improve the health and wellbeing of people from refugee and asylum seeker backgrounds by improving health literacy. *TWWP* trains and supports volunteer health professionals to deliver health education sessions for refugee communities.

**Aims**

To conduct a process and impact evaluation of a pilot *TWWP* health literacy program in Hobart, Tasmania. The study will assess a) the teaching and training process and b) the impact on short-term outcomes for volunteer health professionals. The study seeks to understand the health professionals’ experiences of and engagement with refugee communities through TWWP.

**Method**

Recruit 10-20 health professionals to undertake training with *TWWP*. Conduct pre- and post-training surveys. Conduct semi-structured interviews with a purposive sample of participants three months after initial training. Interviews will be analysed thematically & results used to inform future work.

**Results**

This research is being conducted as part of the RACGP Academic Post program 2018. Results will be available mid 2018.

**Conclusion**

*The Water Well Project* highlights health literacy as an upstream factor influencing health and wellbeing for refugees. Evaluations of TWWP in Victoria show a positive impact on health professionals’ knowledge and skills in working effectively with culturally and linguistically diverse communities1. This research examines the potential impacts of TWWP in a new setting, in Hobart, Tasmania.

**References**

1. Martin, T. J., Butters, C. & Phuong, L. (2017). A two-way street: reciprocal teaching and learning in refugee health. *Australian Health Review.* 42(1):1-4. CSIRO.

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