



Hmong Refugee Library Services

HOW PUBLIC LIBRARIES CAN ADDRESS TRAUMA, LITERACY, AND HEALTH

REFUGEE RESOURCES

Im, H., Rodriguez, C., & Grumbine, J. M. (2020).

A multitier model of refugee mental health and psychosocial support in resettlement: Toward trauma-informed and culture-informed systems of care. *Psychological Services*, 18(3), 345–364. <https://doi.org/10.1037/ser0000412>

In order to better address refugee mental health, the multiplier mental health and psychosocial support model finds the gaps in refugee resettlement program support and provides trauma- and culture-informed care.

Koerber, J. (2018). *Library services for immigrants and new Americans: celebration and integration*. Libraries Unlimited.

This book provides a practical guide to providing meaningful services to immigrants. Such programs build a community and provide the resources for both success and comfort for immigrants and refugees in their new homes.

Kosciejew, M. (2019). Information's Importance for Refugees: Information Technologies, Public Libraries, and the Current Refugee Crisis. *The Library Quarterly (Chicago)*, 89(2), 79–98. <https://doi.org/10.1086/702193>

Marc Kosciejew outlines some of refugees' unique needs and suggests that public libraries support refugees' human rights by providing access to information, communication, and resources, and they help to build trust and support within the community.

Lloyd, A. (2017). Researching fractured (information) landscapes: Implications for library and information science researchers undertaking research with refugees and forced migration studies. *Journal of Documentation*, 73(1), 35–47. <https://doi.org/10.1108/JD-03-2016-0032>

Annemaree Lloyd notes little attention is paid to refugee information experiences, and as such, libraries, though positioned as safe spaces for refugees, are often poorly prepared to handle the unique needs of forced migrants. To better serve these users, libraries must first consider the fractured landscape from which refugees come and dedicate time and resources developing specific strategies for aiding them.

Rodriguez, S. (2019). "We're building the community; it's a hub for democracy.": Lessons learned from a library-based, school-district partnership and program to increase belonging for newcomer immigrant and refugee youth. *Children and Youth Services Review*, 102, 135–144. <https://doi.org/10.1016/j.childyouth.2019.04.025>

The Hartford Public School District and Hartford Public Library created a partnership designed to understand the experiences of migrant youths and help them develop spaces of belonging in the community by creating support networks.

THE HMONG

Allen, M., Matthew, S., & Boland, M. J. (2004). Working with immigrant and refugee populations: issues and Hmong case study. *Library Trends*, 53(2), 301–328.

Refugees have unique health information needs that need to be specifically addressed in a culturally and linguistically sensitive way to ensure effective communication.



Goodkind, J. R. (2006). Promoting Hmong Refugees' Well-Being Through Mutual Learning: Valuing Knowledge, Culture, and Experience. *American Journal of Community Psychology*, 37(1), 77–93. <https://doi.org/10.1007/s10464-005-9003-6>

Refugees resettling in another country face several hurdles, not limited to trauma, lack of community, discrimination, and isolation. The Refugee Well-Being Project was developed to help Hmong refugees thrive, and to address specific issues within the community, such as women's issues.

Kang, H.-W. (1994). *The Development and Study of Hmong Literacy: Ensuring the Future and Preserving the Past*. Distributed by ERIC Clearinghouse.

Hee-Won Kang's 1993 survey investigated the overall literacy of adult Hmong immigrants and found that Hmong culture impacted the way in which the immigrants interacted with information. This survey found that visual cues were very important for this community, and that community cooperation was a key aspect of learning among Hmong students.

Khuu, B. P., Lee, H. Y., & Zhou, A. Q. (2018). Health Literacy and Associated Factors Among Hmong American Immigrants: Addressing the Health Disparities. *Journal of Community Health*, 43(1), 11–18. <https://doi.org/10.1007/s10900-017-0381-0>

This study demonstrates that Hmong refugees have low health literacy, which may lead to increased poor physical and mental health in the community.

Michaud, J. (2020). The Art of Not Being Scripted So Much: The Politics of Writing Hmong Language(s). *Current Anthropology*, 61(2), 240–263. <https://doi.org/10.1086/708143>

As Jean Michaud notes, the Hmong do not have a common script for their language, nor do they have one specific region to call their own. This adds complexity to written histories of the Hmong people, as any scripts crafted for them carry a great deal of baggage, from Christian missionaries to Chinese oppression.

Xiong, K. Y. (2019). *The Disappearing Hmong Language: The Effects of English on Hmong Children's Heritage Language and Their Relationship with Their Parents*. [Ed.D. Dissertation, University of Colorado at Denver]. ProQuest Dissertations Publishing.

Khang Yang Xiong's dissertation notes the specific struggles faced by the Hmong community in the United States, not limited to financial, education, and language frustrations. As Hmong youth assimilate, their familiarity with the Hmong language falls away, and with it, connection to their culture and families.

