Division of Community Outreach and Medical Education

Albany Medical College

Service Learning 101

A Guide to the Approved Service Learning Opportunities Available 2017-2018

Committed to the improved health of the community.
What is Service Learning?

“Service-learning™ is different from community service unconnected to formal study in two important ways. First, it demands that the student understand the service agency—its mission, philosophy, assumptions, structures, activities, and governance—and the conditions of the lives of those who are served. Second, it is characterized by a relationship of partnership: the student learns from the service agency and from the community and, in return, gives energy, intelligence, commitment, time, and skills to address human and community needs. In addition, the service agency learns from the students. College and university faculty and service agency personnel both teach and learn from one another.”

Excerpt from

*International Partnership for Service Learning, (IPSL)*

[http://www.ipsl.org/services/service-learning](http://www.ipsl.org/services/service-learning)
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“Service learning and volunteering are, at first glance, very similar. But this superficial similarity masks a wealth of concrete differences. Volunteering, of which I have done a good deal, is merely experiential: You assist with a project or help at an event, and that is the end of it. There is no (or little) learning about what has been done, nor is there reflection on what has been accomplished or what you have gotten from the experience.” Service learning “provides us with great experiences, and enables us to learn about the experiences, learn FROM the experiences, and reflect on what the experience means to us as people (and as future physicians)... I love to talk to the residents, learn about their lives, and help them in their day-to-day existence. They have had such interesting experiences, and have led such rich and fulfilling lives... In addition, taking care of the residents has undoubtedly shown me that caring for patients will be the most enjoyable aspect of my future job as a physician. There is almost nothing that I do not like about volunteering at the Joan Nicole Prince Home, but a few minor inconveniences come to mind. I don't have a car, and the JNP Home is in Scotia, so I have to take a 90-minute bus ride to get there. This actually isn't that bad though, mostly because I enjoy volunteering at the home so much that a long bus ride is worth it to me. In addition, sometimes when the residents are asleep it can get a little boring. But I just use that time to do my homework (or, more often, surf the internet). So it's not so bad.”

Dileep Aiyagari, Class of 2015
Official List of Service Learning Opportunities
for academic year 2017-2018

In Brief: Division of Community Outreach and Medical Education opportunities

**Medical Students as Patient Navigators**: Work with newly diagnosed patients with cancer to support them in navigating the complex medical system.

**Parsons Child and Adolescent Mobile Team**: Students work with a multidisciplinary team in the community responding to psychiatric and behavioral emergencies.

**Strong Mom**: First and Second year students pair with pregnant teenage women attending health classes and doctor’s appointments.

**Tobacco Cessation Consult Service**: Students are trained to do tobacco cessation counseling work on call in the medical center counseling inpatients.

**Guidance and Enrichment in Mentorship (GEM)**: Students mentor and tutor elementary up to high school students in the Albany area.

**Generations Together for Alzheimer’s and other Dementias**: Students are paired with patients to help with day-to-day challenges they face as a result of decreasing cognitive ability.

**Successful Aging in Place**: Partnership with Albany Housing Authority to enable individuals of all ages to maintain their independence, dignity and quality of life within their homes and communities. Students in pairs assess residents’ well-being and connect to resources.

**Community Caregivers**: Students partner with a community agency to help provide non-medical services that enable individuals of all ages to maintain their independence, dignity and quality of life.

**Joan Nicole Prince Palliative Care Home**: Serve as a caretaker and surrogate family to residents at the end of their lives in a safe, serene and clean environment.

**AMC Science and Technology Entry Program (S.T.E.P)**: Instruct or tutor minority high school students in science, math, writing, or work on science research or other college and career preparation projects.

**AIDS Education for HS Students**: Visit Albany area schools to facilitate discussions on the epidemiology of HIV and STI’s. Infected patients accompany to share their story.

**Hippotherapy**: Assist in delivery of Equine Assisted Activity/Therapy to patients with traumatic brain injury, developmental delay, and other health conditions.
**Side Kicks**: A mentor program that pairs first and second year medical students with an ill pediatric patient. Students provide support and companionship to their “sidekicks” both inside and outside the formal medical setting.

**Story Time Stars**: Medical students participate directly in parental education that leads to improved early literacy as well as a child’s overall improved development.

**Promise Care**: Work as part of a patient’s healthcare team to address obstacles patients face adhering to treatment.

**NICU Cuddlers**: Provide support to babies, families, and staff in the NICU by cuddling patients and learning about their health issues.

**Healthcare System Navigation**: Work with community members to address issues with insurance coverage, finding healthcare, and understanding health information.

**In Brief: Department of Family Medicine Opportunities**

**Care From the Start**: The program provides the opportunity for an educational experience to allow students to care for a cohort of patients while paying close attention to their needs as well as the needs of their communities.

**Bring it to the Courts and Beyond the Courts**: Offers children and teens a place to go to participate in healthy, positive and productive activities, keeping them off the streets in a neighborhood that is experiencing high levels of crime and violence.

**Project SOAR** identifies gifted inner city youth and provides them with the resources to succeed academically while instilling a love for, and a commitment to, service to improve their community.

**IMANA**: Health education sessions held at community mosques, with an emphasis on preventive care. The mission of IMANA is to serve as a conduit to regular primary care services for Muslim patients who do not or cannot regularly access preventive care.

**COOKS 4 A CAUSE**: Medical students meet with children and teens at community kitchens for cooking classes followed by a community meal. Using cooking as a medium, medical students offer the children and teens life skills, share their passion for cooking and give the students a chance to dialogue about issues important to them.

**AMCRI** connects medical students and resettled refugees to help families navigate through various systems, students will gain a better understanding of the hurdles patients face while accessing healthcare, the public assistance system, public transportation, and public education for their children.
<table>
<thead>
<tr>
<th>Service Category</th>
<th>Name of Program or Opportunity</th>
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<tr>
<td>Teaching, Tutoring and Mentoring</td>
<td>Guidance and Enrichment in Mentorship (GEM)</td>
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<td>AIDS Education for HS Students</td>
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<td>Science &amp; Technology Entry Program (STEP)</td>
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<td>IMANA</td>
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<td>Successful Aging in Place</td>
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<td>Tobacco Cessation</td>
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<td>NICU Cuddlers</td>
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<td>Hippotherapy</td>
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<td>Promise Care</td>
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<td>Respite, Companionship and Care</td>
<td>Joan Nicole Prince Home</td>
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<td>Generations Together</td>
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<td>Community Caregivers</td>
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<td>Side Kicks</td>
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<td>Advocacy and Health Care System Navigation</td>
<td>AMCRI</td>
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<td>Patient Navigation</td>
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<td>Single Days of Service and Engagement</td>
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<td>Teddy Bear Hospital Day</td>
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<td>WEEKLY</td>
<td>AVERAGE TIME COMMITMENT REQUIRED</td>
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<td>Guidance and Enrichment in Mentorship (GEM)</td>
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<td>Science and Technology Entry Program</td>
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<td>Bring it to the Courts</td>
<td>2-4 hrs.</td>
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<td>Strong Mom</td>
<td>2-4 hrs.</td>
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<td>AMCRI</td>
<td>2-5 hrs.</td>
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<td>Patient Navigation</td>
<td>1-2 hrs.</td>
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<td><strong>BI-WEEKLY</strong></td>
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<td>Healthcare System Navigation</td>
<td>2-3 hrs.</td>
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<td>Community Caregivers (flexible by schedule)</td>
<td>2-4 hrs.</td>
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<td>Tobacco Cessation</td>
<td>2-4 hrs.</td>
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<td>Joan Nicole Prince Home</td>
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<td>Project SOAR</td>
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<td>Cooks for a Cause</td>
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<td>Side Kicks</td>
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<td>Promise Care</td>
<td>2-3 hrs.</td>
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<td>AIDS Education for HS Students</td>
<td>2-3 hrs.</td>
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<td>Parsons CRCAMT</td>
<td>4 hrs.</td>
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<td>Successful Aging in Place</td>
<td>3-4 hrs.</td>
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<td>Care from the Start</td>
<td>2-3 hrs.</td>
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<td>IMANA</td>
<td>3-4 hrs.</td>
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<td>Generations Together</td>
<td>3-4 hrs.</td>
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<td>NICU Cuddlers</td>
<td>2-3 hrs.</td>
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<td>Story Time Stars</td>
<td>2-4 hrs.</td>
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<td><strong>ANNUALLY</strong></td>
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<td>Days of Service and Engagement: (1) Summer (2) MLK Birthday (3) Teddy Bear Hospital</td>
<td>Maximum of 8 hrs. per day</td>
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Service Learning—What is it?

It is a form of experiential learning developed, implemented and evaluated in collaboration with the community since it is based on community identified needs. It usually requires some training in order to meet these needs and is evaluated with the use of self and group reflections. It attempts to balance service to the community with the learning that occurs in a student’s medical education. To sum up, the core elements of service learning are:

- It is based on community needs
- There are specific learning objectives
- Some degree of training is necessary
- Structured reflection is a crucial component.

What does Service Learning do for the community and for medical students?

As a leading academic health sciences institution, Albany Medical Center has a mission to provide excellence in medical education, biomedical research, and patient care. As part of Albany Medical Center, Albany Medical College has an obligation to work together with the community to help make it more healthy. Through service learning medical students can help to further this goal while becoming better physicians. The service learning curriculum teaches the social determinants of health, instills compassion, and encourages a commitment to improving the health of the community, particularly the underserved.
Albany Medical College Graduation Requirements for Service Learning

All AMC medical students starting with the Class of 2015 must complete 40 hours of Service Learning prior to graduating. This requirement may be met through activities approved by the Division of Community Outreach and Medical Education and include Family and Community Medicine activities designated by the Division as Service Learning activities.

Logistics for completing Service Learning Activities

20 of the 40 hours of the requirement should be completed prior to the first day of the students’ third year although all 40 hours may be completed by that time if desired.

Ultimate decisions about whether an activity meets the criteria for the service learning requirement rests with the Associate Dean for Community Outreach and Medical Education or the Vice Dean for Academic Administration.

What Service Learning is NOT

Several practices prepare the mind for a career in healing. Service is one such practice. But without inquiry and contemplation it is not at the investigative level required for medical education and cannot be called Service Learning. As such it will not qualify to meet the required hours. See box on previous page for core components. If the activity is not ongoing, was not born out of community-identified needs, no training is involved, there is no sustained collaborating community partnership, and does not contain quality learning objectives in line with AMC graduation requirements—it is not meeting the standards set by AMC for service learning.
**Single Days of Service and Engagement**

There will be three AMC Days of Service and Engagement per year that will provide the opportunity to meet service learning required hours. All of these days require documented individual student reflection within two weeks of completing the activity even if group reflections are conducted on the day of the event.

**Day of Service and Engagement One**

Orientation Week-August

The first Day of Service and Engagement introduces new students to the communities surrounding the campus of Albany Medical Center. Many agencies and organizations already working on solving health and social justice issues in the tri-county area are sites for students to volunteer for one day in basic tasks that put them in touch with community members and issues.

**Day of Service and Engagement Two**

National Martin Luther King Day of Service-Dr. King’s legacy of service and social justice advocacy has inspired a national day of service to allow citizens to serve their neighbors and communities. The MLK Day of Service is a part of United We Serve, President Obama’s national call-to-service initiative. It calls for Americans from all walks of life to work together to provide solutions to our most pressing national problems.

**Day of Service & Engagement Three = Teddy Bear Hospital Day**

Family Medicine and Pediatrics Departments:

This is an annual day-long event held at Albany Medical Center where children bring their stuffed animals for a “check-up” and learn about the body and good health habits through hands-on displays and interactive programming. Families also have a chance to explore an ambulance, fire truck and the Med Flight helicopter, learn about vaccines and poison control services and obtain information about various programs offered at Albany Medical Center.
August Day of Service and Engagement
Parsons Child and Family Center (see pg. 16)
**Medical Students as Patient Navigators**

Division of Community Outreach and Medical Education/ New York Oncology and Hematology (NYOH)

**Faculty and Partners:**

Ingrid M. Allard, MD MSEd
Kara Burke, MPH
Makenzi Evangelist, MD(NYOH)

**Program Description**

Albany Medical Center (Albany Medical College and the Albany Hospital) in partnership with New York Oncology Hematology (NYOH) has implemented a collaborative patient navigation model to provide medical students an important service learning opportunity by serving as Patient Navigators for patients newly diagnosed with breast or lung cancer.

Some barriers to screening, diagnosis and treatment of cancer include:

- lack of financial resources
- inability to navigate a complex health care system
- communication and language barriers
- transportation issues
- child care issues
- fear and mistrust

Patient navigators are individuals that work within the framework of health care systems to eliminate barriers to patients receiving care.

**Goals and Learning Objectives**

1. Identify non-biological determinants of health as they relate to barriers to healthcare.
2. Develop high level interpersonal and communication skills.
3. Assess and teach health literacy skills in patients.
4. Define resources available for patients with cancer and/or chronic illnesses.
5. Determine the elements of working with multidisciplinary health care teams
   Expand the continuum of care.

**Time Commitment:** Students will be required to have face-face meetings with their patients a minimum of 3 times over the first 6 weeks they are assigned. Then weekly phone or contact at patient appointments as required. Students will be assigned a single patient.
Training:

AMC Online HIPPA training

Two 2-hour in-person training sessions

“We have not been assigned our patients, which is when the service component will begin. But the training sessions served to introduce us to the national Patient Navigation program. We learned ...what we as medical students can do and how we fit in.

I had no idea that such opportunities existed for laypeople and medical students to see the other side of healthcare, to see what happens to the patient and how they feel once they’ve stepped out of the doctor’s office. We get a unique and intimate perspective once we begin speaking with our patients – we will find out the real daily struggles they encounter. These topics informed our awareness of the healthcare system and those ever-important non-biological determinants of health.

Ultimately we will be shaped by these sessions to interact with our future patients. We need to understand the real issues that patients face everyday once they have to incorporate their healthcare with their real-life stresses, concerns and routines.”

~student’s reflection about Patient Navigation
Faculty and Staff:
Sharon Cohen, L.C.S.W.- R
Richard P. Johnson, L.C.S.W.- R, A.C.S.W.
Ingrid M. Allard, MD, MSeD
Marva Richards, MPH

Program Description:
The Capital Region Child and Adolescent Mobile Crisis Team (CRCAMT) is an innovative cross-systems service for children and adolescents with serious mental health and/or developmental disabilities in Albany, Rensselaer and Schenectady counties. CRCAMT serves children, adolescents, and their families in behavioral, psychiatric or emotional distress. This occurs wherever the crisis is in the community with immediate intervention. This ultimately reduces the need for more restrictive, costly, and higher level of care.

Program Objectives:
Observe and assess the CRCAMT group in caring for children and adolescents.
Demonstrate interpersonal skills that will help the CRCAMT succeed in their goal of caring for children and adolescents.
Document and communicate soft clinical information to other members of CRCAMT.
Demonstrate empathetic, respectful and non judgmental approaches to patient care.
Give constructive feedback on the interaction of the CRCAMT group with patients and families.

Time Commitment: Students will have one 5:00-9:00PM shift per month for 6 months minimum.

Orientation and training: 2 hours
Joan Nicole Prince Home (Schenectady Community Home, Inc.)

Union College Health Professions Programs Office
Division of Community Outreach and Medical Education

Faculty and Program Coordinators:
Carol S. Weisse, Ph.D., Director of Health Professions, Union College

Direct on-site Supervisors:
Sue Tomlinson, Executive Director, Joan Nicole Prince Home
Anna Fraher, Volunteer Coordinator, Joan Nicole Prince Home

Phone: 518-346-5471   e-mail: VolcoorJNP@nycap.rr.com

AMC Faculty:
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

Program Description:
This experience will offer medical students the opportunity to work at the Joan Nicole Prince Home, a comfort care residence in the village of Scotia that provides 24-hour care to terminally ill residents who are unable to stay in their homes. The JNP Home is not a medical facility but a 2 bedroom residence, and it is run independently by the Schenectady Community Home, Inc. In this very unique home setting, residents receive end of life medical services and are able to live out their remaining weeks or months in a clean, serene and safe home. This service learning program will provide students with the opportunity to care for residents who have a prognosis of three months or less and who are in an in-home care setting where volunteers serve as caretakers and surrogate family members under hospice supervision. Medical students will work with a caring and compassionate team of staff and trained volunteers offering direct bed-side care and support to family members. Residents served by the home are those with the greatest needs and fewest options and have been male and female ranging in age from 38 to 96.

Learning Objectives:
1. Describe symptom management for conditions common at the end of life (pain, dementia, dyspnea, nausea, constipation, edema, anxiety etc.).
2. Recognize the importance of psychosocial support in end-of-life care.
3. Acquire first hand knowledge of the burden caretaker’s face.
4. Demonstrate compassionate, empathetic care that preserves patient dignity at the end-of-life.

5. Employ and explore an interdisciplinary health care team model.

6. Demonstrate empathetic, respectful and non judgmental approaches to patient care.

7. Develop communication skills with terminally ill residents and their family members.

**Time Commitment**

2- four-hour (7-11am; 11-3pm; 3-7pm; or 7-11pm) shifts per month for a minimum of 6 months.

**Training:**

All students must complete a 9 hour training workshop, held at the JNP Home over the course of three 3-hour sessions.

Photo courtesy www.facebook.com (JNP FB page)
Medical Student Tobacco Cessation Consult Service

Division of Community Outreach and Medical Education

Faculty and Staff:
Karen Dylong, BS, TTS, CPFT - Student Supervisor
Nicole Lodise, Pharm D
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

Description
After a training program, medical students will perform consults for inpatients who requested tobacco cessation intervention. Students will assist patients through the process of tobacco cessation, including identifying triggers, discussing medications and creating a quit plan. Students will be supervised by the AMC Cardiopulmonary Services Staff, specifically Karen Dylong, Director of the AMC Tobacco Cessation Service. Students will also have meetings with Dr. Allard and/or other faculty at least once per semester in order to have guided self-reflection on their experiences. Leadership and research opportunities are available.

Objectives
Through assessment of hospitalized patients:
1. Assist patients in tobacco cessation.
2. Recognize the health related consequences of tobacco use.
3. Identify non-biological determinants of tobacco addiction.
4. Analyze the obstacles to tobacco cessation and possibly other forms of addiction.
5. Identify and learn the stages of change as they relate to tobacco cessation and use to support patient behavior change.
6. Understand the impact of hospitalization on the patient experience.
7. Analyze the role that other health care professionals beside physicians play on the health care team.

Time Commitment
2 weekday/evening shifts per month (scheduled when students are not in class)
1 weekend day per month

Number of Patients:
3-4 per shift maximum

Training
Modules
HIPPA training online
AMC Annual Mandatory Online Clinical Education Module
Metrix Online Module

Training and Practice
Two 1.5-hour discussion sessions
One 1.5-hour mock practice session with experienced Tobacco Cessation students
One hospital orientation session

Practical Training
Shadow Ms. Dylong.
Shadow experienced Tobacco Cessation students.
Take the Lead: first independent consult shift with supervision from Ms. Dylong.
**Guidance and Enrichment in Mentorship (GEM)**

**Division of Community Outreach and Medical Education**

**Faculty**

Marva Richards, MPH

The goal of the GEM Program is to forge relationships between medical students and youth in the Albany city community to support young people as they pursue their academic goals. Medical students serve as mentors and promoters of education via academic tutoring. As a GEM tutor you will be paired with an Albany area student or groups of students to provide academic help with subjects with which they may be having difficulty. Ideally, you will work with the same student(s) over a sustained period to be able to develop a friendship. Both mentoring and tutoring will take place through this friendship but academic progress is the end goal and primary purpose.

**Objectives:**

Provide role models to elementary, middle and high school students through mentoring.

Develop communication skills to support, encourage, and guide students toward the requirements for success in higher education.

Meet the goals of the specific sites according to the school liaison’s determination.

Listen and respond to students needs for learning of the particular subject matter.

Engage students to create strategies to overcome obstacles to learning.

**Time commitment:** 2-3 hrs. per week

**Training:**

Student leaders arrange for meetings at the beginning of the school year with the school personnel who will conduct orientation sessions to the sites for the medical students. Teachers in the schools provide training and instruct tutors on what is needed for the student.
Generations Together for Alzheimer’s and other Dementias

Albany Medical Center Alzheimer’s Center
Division of Community Outreach and Medical Education

Faculty and Partners:
Earl Zimmerman, MD
Nancy Cummings, MBA
Ingrid Allard, MD, MSEd

Background
The prevalence of Alzheimer’s disease and related dementias (ADRD) has reached epidemic status in our country. With over 5 million Americans afflicted with Alzheimer’s disease alone today, a number which is expected to triple by year 2050.

In an effort to increase medical student awareness and exposure to geriatric care, Northwestern University’s Cognitive Neurology and Alzheimer’s Disease Center created the “Buddy Program”. Started in 1998, this unique program matched up select first year medical students with recently diagnosed ADRD patients in the community to spend time together, often going to a museum, having coffee, or playing board games.

Program Description and Requirements
The Generations Together program at Albany Medical College (AMC) is modeled after the Northwestern program. At the beginning of the academic year, interested 1st year medical students will submit a short written application, followed by an interview. This helps ensure that the student is a good fit for the program and aids in the matching process. Interested students need to commit to at least one full academic year if accepted to the program.

Once a student is matched up with their patient, it will be up to the pair to decide the details of when, where, and how they want to spend their time, although activity suggestions and general guidelines will be provided during orientation.

Program Goals and Learning Objectives
1. Develop a healthy relationship with an ADRD patient.
2. Describe clinical symptoms of ADRD and treatment options.
3. Attain a heightened awareness of skills and strengths that remain in people with ADRD.
4. Recognize how someone with ADRD responds to his or her own changing abilities.
5. Articulate issues of daily care and support for ADRD.
6. Demonstrate the most effective ways to communicate with someone with ADRD.
7. Identify research and practice opportunities in geriatrics and ADRD care.

Student Training, Requirements and Reflection:
Attend mandatory 1 hour orientation after being accepted to the program
Spend a minimum of 3 hours per month during the academic year with patient
Attend monthly lunchtime reflection session.
**Community Caregivers**  
**Division of Community Outreach and Medical Education**

**Faculty and Community Partner:**  
Linda Miller (Community Caregivers)  
Ingrid M. Allard, MD, MSED  
Kara Burke, MPH

The Center for Disease Control defines aging in place as "the ability to live in one's own home and community safely, independently, and comfortably, regardless of age, income, or ability level." Often it is a slow, and initially undetected, decline in health that leads to a loss of independence. The causes are many, be it:  
- a fall due to an unsafe home environment (poor lighting, slippery floor surfaces, lack of grab-bars)  
- a worsening medical condition due to delayed/postponed doctor's visits, or  
- general decline due to a decreased ability for self-care.

In the end, almost all of these may result in a hospitalization with decreased hope for future independent living. It is important to note that these factors may also impact on individuals that have physical disabilities in addition to those with chronic physical and psychiatric illnesses as well. This program's goal is to reduce the impact of some of these factors on community members.

To address these issues, Albany Medical College Division of Community Outreach and Medical Education is partnering with Community Caregivers - a community based group which provides non-medical services that enable individuals of all ages to maintain their independence, dignity and quality of life within their homes and communities. Volunteer activities are in the scope of:

- Visitation  
- Respite for caregivers  
- Shopping from a list  
- Prescription pickup  
- Telephone assurance  
- Assistance with paperwork  
- Light housekeeping/chores  
- Meal preparation / delivery

**Learning Objectives**

1. Recognize the differences and understand the importance of a patient's belief system, values, language, religion and health practices that impact care for a culturally diverse population.  
2. Analyze the factors that may serve as obstacles to the patient's health maintenance and the treatment of disease.  
3. Detail an approach to patients with chronic disease that recognizes the patient’s life situation and elements of disease control.  
4. Demonstrate interpersonal skills that serve as the building blocks for the patient doctor relationship.  
5. Demonstrate empathetic, respectful and non-judgmental approaches to patient care.  
6. Collaborate with patients, families and medical care teams.

**Training/Orientation:** Community Caregivers Orientation (1 hour) and Patient Intake visit shadowing

**Time Commitment:** minimum of one Community Caregivers activity per month (minimum length 2 hours)
**AIDS Education for H.S. Students**

**Faculty and Staff: (Office of the Vice Dean)**

Henry Pohl, MD  
Dianne Ives (Vice Dean’s Office)

**Program Description**

CDC data indicate that the adolescent population, ages 13-24, has the fastest growing rate of HIV infection. Recommendations by the National HIV/AIDS Strategy for the United States stresses the importance of targeting this population before they have begun to engage in the practices that place them at risk for HIV infections. The AMC AIDS/HIV Education Program, provides a unique opportunity to reach this demographic with knowledge to make the appropriate decisions about their health. School systems in the Albany area invite participants of the AIDS/HIV Education program to make presentations to their health classes. Medical students provide the epidemiological and scientific background for HIV and STI infections and a patient diagnosed with HIV provides a personal perspective of what it is like to live with the disease. The AIDS Education presentation is designed to encourage active audience participation and provides a safe atmosphere to have a frank discussion of the topic.

**Learning Objectives**

1. Gain a foundation in the epidemiology and science of HIV and STIs.  
2. Present the epidemiology and science in a manner that is appropriate to the knowledge level of the audience.  
3. Identify and address any misconceptions or gaps in the audience’s HIV and STI knowledge.  
4. Provide a safe forum for audience members to actively participate in the discussion and ask questions.  
5. Develop the communication skills to speak effectively with individuals from a variety of educational backgrounds.  
6. Allow the students to meet an HIV positive person and listen to their story.

**Orientation and Training:**

At the beginning of the academic year, a one hour meeting will be held to introduce the AIDS/HIV Education program to incoming and returning students. Subsequent training will consist of three stages.

New participants will attend and observe at least one AIDS/HIV Education program day with a veteran student.

New participants will then be asked to present an AIDS/HIV Education program, accompanied by a veteran student.

Following successful completion of the first two steps, students will be able to present AIDS/HIV Education programs either alone or with a partner.
Science & Technology Entry Program (STEP)

Division of Community Outreach and Medical Education

Faculty and Staff:
Marva Richards, MPH (Assoc. Director of STEP)
STEP Coordinators

Program Description:

The Science and Technology Entry Program (STEP) is an enrichment program that increases the number of historically underrepresented and (if non-minority) economically disadvantaged students pursuing STEM professions (science, technology, mathematics, engineering) and other careers leading to professional licensure in New York State.

At Albany Medical College (AMC) we focus on providing academic enrichment and experiences in health and medical sciences with a view to exposing teenagers and pre-teens to these careers early. Therefore, Albany Medical College students have an opportunity to serve as STEP teachers, tutors, and mentors to motivated college-bound students.

Time commitment: STEP students meet twice a week, on Wednesday evenings (4-6pm) and Saturday mornings (10 am-noon) from October through May. STEP students are provided with supplemental classes and tutoring in science and math and in career development activities. Additionally, since medical students are required to engage in Service Learning over the 4 years of medical school, medical students have opportunities to engage with students as academic mentors and coaches. There is also the opportunity for STEP students to participate in volunteerism and the med students can model and/or facilitate these activities. Science research projects, a science bowl competition, student conferences, and college tours together with college preparation seminars and workshops round out the STEP experience.

Learning Objectives:

Use prior learning from undergraduate/graduate science/tech courses, research and job experiences to create engaging weekly lesson plans that challenge and expose STEP students to current topics in science and technology.

Use current learning to design and create engaging Health Education seminars/workshops or activities for a teenage audience focusing on preventing diseases which traditionally affect ethnic minorities or underserved populations.

Develop mentor/mentee relationships with individual students establishing rapport and use of communication skills.

Learn and practice teaching skills essential to their role as physicians to help improve and maintain high academic grades in STEP and in school.

Training: Once per semester Meetings with the Coordinator and Assoc Director of STEP.
**Strong Mom**
Division of Community Outreach and Medical Education

**Faculty and Staff:**
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

**Program Description**
Teen pregnancy in the United States remains a large public health concern. Teenage mothers are at higher risk for not receiving their high school diplomas and for pregnancy complications. In addition, they often experience significant cultural and economic hardships as a direct result of their pregnancies. Medical students are in a unique position to intervene in a pregnant teenagers’ life and to assist them in identifying and achieving their short and long term goals. By providing teens with positive mentors who can help them make meaningful connections with community resources, we hope that the teenage moms will be able to complete their education, to provide a safe and healthy home for their babies, and to achieve a sense of self advocacy and confidence that they can carry with them for the rest of their lives.

Strong Mom combines student mentoring with bi-monthly classes held at Albany Medical Center. The classes address topics that are relevant to the health and well-being of both the baby and the teenage mother. Topics include baby care and safety, nutrition, drug and alcohol use both during and after pregnancy, and safe, healthy relationships.

**Learning Objectives**
1. Acquire knowledge of the healthcare needs of the Capital District and the unique challenges patients, particularly teen mothers, face in this area.
2. Apply and build upon the communication skills gained in the first and second years of medical school.
3. Develop a broader understanding of cultural, race and ethnicity in health and health care.
4. Expand student’s understanding of the non-biological determinants of health.

**Time Commitment**
Students will be paired and mentor one teenager. Each medical student pair is expected to have contact with the teenage mother-to-be at least once per week. This may include attending a bi-monthly class at Albany Medical Center or making a follow-up phone call during their off weeks. More visits or time may be required depending on the needs of each individual teenager.

**Training**
Medical students will undergo 4-6 hours of training prior to having any contact with the teenagers. In addition they will be required to complete the New York State Mandated Reporter online training course. Additional training will occur during the year.
Successful Aging in Place
Albany Housing Authority and Albany Medical College
Division of Community Outreach and Medical Education

Albany Housing Authority (Community Partner)
Brigitte Pryor, Senior Services Coordinator

Albany Medical College Faculty
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

The Center for Disease Control defines aging in place as "the ability to live in one's own home and community safely, independently, and comfortably, regardless of age, income, or ability level." Often it is a slow, and initially undetected, decline in health that leads to a loss of independence. Albany Medical College Division of Community Outreach and Medical Education will partner with Albany Housing Authority to enable individuals of all ages to maintain their independence, dignity and quality of life within their homes and communities. After presentations to residents in AHA communities, residents will have the opportunity to volunteer for participation in the program. Pairs of preclinical medical students will visit participants, first to learn the resident’s life history, and in following visits to assess the resident’s wellbeing, independent living and safety needs. Cooperating with the AHA senior services coordinator, needed interventions will be provided. Longitudinal follow-up visits with all participants will be encouraged

Learning Objectives

1. Recognize the differences and understand the importance of a patient’s belief system, values, language, religion and health practices that impact care for a culturally diverse population.

2. Analyze the factors that may serve as obstacles to the patient’s health maintenance and the treatment of disease.

3. Demonstrate appropriate use of screening tools to assess residents wellbeing, independent living and safety needs

4. Demonstrate interpersonal skills that serve as the building blocks for the patient doctor relationship.

5. Demonstrate empathic, respectful and non-judgmental approaches to interaction with residents.

6. Collaborate with patients, families and different types of care teams.

Training/Orientation:

HIPPA online module
In person 2-hour training on assessments and resources

Time Commitment: Minimum of one Albany Housing Authority Successful Aging in Place activity per month (minimum length 2 hours).
**Promise Care**

Department of Internal Medicine /Division of Community Outreach and Medical Education

Faculty : Jim Desemone, MD

Dr. Desemone will connect medical students with patients who he believes would be good candidates for this program (up to 3 patients per student) through his department’s regular morning meeting. The medical student will meet with the patient to provide an overview of Promise Care; if the patient agrees to participate the student will encourage the patient to commit to one aspect of their treatment plan. This will be written on a “Promise Card” provided by the medical student. The student will work with the patient to determine any barriers to adhering to the treatment plan. The student will follow up by phone at least once per week, and will inform Dr. Desemone and his team of any updates or issues preventing patients from completing the promised behavior. The student will also share with the patient any suggested community resources that may be of use to the patient, so that the healthcare team can also communicate this information to the patient for further reinforcement.

**Learning Objectives:**

1. Analyze the factors that may serve as obstacles to the patient’s health maintenance and the treatment of disease.

2. Show compassion in the treatment of patients and respect for their privacy, dignity, and beliefs.

3. Demonstrate interpersonal skills that service as the building blocks for the patient doctor relationship.

4. Collaborate with patients, families, and medical care teams.

5. Coordinate a care plan around a single barrier and communicate the plan to patients to affect change in behavior.

**Time Commitment:** At least 1-2 hour per week working with assigned patient and communicating with the healthcare team. Monthly business meetings. Group reflection sessions once per semester. Each student commitment should be for at least one semester (5-6 months).
Story Time Stars—Albany Medical Center

Division of Community Outreach and Medical Education

Kristen Navarette, MD., Stephen De Waal Malefyt, MD.

Medical students participate directly in parental education that leads to a child’s overall improved development. Promotion of literacy has been linked to increased health literacy, which is an individual’s ability to navigate the health care system and make informed medical decisions. Lower literacy level has been linked to decreased disease knowledge, use of preventive medicine, poorer control of chronic illness, and increased hospitalizations. The major site for Story Time Stars is the Pediatric Group at Albany Medical Center, with time-slots also available at the Women, Infant, and Children Supplemental Nutrition Assistance Program office (known as WIC), parenting classes in the community, and local libraries.

Service objectives
* Educate parents about the importance of exposing children to books at a young age for cognitive and language development.
* Teach parents Dialogic Reading, a tool for time-efficient, effective, and enjoyable family reading on a daily basis.
* Provide parents with the means to develop a literacy-rich home environment through use of public library resources as well as the distribution of donated books.
* Direct parents to other community resources to enrich the child’s literacy.
* Increase utilization of public library resources and programs.

Learning objectives for medical students:
* Acquire knowledge about normal childhood development and be able to share age-appropriate milestones with parents.
* Articulate the necessity of targeting literacy and learning skills at an early age in order to improve educational outcomes in school-aged children.
* Develop and apply communication skills during one-on-one interactions with families at well-child visits.
* Function as an important member of the team in a real-world clinical setting as well as several community centers that target underserved populations.
* Acquire an appreciation for the complex non-biological determinants of health which affect a child’s development and their ability to develop language, reading, and cognitive skills.

Training and Time commitment:
Ambassadors are required to participate in a 1-hour online training and follow up one-hour in-person seminar. A minimum commitment of 3 sessions (2 hours each) the first semester is required, with 4 sessions required in future semesters.
Side Kicks—Albany Medical Center

Division of Community Outreach and Medical Education

Faculty and Staff:

Joanne Porter, MD

Jennifer Pearce, MD

Courtney Hill, LMSW

Pairs first and second year medical students with pediatric patients with chronic illness for the student’s total time spent at AMC. Students provide support and companionship to their “sidekicks” both inside and outside the context of the formal medical setting. Sidekicks, also provide a glimpse into a world not often experienced by novice medical students. It allows students to witness first-hand the impact of disease and therapy on the daily lives of their patients and their families/caregivers.

Service Objectives

* Collaborate with a patient, family, and medical care team through fostering a longitudinal relationship with a chronically ill pediatric patient.
* Discuss the purpose of palliative care and its importance in the well-being of a chronically ill patient.

Learning Objectives for medical students:

* Demonstrate skills necessary to provide physician level emotional support for the patient and his/her family.
* Recognize the hardships that a pediatric patient faces, both in and out of a hospital setting, while being treated for a chronic illness.
* Identify how to best relate to family members regarding the hardships that go along with caring for and supporting a pediatric patient with chronic illness.

Training and Time commitment:

Application process and Interview required with Sidekicks leaders. One day orientation in the Fall.

A minimum of two meetings per month with sidekicks. One of those may via digital communication. Group reflection/Business meeting every two months.
**NICU Cuddlers**

*Division of Community Outreach and Medical Education*

**Faculty:**

Meredith Monaco-Brown, MD

**Program Rationale:**

The Neonatal Intensive Care Unit (NICU) at Albany Medical Center provides life-sustaining support to over 800 newborns each year. Providers in the NICU are tasked with a disproportional workload, often providing a wide range of services outside of their clinical responsibilities. It is well established that early and frequent human contact for neonates improves long-term outcomes, reduces stress levels and pain, and shortens the duration of hospital stays. A medical student-run organization that increases human contact for neonates improves the long-term health of patients and enhances undergraduate medical education.

**Program Goals:**

* Expose medical students to the pediatric patient population.
* Provide opportunities for medical students to interact with nurses, patients, and families.
* Improve pediatric patient outcomes by enhancing the clinical operations of the NICU.

**Student Learning Goals:**

* Understand the complex social and clinical factors that result in a NICU hospital admission.
* Work with nursing staff to become integrated in the clinical care team of neonatal patients.
* Develop pediatric clinical skills.

**Training/Orientation:**

Orientation presentation and tour of the NICU.

**Time Commitment:**

One 2-hour cuddling shift approximately once per month, as well as additional learning sessions and other events.
Hippotherapy

Division of Community Outreach and Medical Education

Community Partner:
Jamie Ellwood, MS, OTR/L (Positively Playful Occupational Therapy)

Faculty:
Dr. Jennifer Miller, AMC Department of Physical Medicine and Rehabilitation Attending

Hippotherapy is a type of Equine Assisted Activity/Therapy (EAAT) which may be more effective than traditional office or clinical therapy alone for TBI patients. Additionally, hippotherapy is used for patients with Autism Spectrum Disorder, developmental delay, cerebral palsy, genetic based syndromes, and sensory integration disorders, just to name a few. The benefit of mounted EAAT may come from the motion of a person’s pelvis that occurs while riding a horse at the walk, which is similar to the motion of a person’s hips during bipedal locomotion. Therefore, if a person is unable to walk symmetrically or walk at all, riding a horse can provide stimulation not only to motor nerves because a rider must use muscle tone for balance, it can also passively provide stimulation to the vestibular system due to the constant lateral stretching and shortening of the torso and the rotation of the pelvis and visual and auditory stimulation.

Service Objectives:
Provide clinical assistance to the patients and support for the patients’ family and friends who may be in attendance while demonstrating empathy and respect.

Learning Objectives:
Identify the application and role of hippotherapy as non-traditional therapeutic treatment in TBI and other neurological, developmental, and genetic diseases.
Describe how the stimulation in hippotherapy differs from other therapies and its mechanism for treatment.
Discuss how hippotherapy can be used in conjunction with traditional office/clinical therapy to achieve greater success in rehabilitation.

Reflection Activities:
Students will have a 1 hour meeting with staff every 6 months to reflect.

Time Commitment
2 hour training session
(6) 3-4 hour shifts per annual (focused in late summer, fall, spring for treatments; February-March for patient assessments), with a 2 year commitment.
Healthcare System Navigation in the Community

Division of Community Outreach and Medical Education

Community Partners:
Dr. Alice Green, Mary Ellen Frieberg, Lauren Manning, Center for Law and Justice

Albany Medical College Faculty:
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

Description:
Albany Medical College students meet with individuals at community sites to discuss healthcare system-related needs and help solve problems that the individuals are facing in achieving good health. This could include help finding a primary care provider, advocating with a physician’s office, or finding transportation to medical appointments. The medical students work in collaboration with students from the University at Albany School of Social Welfare who are able to help individuals enroll in health insurance and provide a social work perspective in addressing other issues.

Learning objectives:
- Analyze the factors that may serve as obstacles to the patient’s health maintenance and the treatment of disease.
- Demonstrate interpersonal skills that serve as the building blocks for the patient doctor relationship.
- Recognize the differences and understand the importance of a patient’s belief system, values, language, religion and health practices that impact care for a culturally diverse population.
- Demonstrate empathic, respectful and non-judgmental approaches to interaction with community members.

Training/Orientation:
- Readings: Hotspotters; On Life Support: Public Health in the Age of Mass Incarceration
- HIPPA online module
- In-person training consisting of: Health navigation concepts and forms, Health insurance 101, Community resources in the Albany area
- Community site orientation and training

Time Commitment/Reflection: Attendance at a minimum of one navigation session per month (2-3 hours). Two group reflections and two written reflections per year.
Programs currently designated eligible for Service Learning credits.
Department of Family and Community Medicine

Project SOAR

(Successfully Overcoming Adversity with the help of Role Models)

Faculty and Staff:
Robert Paeglow, MD, Albany Medical College/Koinonia Primary Medical Care
Katherine Wagner, MD, Dept of Family & Community Medicine,
Theresa Weinman, Dept of Family & Community Medicine

Community Partners:
Yvonne Ramirez, Brighter Choices Charter School

Learning Objectives for medical students:

- Understand some of the problems facing talented inner city youth
- Share the skills needed to motivate youth to want to succeed academically
- Differentiate the nuances of being a mentor and tutor versus being a friend
- Use educational tools that are proven to be useful in the tutoring and mentoring role
- Assist youth in choosing an existing or developing a new community service project in which they wish to volunteer their time and talents
- Develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective doctor/patient relationships

Time commitment

Two year commitment

Two to three hour sessions approximately two a month during the academic year meeting with their mentee (school and summer vacations off). Sessions scheduled based on availability of medical student and mentee.

Attendance at the organizational meeting held at the beginning of the academic year.
Cooks For A Cause (C4C)

Department of Family and Community Medicine

Cooks For A Cause is a cooking and mentoring program in partnership with local community centers. Medical students will work with children and teens, ages 13 and up, at the kitchens of the two sites. Using cooking as a medium, medical students offer the teen’s vocational skills, share their passion for cooking and give the children a chance to talk about issues important to them. Sharing a community meal at the end of each session is a key component to mentoring. Local chefs may be invited for training workshops periodically.

Faculty and Staff: Katherine Wagner, MD, Albany Medical College;
Theresa Weinman, Albany Medical College;
Community Partners: Amanda Paeglow, Club Zoe

Program Objectives for medical students:

- Develop knowledge of issues facing inner city youth in Albany
- Teach young people various techniques of healthy cooking, both from scratch and with store-bought ingredients.
- Delineate the techniques involved with fostering a positive mentorship relationship with teens that encourages active listening skills, constructive feedback and guidance.
- Identify some of the non-biologic determinants of health affecting youth in inner city Albany. Demonstrate patient education skills. Develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective doctor/patient relationships.
- Recognize the benefits of cooking as a stress reduction practice.

Time commitment

Two year commitment. Attendance is mandatory at the organizational meeting.

One session twice a month.
**Care from the Start**

Koinonia Primary Medical Care, P.C. /Department of Family and Community Medicine

The Care from the Start Program was developed by Dr. Bob Paeglow through a partnership with the Albany Medical College Department of Family & Community Medicine and the AMC Family Medicine Residency Program. The educational program/medical clinic takes place every Wednesday evening at Dr. Paeglow’s inner-city clinic, Koinonia Primary Medical Care, P.C., Albany, NY. This innovative program allows self-selected medical students to participate in a volunteer, longitudinal program focusing on health care issues of the underserved. The program provides the opportunity for an educational experience to allow students to care for a cohort of patients while paying close attention to the needs of patients and their communities.

**Faculty and Staff:** Robert Paeglow, MD, Albany Medical College/Koinonia Primary Medical Care; Katherine Wagner, MD, and Theresa Weinman, Dept. of Family & Community Medicine, Albany Medical College

**Learning Objectives for medical students:**

- Characterize the non-biological determinations of health as they relate to patients’ health
- Prepare to meet the needs of underserved patients and their communities now and in the future
- Develop communication and physical diagnosis skills appropriate for the level of the medical student
- Demonstrate effective feedback and teaching skills. Learn how to develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective doctor/patient relationships

**Time commitment and Training**

- Two-year minimum commitment, with option to continue in 3rd and 4th year
- Mandatory orientation and training sessions will be offered by Koinonia staff and faculty
- Training sessions/workshops will be held throughout the year provided by CFS third and fourth year students as well as with fourth year Learning to Teach students to prepare and assess their clinical skills.
- First year students will participate in a three part CFS Community Awareness Program in order to provide them with a better understanding of the community they will be serving. This program includes the following mandatory components:

(Continued on Pg. 39...)
.....Care From the Start (Cont’d)

- 1st year students will attend one mandatory Community Awareness Seminar held at Koinonia with a panel of patients and community leaders to discuss the many challenges faced by patients in this particular community.

- 1st year students will volunteer as a group at one community event in West Hill during the academic year. Specific event to be selected and organized by the CFS Coordinators.

- 1st & 2nd year students will attend Spotlight Series lunch meetings. These will highlight various aspects of community life where community leaders will lead discussions centered on their area of specialty, ie education, law enforcement and community activism.

- Second year students attend the clinic once per month on a rotating schedule

- First year Secretaries and Coordinators attend clinic as scheduled.
AMCRI (Albany Med Commitment to Refugees and Immigrants)  
RISSE (Refugee and Immigrant support of Emmaus) / Department of Family and Community Medicine

AMCRI connects medical students and resettled refugees. Albany, NY receives 175-200 refugee families annually, an increase from 50 in 2005. There is a high demand for support and mentorship for the families in our community. Students help families navigate through various systems, and gain understanding of the hurdles patients face while accessing healthcare, the public assistance system, public transportation, and public education for their children.

Faculty and Staff: Katherine Wagner, MD, Dept. of Family & Community Medicine, Albany Medical College; Theresa Weinman, Dept. of Family & Community Medicine, Albany Medical College.

Learning Objectives for medical students:

Increase students’ understanding of barriers refugee families face in accessing healthcare, social services, employment, educational opportunities, community activities, and civic responsibilities.

Enhance students’ knowledge of effective communication strategies to use with non-native English speakers.

Provide students with opportunities to learn and practice advocacy for an at-risk population, as well as address low health literacy.

Provide students with the opportunity to work with individuals from diverse cultural backgrounds and enjoy the benefits of service work.

Learn how to develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective practitioner/patient relationships.

Time Commitment and Preparation

Two year minimum commitment, with option to continue in years 3 and 4.

Teams of three to four students provide ten hour of family contact each month. Five hours per month are provided the second year, and as able in the clinical years. Having multiple students assigned to one family aids in managing these complex issues and the time they require.

Every student attends monthly AMCRI lunch meetings at AMC the second Monday of each month from 12-12:45pm.
Bring It To the Courts—AND Beyond the Courts -Health Lecture Series

Department of Family and Community Medicine/Local Community Centers

This program was started to offer teens a place to go and participate in healthy, positive and productive activities, thus keeping them off the streets in a neighborhood that is experiencing high levels of crime and violence. Teenagers meet with their medical student mentors to discuss various topics of interest and importance, including issues surrounding health and wellness, educational success, cultural sensitivity, and life skills. The medical students use a pre-existing curriculum to guide them through the sessions, but are also encouraged to foster ongoing dialogue with their teen mentees to be sure they address other issues important to the teens.

Faculty and Staff: Katherine Wagner, MD; Theresa Weinman, Department of Community and Family Medicine.

Students should have an interest in working with an adolescent population and enjoy sports but no strong basketball skills are necessary.

Learning Objectives for medical students:

- Develop knowledge of issues facing inner city youth in Albany
- Learn how to foster a positive mentorship relationship that encourages active listening skills, constructive feedback and guidance
- Identify some of the non-biologic determinants of health affecting youth in inner city Albany
- Demonstrate patient education skills
- Develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective doctor/patient relationships

Time Commitment

Two year commitment

Saturday morning basketball program. Lecture session will be held on Monday evenings. Sessions may be split among medical student participants at coordinators’ discretion.

Attendance at organizational meeting at the beginning of the year is mandatory. At this meeting the curriculum will be reviewed and guidance on how to run sessions will be given by BITC student leaders. Curricular materials all posted online on SAKAI site.
IMANA Medical Clinic

Department of Family and Community Medicine/Islamic Medical Association of North America - Masjid As-Salam Mosque

The Islamic Medical Association of North American (IMANA) Clinic at Albany Medical College is a health screening clinic with an emphasis on preventive care. The mission of IMANA is to serve as a conduit to regular primary care services for inner-city and Muslim patients who do not or cannot regularly access preventive care. In addition to providing counseling, coordinators and volunteers of IMANA will collect and disseminate relevant information to facilitate follow-up care, smoking cessation, safe home environment, healthy diet, enrollment in an adequate insurance plan, etc.

Faculty and Community Partners: Hassan Shawa, MD; IMANA’s Medical Director; Shamshad Ahmad, PhD, President of Masjid As-Salam Abdulkadir Elmi, PhD, Imam of Masjid As-Salam; Katherine Wagner, MD Albany Medical College, Dept. of Family & Community Medicine; Theresa Weinman, Dept. of Family & Comm. Medicine.

Learning Objectives

Identify the unique needs of the Muslim patient population, while developing a set of skills to use when working with other non-familiar patient populations

Demonstrate increasing expertise in performing and documenting a standard medical history and basic physical examination

Obtain a basic understanding of screening tools and protocols, as well as what evidence-based data supports use of these tools in patient populations

Conduct initial evaluations and assessments of a variety of non-emergent medical conditions

Demonstrate improved skills in educating patients on how to engage in healthy behaviors

Effectively and efficiently present patients to an attending physician

Develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective doctor/patient relationships

Time Commitment and Training

Clinics held on Sunday afternoons once per month

All students volunteering at IMANA must attend two mandatory training workshops before they are allowed to volunteer at the clinic. This includes an “Intro to Islam, Muslim Culture”, and “Equipment and Resource Training”

Hands-on workshops are held in order to prepare medical students and ensure they are adequately trained before working with patients. Clinics held on Sunday afternoons once per month.

Entire program curriculum available on-line on SAKAI site for easy reference by students.
Departments sponsoring opportunities for Service Learning

Division of Community Outreach and Medical Education

The Albany Medical College Division of Community Outreach and Medical Education is the only department responsible for determining what are official service learning activities and for ensuring the maintenance of the service learning standards for the college.

The mission of the division is to help improve the health of patients in the Albany community and beyond, particularly those from ethnically diverse and disadvantaged backgrounds, while educating medical students, residents and other healthcare providers utilizing the principles of the non-biological determinants of health as the underpinnings of all activities.

Department of Family and Community Medicine

The Department of Family Medicine has been a valuable resource for providing AMC students and residents with opportunities to volunteer in the community. The mission of the Department of Family Medicine is as follows:

“...... to excel as a model of education, research and service in family and community medicine.

We are committed to quality health care as a basic human right.

We are committed to excellence in education of residents and students in the art and science of family and community medicine.

We believe in collaboration with our community through integrity, honesty and compassion.”
Facility and Staff responsible for Service Learning at AMC

DIVISION OF COMMUNITY OUTREACH
AND MEDICAL EDUCATION
ME 722 “The Commons”

Ingrid M. Allard, MD, MS Ed.
Associate Dean for Community Outreach and Medical Education
2-0244

Marva M. Richards, MPH
Director, Community Outreach and Service Learning
2-5982

Kara Burke, MPH
Director, Community Engagement
2-4765

DEPT. OF FAMILY AND COMMUNITY MEDICINE
TS 101

Katherine Wagner, MD
Assistant Director of Medical Student Education
2-5797

Theresa Weinman
Administrative Coordinator
2-5797
AUGUST DAY OF SERVICE
2015

At Habitat for Humanity

At Capital Roots

At Grass Roots Givers
“Who cares for our community?

The Answer is Albany Med.”
Division of Community Outreach and Medical Education
Updated – July, 2017