Division of Community Outreach and Medical Education

Albany Medical College

Service Learning 101

A Guide to the Approved Service Learning Opportunities Available 2018-2019

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)
# CONTENTS

- In Brief—Official list of service learning opportunities ........................................... 7
- Service Categories ........................................................................................................ 9
- Time Commitment ......................................................................................................... 10
- What Service Learning is and is not ............................................................................ 11
- Graduation Requirements .......................................................................................... 12
- Single Days of Service and Engagement .................................................................. 13
- Division of Community Outreach and Medical Education Opportunities .............. 16
- AIDS Education for High School Students ............................................................... 17
- Community Caregivers ................................................................................................. 18
- Capital Region Mobile Crisis Response Team Services ............................................. 20
- Double H Ranch ........................................................................................................... 22
- Generations Together .................................................................................................. 24
- Guidance and Enrichment in Mentorship (GEM) ....................................................... 27
- Healthcare System Navigation in the Community ....................................................... 28
- Hippotherapy ................................................................................................................ 29
- Joan Nicole Prince Home ............................................................................................ 30
- Medical Students as Patient Navigators ..................................................................... 32
- NICU Cuddlers ............................................................................................................. 34
- Project Safe Point ......................................................................................................... 35
- Science and Technology Entry Program ................................................................... 36
- Side Kicks ....................................................................................................................... 37
- Story Time Stars .......................................................................................................... 38
- Strong Mom .................................................................................................................. 39
- Successful Aging in Place ............................................................................................ 41
CONTENTS (cont.)

Tobacco Cessation Consult Service ................................................................. 42
Department of Family and Community Medicine Opportunities .......................... 44
Albany Med Commitment to Refugees and Immigrants (AMCRI) ............................ 45
Bring it to the Courts .................................................................................. 46
Capital District Asylum Clinic ....................................................................... 47
Care From the Start ...................................................................................... 49
Cooks for a Cause ......................................................................................... 51
IMANA Medical Clinic .................................................................................. 52
Project SOAR ............................................................................................... 53
Departments sponsoring opportunities for Service Learning .............................. 55
Service Learning Faculty and Staff Contact Information ................................... 56
Noble Hour Instructions .............................................................................. 57
“Being able to participate in the care of patients with terminal conditions is something that will serve me in the years to come. Seeing a glimpse of how life can look with a terminal diagnosis, and the impact that diagnosis can have on all the people who know and love the patients I serve will help me empathize in a way I believe is absolutely critical for when medical intervention fails to work miracles...

The JNP home works to serve these patients who have a limited time remaining by providing a place for them to end their lives in one of the most amazing settings I have ever seen. I’ve seen hospice patients in nursing homes and in hospitals... The JNP home is the antithesis of this lonely and lifeless dying. It provides one-on-one care to patients on hospice. It ensures volunteers don’t get tired or impatient by changing shift every 4 hours to keep up an energetic and optimistic team of aids for the residents. It also provides something that is incredibly important, a sense of home and of life continuing on despite the severity of a terminal diagnosis. There are always things happening in the house, and it feels so alive despite the fact that it is a building serving the dying. The residents are surrounded by activity, community, and love in their last weeks in a way that provides stark contrast to the sterilized and inhuman death I have seen more times than I can count in the hospital and nursing homes. It truly is an amazing place, and I am happy to be a part of it.”

Benjamin Brueske, Class of 2021
Official List of Service Learning Opportunities
for academic year 2018-2019

In Brief: Division of Community Outreach and Medical Education opportunities

**AIDS Education for HS Students:** Visit Albany area schools to facilitate discussions on the epidemiology of HIV/STI’s. Patients living with HIV accompany students to share their story.

**Capital Region Mobile Crisis Response Team Services:** Work with a multidisciplinary team in the community responding to psychiatric and behavioral emergencies.

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

**Double H Ranch:** Support children with unique medical needs at a summer camp and during weekends throughout the school year.

**Generations Together for Alzheimer’s and other Dementias:** Act as a “buddy” to a patient to help with day-to-day challenges they face as a result of decreasing cognitive ability.

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

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

**Hippotherapy:** Assist in delivery of Equine Assisted Activity/Therapy to patients with traumatic brain injury, developmental delay, and other health conditions.

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

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

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

**Project Safe Point:** Assist with needle exchange program and outreach to individuals who inject drugs.

**Science and Technology Entry Program (S.T.E.P):** Instruct or tutor minority high school students in science, math, writing, science research or other college and career preparation.
**Side Kicks:** A mentor program that pairs first and second year medical students with pediatric patients. 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.

**Strong Mom:** First and Second year students pair with pregnant and parenting adolescent young women attending informational classes and doctor’s appointments.

**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.

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

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

**AMCRI** connects medical students and resettled refugees to help families navigate through various systems such as healthcare, public assistance, public transportation, and education.

**Bring it to the Courts and Beyond the Courts:** Basketball and mentoring program that offers children and teens a place to go to participate in healthy, positive and productive activities, keeping them off the streets.

**Capital District Asylum Clinic:** Work with a team of lawyers and healthcare providers to compile affidavits for individuals seeking asylum in the U.S.

**Care From the Start:** Assist at a free/sliding scale clinic in one of Albany’s medically underserved neighborhoods.

**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.

**IMANA:** Health education sessions held at community mosques, with an emphasis on preventive care.

**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.
<table>
<thead>
<tr>
<th>SERVICE CATEGORY</th>
<th>OPPORTUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, Tutoring and Mentoring</td>
<td>AIDS Education for HS Students</td>
</tr>
<tr>
<td></td>
<td>Bring it to the Courts</td>
</tr>
<tr>
<td></td>
<td>Cooks for a Cause</td>
</tr>
<tr>
<td></td>
<td>Guidance and Enrichment in Mentorship (GEM)</td>
</tr>
<tr>
<td></td>
<td>Project SOAR</td>
</tr>
<tr>
<td></td>
<td>Science &amp; Technology Entry Program (STEP)</td>
</tr>
<tr>
<td></td>
<td>Story Time Stars</td>
</tr>
<tr>
<td></td>
<td>Strong Mom</td>
</tr>
<tr>
<td>Patient Contact</td>
<td>Capital Region Mobile Crisis Response Team Services</td>
</tr>
<tr>
<td></td>
<td>Care from the Start</td>
</tr>
<tr>
<td></td>
<td>Double H Ranch</td>
</tr>
<tr>
<td></td>
<td>Hippotherapy</td>
</tr>
<tr>
<td></td>
<td>IMANA</td>
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<td>NICU Cuddlers</td>
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<tr>
<td></td>
<td>Project Safe Point</td>
</tr>
<tr>
<td></td>
<td>Successful Aging in Place</td>
</tr>
<tr>
<td></td>
<td>Tobacco Cessation</td>
</tr>
<tr>
<td>Respite, Companionship and Care</td>
<td>Community Caregivers</td>
</tr>
<tr>
<td></td>
<td>Generations Together</td>
</tr>
<tr>
<td></td>
<td>Joan Nicole Prince Home</td>
</tr>
<tr>
<td></td>
<td>Side Kicks</td>
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<tr>
<td>Advocacy and Health Care System Navigation</td>
<td>AMCRI</td>
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<tr>
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<td>Capital District Asylum Clinic (CDAC)</td>
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<td>Healthcare System Navigation in the Community</td>
</tr>
<tr>
<td></td>
<td>Medical Students as Patient Navigators</td>
</tr>
<tr>
<td></td>
<td>Strong Mom</td>
</tr>
<tr>
<td>Single Days of Service and Engagement</td>
<td>Summer Day of Service and Engagement</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear Hospital Day</td>
</tr>
<tr>
<td>WEEKLY</td>
<td>AVERAGE TIME</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>AMCRI</td>
<td>2-5 hrs.</td>
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<tr>
<td>Bring it to the Courts</td>
<td>2-4 hrs.</td>
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<tr>
<td>Guidance and Enrichment in Mentorship (GEM)</td>
<td>2-4 hrs.</td>
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<tr>
<td>Medical Students as Patient Navigators</td>
<td>1-2 hrs.</td>
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<tr>
<td>Science and Technology Entry Program</td>
<td>2-4 hrs.</td>
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<tr>
<td>Strong Mom</td>
<td>2-4 hrs.</td>
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<td><strong>BI-WEEKLY</strong></td>
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<tr>
<td>Community Caregivers (flexible)</td>
<td>2-4 hrs.</td>
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<tr>
<td>Cooks for a Cause</td>
<td>2-3 hrs.</td>
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<td>Healthcare System Navigation in the Community</td>
<td>2-3 hrs.</td>
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<td>Side Kicks</td>
<td>2-4 hrs.</td>
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<td>Tobacco Cessation</td>
<td>2-4 hrs.</td>
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<td>AIDS Education for HS Students</td>
<td>2-3 hrs.</td>
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<td>Successful Aging in Place</td>
<td>2-4 hrs.</td>
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<td>Capital Region Mobile Response Team Services</td>
<td>4 hrs.</td>
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<tr>
<td>Care from the Start</td>
<td>2-3 hrs.</td>
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<tr>
<td>Double H Ranch</td>
<td>4-6 hrs.</td>
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<tr>
<td>Generations Together</td>
<td>3-4 hrs.</td>
</tr>
<tr>
<td>IMANA</td>
<td>3-4 hrs.</td>
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<td>Joan Nicole Prince Home</td>
<td>4-5 hrs.</td>
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<tr>
<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>Capital District Asylum Clinic</td>
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<tr>
<td><strong>ANNUALLY</strong></td>
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<tr>
<td>Days of Service and Engagement: (1) Summer (2) 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 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

30 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 two 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

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: 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
Opportunities currently designated eligible for Service Learning credits

Division of Community Outreach and Medical Education
AIDS Education for H.S. Students

Division of Community Outreach and Medical Education

AMC Faculty and Staff:
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.

Time Commitment:
2-3 hours per month

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.
Community Caregivers

Division of Community Outreach and Medical Education

Community Partners and AMC Faculty:
Linda Miller (Community Caregivers)
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

Program Description:
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.
Community Caregivers Learning Objectives (cont.)

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.

Time Commitment:
Minimum of one Community Caregivers activity per month (minimum length 2 hours)

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

*Students will be reimbursed for their mileage to/from clients’ homes*
Capital Region Mobile Crisis Response Team Services (CRMCRTS)

Northern Rivers Family of Services/Division of Community Outreach and Medical Education

Community Partners and AMC Faculty:
Jennifer Eslick, LCSW-R (Northern Rivers)
Ingrid M. Allard, MD, MSEd
Marva Richards, MPH

Program Description:
The Capital Region Mobile Crisis Response Team Service (CRMCRTS) is an innovative cross-systems service for adults, children and adolescents with serious mental health and/or developmental disabilities in Albany, Rensselaer and Schenectady counties. CRMCRTS serves individuals 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.

Learning Objectives:
1. Observe and assess the CRMCRTS group in caring for individuals.
2. Demonstrate interpersonal skills that will help the CRMCRTS succeed in their goal of caring for individuals.
3. Document and communicate soft clinical information to other members of CRMCRTS.
4. Demonstrate empathetic, respectful and non-judgmental approaches to patient care.
5. Give constructive feedback on the interaction of the CRMCRTS group with patients and families.

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

Training:
2 hours on-site with CRMCRTS
Capital Region Mobile Crisis Response Team Services

Photo courtesy
www.parsonscenter.org
Double H Ranch

Double H Ranch/ Division of Community Outreach and Medical Education

Community Partners and AMC Faculty:
Dennis McKenna, MD (Pediatrics)
Jennifer Pearce, MD (Pediatrics)

Program Description:
Located outside Lake George, Double H Ranch is a SeriousFun Camp founded by Paul Newman for children ages 6-16 who have life threatening and/or chronic illnesses. It is completely free for campers and serves many children who are treated at Albany Medical Center. Double H is devoted to providing a safe and medically-supported space for ‘kids to be kids,’ so that they can forget about their illnesses/physical limitations and simply enjoy the silliness, craziness, and happiness that should be part of growing up. Double H also has an outreach program (Camp-on-the-Go) that spans across NY State hospitals to bring the magic of camp to children who are unable to attend. Furthermore, throughout the fall, winter and spring, there are weekend events held at camp where campers and their families can participate in supportive and uplifting programs like adaptive skiing.

In this service learning opportunity, medical students to serve as volunteer counselors at Double H Ranch during the summer and weekend sessions and participate in Camp-on-the-Go events.

Learning Objectives:
1. Recognize the unique needs and challenges that children with chronic/life threatening illnesses face and how they impact their day-to-day life.
2. Utilize compassion, respect, kindness, unconditional support, and selflessness to develop lasting and meaningful relationships with campers and families.
3. Develop an understanding of the child as a whole, separating their medical condition from who they are as a person.
4. Recognize the joys and hardships that families face caring for a child with chronic/life-threatening illness.
5. Practice working inter-professionally alongside counselors and medical staff of different backgrounds and experiences to foster a safe environment for the children.
6. Provide personal care for children, utilizing unique modes of communication, and using accessible and adaptable equipment/technology.
Double H Ranch (cont.)

Training:
Complete the AMC Service Learning Double H Ranch application form.
Complete screening through Double H Ranch Volunteer Operations (immunization records, background check, etc).
Attend Double H Ranch orientation at AMC conducted by Double H staff

Time Commitment:
Annually attend:

1) 2 Camp-on-the-Go full-day events, or 4 half-day events (~10 hrs total)
2) 1 Fall/Winter Session Weekend (~20 hrs)
3) 1 Spring Session Weekend (~20 hrs)
4) Attend 1 Reflection Meeting and 1 Logistical meeting per semester

Optional: 1 week of Summer Session, July-August

*Students will be reimbursed for their mileage to/from Double H*
Generations Together for Alzheimer’s and other Dementias

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

Community Partners and AMC Faculty:
Earl Zimmerman, MD (Alzheimer’s Center)
Nancy Cummings, MBA (Alzheimer’s Center)
Ingrid Allard, MD, MSEd

Program Description:
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.

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.

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.
   Attend monthly lunchtime reflection session.
Generations Together (cont.)

**Time Commitment:**
Spend a minimum of 3 hours per month during the academic year with patient
Attend monthly lunchtime reflection session.

**Training:**
Attend mandatory 1 hour orientation after being accepted to the program
Generations Together—multiple years of students and their “buddy” Rosie
Guidance and Enrichment in Mentorship (GEM)

Division of Community Outreach and Medical Education

AMC Faculty:
Marva Richards, MPH

Program Description:
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.

Learning Objectives:
1. Provide role models to elementary, middle and high school students through mentoring.
2. Develop communication skills to support, encourage, and guide students toward the requirements for success in higher education.
3. Meet the goals of the specific sites according to the school liaison’s determination.
4. Listen and respond to students needs for learning of the particular subject matter.
5. 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.
Healthcare System Navigation in the Community

Center for Law and Justice/Division of Community Outreach and Medical Education

Community Partners and AMC Faculty:
Dr. Alice Green, Mary Ellen Frieberg, Lauren Manning (Center for Law and Justice)
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

Program 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:
1. Analyze the factors that may serve as obstacles to the patient’s health maintenance and the treatment of disease.
2. Demonstrate interpersonal skills that serve as the building blocks for the patient doctor relationship.
3. 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.
4. Demonstrate empathic, respectful and non-judgmental approaches to interaction with community members.

Time Commitment:
Attendance at a minimum of one navigation session per month (2-3 hours). Two group reflections and two written reflections per year.

Training:
- 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
Hippotherapy

Positively Playful Occupational Therapy/ Division of Community Outreach and Medical Education

Community Partners and AMC Faculty:
Jamie Ellwood, MS, OTR/L (Positively Playful Occupational Therapy)
Dr. Jennifer Miller, AMC Department of Physical Medicine and Rehabilitation

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

Time Commitment:
Six 3-4 hour shifts per year (focused in late summer, fall, spring for treatments; February-March for patient assessments), with a 2 year commitment. Students will have a 1 hour meeting with staff every 6 months to reflect.

Training:
2 hour training session
Joan Nicole Prince Home

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

Community Partners and AMC Faculty:
Sue Tomlinson, Executive (Joan Nicole Prince Home)
Anna Fraher (Joan Nicole Prince Home)
Carol S. Weisse, Ph.D. (Union College)
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.
Joan Nicole Prince Home (cont.)

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

*Students will be reimbursed for their mileage to/from the JNP Home*

Photo courtesy www.facebook.com (JNP FB page)
Medical Students as Patient Navigators

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

Community Partners and AMC Faculty:
Makenzi Evangelist, MD (NYOH)
Ingrid M. Allard, MD MSEd
Kara Burke, MPH

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.

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.
6. 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. Students may be reimbursed up to $30 for activities done with their patient.

Training:
AMC Online HIPPA training
Two 2-hour in-person training sessions
“As a patient navigator, I have been fortunate to grow close to my patient and support her emotionally during her battle with cancer. Joining her to chemotherapy appointments and doctor visits has provided me with insight into the difficulties that cancer patients face on a daily basis. Seeing her struggles ranging from problems with logistics and scheduling to feelings of nausea or fatigue has opened my eyes to the challenges cancer patients must overcome to fight their cancer. Fortunately, my patient has a great support system with her husband, but I cannot imagine how difficult it would be for her to go through this alone.

~Ryan McWhirter, Class of 2021
NICU Cuddlers

Neonatal Intensive Care Unit/Division of Community Outreach and Medical Education

AMC Faculty:
Meredith Monaco-Brown, MD

Program Description:
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. The program seeks to:

- 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.

Learning Objectives:
1. Discuss the complex social and clinical factors that result in a NICU hospital admission.
2. Demonstrate appropriate interpersonal skills, working with nursing and other staff, while becoming integrated into the clinical care team of neonatal patients.
3. Identify basic elements of clinical skills used to comfort neonatal infants and aid in their development.
4. Analyze the stressors faced by parents of infants hospitalized in the NICU.

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

Training:
Orientation presentation and tour of the NICU.
**Project Safe Point**

Catholic Charities/Division of Community Outreach and Medical Education

**Community Partners and AMC Faculty:**
Joseph Filippone (Project Safe Point)  
Ed Fox (Project Safe Point)  
Ingrid Allard, MD, MSEd  
Kara Burke, MPH

**Program Description:**
Project Safe Point (PSP) provides harm reduction services for people who use drugs (PWUD). These services include not only syringe exchange and distribution of clean syringes, but also HIV and HCV testing, clean supplies, assistance with attaining housing and medical care, naloxone training, as well as support for those persons surrounding a person who uses drugs. Service Learning students assist Project Safe Point staff in supporting safe injection practices by participating in syringe exchange mobile sites, home drop-offs, and outreach activities for new clients.

**Learning Objectives:**
1. Describe the method of harm reduction and how it is used to work with PWUD.
2. Acquire a deeper understanding of the current opiate epidemic in the Albany and Schenectady area and thereby provide framework when approaching a patient.
3. Describe the resources available in the Albany and Schenectady area for PWUD – treatment, housing, food access, healthcare, financial assistance, etc.
4. Demonstrate empathic, respectful and non-judgmental approaches to patient care.
5. Identify factors which may lead people to use and abuse drugs
6. Describe barriers to healthcare faced by PWUD
7. Identify public policies which impede the ability to properly support and care for PWUD

**Time Commitment:**
Two three-hour shifts per month.

**Training:**
Session 1 (at AMC): Project overview, Syringe voucher program  
Session 2 (on van): Services available; Tour of mobile unit; Shadowing of function; Syringe exchange; Complementary services
Science & Technology Entry Program (STEP)
Division of Community Outreach and Medical Education

AMC 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-teenagers 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.

Learning Objectives:
1. 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.
2. 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.
3. Develop mentor/mentee relationships with individual students establishing rapport and use of communication skills.
4. Learn and practice teaching skills essential to their role as physicians to help improve and maintain high academic grades in STEP and in school.

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.

Training:
Once per semester Meetings with the Coordinator and Assoc Director of STEP.
Side Kicks

Pediatrics Department/Division of Community Outreach and Medical Education

AMC Faculty and Staff:
Joanne Porter, MD (Pediatrics)
Jennifer Pearce, MD (Pediatrics)
Courtney Hill, LMSW (Pediatrics)

Program Description:
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. Medical students will:
• 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:
1. Demonstrate skills necessary to provide physician level emotional support for the patient and his/her family.
2. Recognize the hardships that a pediatric patient faces, both in and out of a hospital setting, while being treated for a chronic illness.
3. 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.

Time Commitment:
A minimum of two meetings per month with Sidekicks. One of those may be via digital communication. Group reflection/Business meeting every two months. Students may be reimbursed up to $30 for activities done with their Side Kick.

Training:
Application process and Interview required with Sidekicks leaders. One day orientation in the Fall.
Story Time Stars

AMC General Pediatrics/Division of Community Outreach and Medical Education

AMC Faculty:
Stephen De Waal Malefyt, MD.

Project Description:
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 (WIC) office, parenting classes in the community, and local libraries. Medical students will:

- 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.
- Increase utilization of public library resources and programs.

Learning Objectives:
1. Acquire knowledge about normal childhood development and be able to share age-appropriate milestones with parents.
2. Articulate the necessity of targeting literacy and learning skills at an early age in order to improve educational outcomes in school-aged children.
3. Develop and apply communication skills during one-on-one interactions with families at well-child visits.
4. Function as an important member of the team in a real-world clinical setting as well as several community centers that target underserved populations.
5. 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.

Time Commitment:
A minimum commitment of 3 sessions (2 hours each) the first semester is required, with 4 sessions required in future semesters.

Training
1-hour online training & 1-hour in-person seminar
**Strong Mom**

Division of Community Outreach and Medical Education

**AMC Faculty:**
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. Students may be reimbursed up to $30 for activities done with their Strong Mom.

**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/Division of Community Outreach and Medical Education

Community Partners and AMC Faculty:
Brigitte Pryor, Senior Services Coordinator, Albany Housing Authority
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

Program Description:
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.

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

Training/Orientation:
Reading: Hotspotters by Atul Gawande
HIPPA online module
In person 2-hour training on assessments and resources

**For 2018-2019 this program will be housed under “Healthcare System Navigation in the Community”**
Tobacco Cessation Consult Service

Division of Community Outreach and Medical Education

Community Partners and AMC Faculty:
Karen Dylong, BS, CTTS, CPFT - Student Supervisor
Nicole Lodise, Pharm D (Albany College of Pharmacy and Health Sciences)
Ingrid M. Allard, MD, MSEd
Kara Burke, MPH

Program 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 Cardio-respiratory 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.

Learning 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
*3-4 patients per shift maximum

Training:
Modules
HIPPA training online
AMC Annual Mandatory Online Clinical Education Module
Metrix Online Module
Tobacco Cessation Consult Service Training (cont.)

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
Opportunities currently designated eligible for Service Learning credits.

Department of Family and Community Medicine
AMCRI (Albany Med Commitment to Refugees and Immigrants)

RISSE (Refugee and Immigrant Support Services of Emmaus) / Department of Family and Community Medicine

Community Partners, AMC Faculty and Staff:
Rifat Filkins, Executive Director (RISSE)
Francis Sengabo, Operations Director (RISSE)
Katherine Wagner, MD
Theresa Weinman,

Program Description:
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.

Learning Objectives:
1. Increase students’ understanding of barriers refugee families face in accessing healthcare, social services, employment, educational opportunities, community activities, and civic responsibilities.
2. Enhance students’ knowledge of effective communication strategies to use with non-native English speakers.
3. Provide students with opportunities to learn and practice advocacy for an at-risk population, as well as address low health literacy.
4. Provide students with the opportunity to work with individuals from diverse cultural backgrounds and enjoy the benefits of service work.
5. Learn how to develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective practitioner/patient relationships.

Time Commitment:
Two year minimum commitment, with option to continue in years 3 and 4.
Teams of three to four students provide ten hours 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

Training:
Mandatory orientation and training at RISSE.
Bring It To the Courts—AND Beyond the Courts

Department of Family and Community Medicine/The Dream Club, Inc.

Community Partners, AMC Faculty and Staff:  
Amanda Paeglow (The Dream Club, Inc.)  
Katherine Wagner, MD  
Theresa Weinman, Department of Community and Family Medicine.

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

Learning Objectives:  
1. Develop knowledge of issues facing inner city youth in Albany  
2. Learn how to foster a positive mentorship relationship that encourages active  
   listening skills, constructive feedback and guidance  
3. Identify some of the non-biologic determinants of health affecting youth in inner  
   city Albany  
4. Demonstrate patient education skills  
5. 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

Training:  
Attendance at orientation 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
Capital District Asylum Clinic (CDAC)

Department of Family and Community Medicine/Legal Aid Society

**AMC Faculty and Staff:**
Katherine Wagner, MD
Victoria Balkoski, MD, Chair, Department of Psychiatry
Theresa Weinman, Department of Community and Family Medicine.

**Program Description:**
The Capital District Asylum Collaborative has been established to provide free medical and mental health evaluations for immigration applications of asylum seekers and victims of trafficking & other crimes in the Capital District through a unified system of lawyers, doctors and medical students.

The CDAC program supports asylum seekers by providing written medico-legal affidavits as part of their official documentation in their application with the U.S. Citizenship and Immigration Services (USCIS). Asylum seekers (along with U-Visa, T-Visa, and VAWA applicants) are referred from the Legal Project, who offer pro bono legal services to the community. It has been shown that these applications are significantly more successful when an objective medical and/or psychological evaluation is able to corroborate the experiences for which the person is seeking asylum (eg. trauma, abuse, persecution). This program is modeled after successful asylum clinics at Brown, Columbia, Cornell and NYU. Evaluations are performed free of charge by volunteer physicians with students present to assist in completing the affidavits.

**Learning Objectives:**
1. Gain a better understanding of patients’ diverse cultural backgrounds, beliefs, values, language, religion, health practices and experiences which impact care.
2. Allow students to help gather a full physical and/or mental health examination for asylum seekers.
3. Train students and providers to document physical and mental health examinations for a legal document, and construct an affidavit.
4. Allow students to collaborate as members of an interdisciplinary team, uniquely connecting legal and medical services in the Capital District.
5. Provide students with a stronger understanding of local immigrant populations and marginalized persons in the Capital District.
6. Demonstrate personal integrity, ethical behavior and altruism.
7. Address emotionally charged and sensitive issues in a compassionate and empathetic manner.

**Time Commitment:**
Two-year minimum commitment, with option to continue in 3rd year. Student mentor meetings occur monthly to track progress, network, and troubleshoot problems. Larger group reflections will be arranged each semester.
Training:
After completing orientation and mandatory training, students can participate in one of two capacities:
- General member (open to all years): General members will have the opportunity to scribe for evaluation and complete affidavits.
- Junior leadership board member (open to first years): A group of 5-7 interested and committed students will be in training during their first year to take over program operations during their second year.
Care from the Start

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

Community Partners, AMC Faculty and Staff:
Robert Paeglow, MD, Albany Medical College/Koinonia Primary Medical Care
Corrie Paeglow, Office Manager (Koinonia)
Katherine Wagner, MD
Theresa Weinman

Program Description:
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.

Learning Objectives:
1. Characterize the non-biological determinations of health as they relate to patients’ health
2. Prepare to meet the needs of underserved patients and their communities now and in the future
3. Develop communication and physical diagnosis skills appropriate for the level of the medical student
4. 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:
Two-year minimum commitment, with option to continue in 3rd and 4th year
Second year students attend the clinic once per month on a rotating schedule
First year Secretaries and Coordinators attend clinic as scheduled.

Training:
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.
Care From the Start Training (cont.)

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:

- 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.
Cooks For A Cause (C4C)

Department of Family and Community Medicine/The Dream Club, Inc.

Community Partners, AMC Faculty and Staff:
Amanda Paeglow (The Dream Club, Inc.)
Katherine Wagner, MD
Theresa Weinman

Program Description:
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.

Learning Objectives:
1. Develop knowledge of issues facing inner city youth in Albany
2. Teach young people various techniques of healthy cooking, both from scratch and with store-bought ingredients.
3. Delineate the techniques involved with fostering a positive mentorship relationship with teens that encourages active listening skills, constructive feedback and guidance.
4. 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.
5. Recognize the benefits of cooking as a stress reduction practice.

Time commitment
Two year commitment. One session twice a month.

Training:
Mandatory orientation meeting.
IMANA Medical Clinic

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

Community Partners, AMC Faculty, and Staff:
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

Program Description:
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.

Learning Objectives:
1. 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
2. Demonstrate increasing expertise in performing and documenting a standard medical history and basic physical examination
3. Obtain a basic understanding of screening tools and protocols, as well as what evidenced-based data supports use of these tools in patient populations
4. Conduct initial evaluations and assessments of a variety of non-emergent medical conditions
5. Demonstrate improved skills in educating patients on how to engage in healthy behaviors
6. Effectively and efficiently present patients to an attending physician
7. Develop appropriate time management skills and establish effective professional boundaries, key elements in development of effective doctor/patient relationships

Time Commitment:
Clinics held on Sunday afternoons once per month

Training:
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.
Project SOAR
(Successfully Overcoming Adversity with the help of Role Models)
Brighter Choices Charter School/Department of Family and Community Medicine

Community Partners, Faculty, and Staff:
Yvonne Ramirez, Brighter Choices Charter School
Katherine Wagner, MD, Dept of Family & Community Medicine,
Theresa Weinman, Dept of Family & Community Medicine

Program Description:
Albany Medical College students provide tutoring and mentoring at an after school program for Albany youth.

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

Training:
Attendance at the orientation meeting held at the beginning of the academic year.
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.”
Faculty and Staff responsible for Service Learning at AMC

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

Ingrid M. Allard, MD, MSEd
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

DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE
TS 101

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

Theresa Weinman
Administrative Coordinator
2-5797
Instructions for logging your Service Learning Hours in Noble Hour:

Register for NobleHour
Fill in the form and then select Register.
When you see the “Community Relationships and Groups” window:
Select Student as your Relationship
Enter your graduation information
In the Groups box, type Class of 2022 and join the Group.

Find Opportunities to Serve
Click https://noblehour.com/amc/explore to explore service learning opportunities available to students.
Type the opportunity name in the Search on the left side and then press Enter.
Select the opportunity from the left panel and then select I'm Interested.
You’re now a member of the opportunity and can add hours!

Add Hours
From the opportunity’s homepage, select Add Hours
Select your volunteer dates from the calendar and adjust the clock sliders to enter your volunteer time.
Be sure to add your Tasks and Reflection by selecting the Crown icon. Tasks and Reflections are not the same thing.
Now that you have added your Hours, make sure the first two boxes (Get your hours verified and Contribute your hours to groups) are checked. Do NOT uncheck these boxes or your hours won’t go through to AMC.

- Get your Hours verified by the Opportunity - Check this box to send a notification to the community organization that hosted the Opportunity to verify your attendance and participation.
- Submit Hours to the Class of 2022 group for Approval - Type Class of 2022 into the Group Name box to select it from the list.
Select Save.
Confirm your E-Signature and declaration.
Select Track my Hours to check on the status of your submission. Your submission will show as pending until the Group Administrator approves your hours.
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 – August, 2018