



# ALBANY MEDICAL COLLEGE

ALBANY MED Health System

*Division of Community Outreach and Medical Education*

## Service Learning Handbook



A Guide to the Approved Service Learning  
Opportunities Available

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## *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>

## **Special Note Regarding COVID-19 and Service Learning**

Throughout the COVID-19 pandemic we have worked closely with our community partners to provide opportunities for medical students to learn and meet the critical needs in our community while also protecting the health and safety of everyone involved. For the 2024-25 academic year we expect that most service learning opportunities will operate similarly to their original design, with continued restrictions such as masking, distancing, and an emphasis on outdoor activities where possible. The faculty and student coordinators for each program will communicate with participating students about these restrictions and any changes throughout the course of the year.

You can find important guidance and best practices on the New York State Department of Health website at <https://coronavirus.health.ny.gov/home> and the Albany Medical Center COVID-19 information page at <https://intranet.amc.edu/display/INCP/COVID-19+Updates+and+Information+for+Employees>.

Thank you,

*- The Division of Community Outreach and Medical Education & The Department of Family and Community Medicine (August 2024)*

### ***A Student's Reflection:***

The Joan Nicole Prince Home *(See Page 41)*

*“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*

## **Service Learning—What is it?**

Service Learning is a form of experiential learning developed, implemented and evaluated in collaboration with the community and 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. Service Learning attempts to balance service to the community with the learning that occurs in a student’s medical education. 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 drivers (determinants) of health, instills compassion, and encourages a commitment to improving the health of the community, particularly the underserved.

### ***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. 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

## Service Learning Curriculum Policy

**Please review your program's Service Learning opportunity (SLO) page for information specific to the SLO.**

*General Policy:*

- Students must complete a minimum of 40 hours of service learning.
- Of the 40 mandatory hours, 30 of those hours must be completed before a student's 3rd year of study.
- Additionally, of the 40 mandatory hours, 30 of those hours must be *Service-Learning* through pre-approved, sustained, longitudinal experiences that center community building within Albany and the Capital Region.
- Criteria for activity credit hours include:
  - ◇ Activities that focus primarily on ameliorating and understanding the structural or social drivers of health (i.e., transportation, food access, housing, health care navigation, poverty, discrimination of access based on identity, and educational and occupational systems).
  - ◇ Activities that require training to complete;
  - ◇ Activities must be accompanied by a reflection that centers the SDOH within the context of their education.
    - \*Each daily session documented in Nobel Hour must be accompanied by a reflection.
    - \*One group reflection is required/semester
    - \*Submission for credit (Service-Learning and non-service learning activities) must be submitted to Nobel Hour within 1 year of completion. Hours submitted after this time will not count toward credit.
    - \*Hours will not be approved retroactively. Students cannot submit hours prior to an activity becoming an official SLO, even if students have worked with that community organization previously.
- Students may obtain **10 Non-Service Learning** hours as community service (non-longitudinal) when activities are pre-approved by DivCOME. These non-longitudinal hours include:
  - ◇ *Coordination* of non-service learning events pre-approved by DivCOME based on above criteria that focus on the Albany and Capital region community
  - ◇ *Participation* in non-service learning events pre-approved by DivCOME based on above criteria that focus on the Albany and Capital region community
  - ◇ Non-Service Learning events **are limited to:**
    - \*Health Fair participation (i.e., Sheridan Hollow, Juneteenth Health Fair, Teddy Bear Hospital Day)
    - \*Day of Service
    - \*Community Grand Rounds (must be pre-approved through DivCOME)
    - \*Other non-longitudinal experiences which meet criteria from DivCOME
  - ◇ All credit must be pre-approved before students participate as credit will not be given for events post-hoc.
- Students must be in their 2<sup>nd</sup> year and have completed at least **10 hours** of SL before proposing a new SL event.
  - ◇ New proposals for SL must be submitted through the SL portal for review in November—December.
- Students are encouraged to connect with the DivCOME team early in the academic year to develop a proposal for approval



## **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 (DivCOME) and include Family and Community Medicine activities designated by DivCOME 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' 4<sup>th</sup> 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.

**Albany Medical College Service Learning Curriculum and  
Learning Objectives for All Activities**

1. Identify the social and /or social drivers of health as they relate to barriers to healthcare.
2. Demonstrate the use of resources and ancillary health care services for patients with social and economic barriers to access, particularly those patients from underserved populations.
3. Develop communication skills that support, encourage, and guide individuals while maintaining appropriate professional boundaries that serve as the building blocks for the patient-doctor relationship.
4. Demonstrate interpersonal skills that are empathetic, respectful, and non-judgmental.
5. Demonstrate personal integrity, ethical behavior, altruism and respect for the dignity of all patients.
6. Recognize the differences and understand the importance of an individual's belief system, values, language, religion and health practices that impact care for a culturally diverse population.
7. Collaborate with individuals, then families and members of care teams.
8. Recognize the importance of interdisciplinary teams in healthcare.
9. Analyze the role that other healthcare professionals play on the healthcare team
10. Acquire and utilize appropriate patient education skills to increase patients' self-efficacy.

## **Before Thinking About Starting a New Service-Learning Opportunity — Consider the Following:**

Any new SLO (Service-Learning Opportunity) or revision to a previously approved SLO that is proposed must have achieved a certain level of forethought and needs assessment discussion with:

- ◇ At least one representative of the agency to be served;
- ◇ If possible, a member of the intended population to benefit;
- ◇ And at least one faculty member of AMC.

In order to have a new opportunity considered, please submit a proposal for consideration by the staff in the Division of Community Outreach and Medical Education (DivCOME) through the online request portal which will open in late fall with the following components:

- **Program Description** – Who is/are the collaborating Agency/ies, Community Based Organization/s (CBO) and/or Department/s? What is their input – How are they collaborating? What is their mission? What is the population being served?
- **Program Objectives** – What are the specific goals for the population being served and learning objectives for medical students of this SLO?
- **Relevance to SSDOH** – What is the structural (institutional bias, redlining) or social (housing, food insecurity, transportation access, health system navigation, etc) drivers that this new/ revised opportunity will address. The new SLO or revision of a previously approved SLO must address the structural or social drivers of health.
- **Learning Tasks, Activities and Training** – What are the specific tasks involved in the service? What activities will be planned for reflection and evaluation? At what time intervals? What training is needed to effectively serve this population and how will it be implemented?
- **Sustainability of the program** – As students advance through graduation, how will this SLO be sustained over time? How many students will be required to effectively serve this population and what is the time commitment required of them?
- **Program Oversight** – Who from the institution will provide oversight, quality control and supervision of the program. Who from the agency will do the same, and how?

After a proposal is submitted, a meeting will be held to discuss the specifics of the proposed opportunity and whether it meets criteria for becoming a SLO. Please know you can and should reach out to the DivCOME team for any questions you may have!

## Departments Sponsoring Opportunities for Service Learning:

### Division of Community Outreach and Medical Education

#### ME 722 “The Commons”

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 drivers of health as the underpinnings of all activities.

Angela Antonikowski, PhD, MA  
Associate Dean for Community Outreach and Medical Education  
2-6181

Alice Antwi, MPH  
Director, Community Engagement  
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Allyson Wieser, BS  
Director, Community Outreach  
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Administrative Coordinator, Health Equity  
Project  
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Ronia Burton  
Administrative Support Associate  
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### Department of Family and Community Medicine

#### TS 101

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.

Katherine Wagner, MD  
Director of Community Outreach  
2-5797

Theresa Weinman  
Administrative Coordinator  
2-5797

## Instructions for logging your Service Learning Hours in Noble Hour:

### **Step 1: Register or Login Account**

1. <https://noblehour.amc.edu>
2. Click on “**Log in**” in the top right corner and then **Not a Member? Register**  
*If you already have an account, please select the forgot password link.*
3. Complete the registration form and use your **AMC email address**

### **Step 2: Add Hours!**

1. Under **My Account**, select **Report Hours!**
2. Select your approved **Volunteer Opportunity**.
3. Select the shift that matches your Volunteer Opportunity.
4. Select your **Graduation Class Group**.
5. Add your **Start and End Date and Time**.
6. Add your **Total Hours**
7. Add your **Reflection and Rate your Experience!**

### **Step 3: Review your Volunteer History**

1. Under **My Account**, Select **Overview**.
2. On this page you can see your total hours.

For more information, [please visit our support site.](#)

## Official List of Service Learning Opportunities 2024-25

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

**Beyond the Courts:** Basketball and mentoring program that for children and teens.

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

**Capital District Latinos– LMSA Collaboration:** Support the Latinx community in Albany through food distribution, health education, cultural events, and other activities.

**Care From the Start:** Assist at a primary care clinic in one of Albany’s medically underserved neighborhoods.

**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.

**Compassion Coalition:** Coordinate virtual visits for patients who are not able to have in person visitors due to COVID-19 restrictions or barriers such as transportation or childcare.

**Cooking Healthy Options with Patients (CHOP):** Student run evidence-based cooking classes with several different patient populations and general community members.

**COOKS 4 A CAUSE– RISSE & South End Children’s Cafe:** 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.

**Double H Ranch:** Support children with life threatening or chronic illnesses at AMC and at the ranch throughout the school year as well as at a summer camp.

**Empowering Arts:** Facilitate art projects for residents of a homeless shelter.

**Epilepsy Allies:** Provide education and advocacy around epilepsy, particularly its impact on children and teens.

**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. Sites include Girls Inc., Myers Middle School Garden, Green Tech High School, LaSalle School, and STEP.

**Hand in Hand:** Students are trained to give hand massages to patients undergoing dialysis, reducing anxiety and increasing comfort while lending support.

**Healthy Hearts:** Support primary care patients in developing and maintaining an exercise plan as recommended by their physician.

**Health Equity Project:** Work with community members and patients to address barriers related to insurance coverage, finding healthcare, and social drivers of health.

**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 Student Coalition for the Unhoused (MCU):** Provide health education, support in accessing resources, and build relationships.

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

**Northeast Association for the Blind Student Advocates:** Support individuals with visual impairment in clinical and social settings.

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

**Perfect Palz:** Develop an ongoing relationship with an adult living with a disability, in partnership with the Center for Disability Services

**Pride Center of the Capital Region:** Support and advocate for Pride Center Community members' physical, sexual and, mental healthcare, in partnership with the Pride Center of the Capital Region

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

**Safe Sex 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.

**Saratoga Community Health Center:** Participate in an interdisciplinary health care team focused on the social drivers of health.

**Sarcoma Strong:** Support a patient with osteosarcoma in sharing their story and accessing resources.

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

**Sickle Cell Superheroes:** Work with pediatric patients with Sickle Cell disease to assist them, their families, and their healthcare team with the transition to adult care.

**St. Margaret's Center:** Spend time with residents of a pediatric long term care facility, participating in activities that they choose.

**STRIDE:** Recreational and sporting programs as an outlet for empowering those with physical and cognitive disabilities.

**Strong Mom:** Form a mentoring relationship with pregnant and parenting adolescent young women, including attending informational classes and doctor's appointments.

**Story Time Stars:** Facilitating and promoting regular reading habits in children by providing books and encouraging reading time with family. This program aims to increase reading and help strengthen child-parent relationships.

**Students for Spina Bifida Awareness:** Raise awareness about Spina Bifida. Raising funds, increasing community knowledge to increase available resources.

**Supporting Health In Every Adolescent with Diabetes (SHIELD):** Support through coaching for adolescents who have been diagnosed with diabetes. Bridges the gap between literature review and community health and knowledge.

**Tobacco Cessation Consult Service:** Provide bedside education and support to adult inpatients who have expressed a desire to quit smoking/vaping.

**Youth Life Support Network Inc—HEP:** Supporting incarcerated men and women from the pre-release stage with their medications and chronic illness management. Helping them cope in their post-release stage by connecting them with community and local resources.



SERVICE CATEGORY	OPPORTUNITY
Teaching, Tutoring and Mentoring	Beyond the Courts CHOP Cooks for a Cause Empowering Arts Guidance and Enrichment in Mentorship (GEM) GEM—The Vegetable Project Safe Sex Education for HS Students Science & Technology Entry Program (STEP) Strong Mom
Patient Contact	Care from the Start Compassion Coalition Double H Ranch Hand in Hand Healthy Hearts Hippotherapy Northeast Association for the Blind Student Advocates NICU Cuddlers Saratoga Community Health Center Sarcoma Strong Sickle Cell Superheroes Tobacco Cessation
Respite, Companionship, and Care	Community Caregivers Generations Together Joan Nicole Prince Home Medical Students Care for the Unhoused (MCU) Perfect Palz St. Margaret’s Center STRIDE Students for Spina Bifida Awareness
Advocacy and Health Care System Navigation	AMCRI Capital District Asylum Collaborative (CDAC) Capital District Latinos Health Equity Project Medical Students as Patient Navigators Pride Center of the Capital Region Youth Life Support Network, Inc
Community Service	August Day of Service and Engagement Teddy Bear Hospital Days Service Learning Supplementals

## Expected Time Commitment Per Opportunity

WEEKLY	AVERAGE/MINIMUM TIME
AMCRI	2-5 hrs.
Beyond the Courts	2-4 hrs.
Guidance and Enrichment in Mentorship (GEM)	2-4 hrs.
GEM—The Vegetable Project	1 hr.
Healthy Hearts	1-2 hours
Medical Students as Patient Navigators	1-2 hrs.
Science and Technology Entry Program	2-4 hrs.
Strong Mom	2-4 hrs.
SHIELD	30min-1hr
BI-WEEKLY	AVERAGE/MINIMUM TIME
Community Caregivers (flexible)	2-4 hrs.
Compassion Coalition	2-4 hrs.
Cooks for a Cause	2-3 hrs.
Empowering Arts	2-3 hrs.
Hand in Hand	2-3 hrs.
Health Equity Project	2-3 hrs.
Hippotherapy	2-4 hrs.
NABA Student Advocates	2-3 hrs.
Perfect Palz	2-3 hrs.
Tobacco Cessation	1.5 hrs.
Youth Life Support Network, Inc-HEP	2-4 hrs.

## Expected Time Commitment Per Opportunity Continued

MONTHLY	AVERAGE/MINIMUM TIME
Capital District Asylum Collaborative	Based on need
Capital District Latinos	2 hours
Care from the Start	2-3 hrs.
CHOP	2-3 hrs.
Double H Ranch	4-18 hrs.
Generations Together	3-4 hrs.
Joan Nicole Prince Home	4-5 hrs.
Medical Students Care for the Unhoused	2 hrs.
NICU Cuddlers	2-3 hrs.
Pride Center of the Capital Region	2-4 hrs.
Safe Sex Education for HS Students	2-3 hrs.
Saratoga Community Health Center	2-3 hrs.
Sarcoma Strong	2-4 hrs.
Sickle Cell Superheroes	2-3 hrs.
St. Margaret's	2 hrs.
STRIDE	2 hrs.
Story Time Stars	4 hrs.
Students for Spina Bifida Awareness	2 hrs.

## Single and Pop Up Days of Service and Engagement

### ***August Day of Service and Engagement***

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.



### ***Pop Up Teddy Bear Clinics***

The pop-up teddy bear clinics allow local children to 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 have a chance to ask questions and be exposed to experiences at a hospital or doctor’s office. Children may have the opportunity to explore an ambulance, fire truck and the Med Flight helicopter, as well as learn about vaccines, poison control services, and obtain information about various programs offered at Albany Medical Center. Medical students receive training for each educational component before all events.

Unique programming can be offered for children with special needs or sensory sensitivities. This program is run by the Family Medicine Department .



August Day of Service and Engagement




## **Service Learning Supplemental (SLS) Lecture Series**

This lecture series is offered to provide added insight into the service learning programs at Albany Medical College and to highlight current issues related to the social drivers of health. SLS designation is only offered to programs that meet specific criteria outlined by DivCOME. If a student-sponsored group is planning an activity that may fit in with the SLS framework, these students may contact DivCOME to apply for SLS designation. Medical students can submit attendance at a SLS designated event on Noble Hour for one hour of SL Credit per semester- search for the opportunity name “AMC Service Learning Supplemental (SLS) Event.”

Recordings of past SLS lectures can be accessed on the Service Learning Sakai site under the “Mediasite” tab.

### **SLS Learning Objectives:**

1. Describe the “community” referenced in the talk.
2. Identify specific social drivers (determinants) of health that impact the population described.
3. Relate the concepts discussed to students’ experience during their service learning activity.
4. Discuss the application of cultural competence in working with the community described.
5. Extrapolate from the discussion how you can use the information presented in your future role as a physician.



*Detailed Service Learning Opportunities*  
**2024-2025**

## **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:**

Francis Sengabo, Operations Director (RISSE)

Katherine Wagner, MD (Department of Community and Family Medicine)

Theresa Weinman (Department of Community and Family Medicine)

### **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.

Having multiple students assigned to one family aids in managing these complex issues and the time they require.

Every student attend monthly AMCRI lunch meetings at AMC the second Monday of each month from 12-12:45pm

### **Training:**

Mandatory orientation and training at RISSE.



## **Beyond the Courts**

**Department of Family and Community Medicine/Albany City Life Program/ South End Children’s Cafe**

### **Community Partners, AMC Faculty and Staff:**

Amanda Paeglow (Albany City Life Program)

Katherine Wagner, MD (Department of Community and Family Medicine)

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

Programming is held one night a week. 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 BTC student leaders.

## **Capital District Asylum Collaborative (CDAC)**

### **Department of Family and Community Medicine/The Legal Project**

#### **AMC Faculty and Staff:**

Katherine Wagner, MD (Department of Community and Family Medicine)

Jeffrey Winseman, 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 3<sup>rd</sup> year.

Student mentor meetings occur monthly to track progress, network, and troubleshoot problems. Larger group reflections will be arranged each semester.

## **Capital District Latinos– Joint LMSA Collaboration**

### **Capital District Latinos/ Division of Community Outreach & Medical Education**

#### **Community Partners and AMC Faculty:**

Graciela Desemone, MD (University at Albany)

Micky Jimenez (CDL)

Diana Carolina Mosquera, MD, MBA (Department of Anesthesiology)

Alice Antwi, MPH (DivCOME)

#### **Program Description:**

Capital District Latinos (CDL) is a Latinx-led organization dedicated to providing cultural, education, and health-related services for the advancement of the Hispanic community in Albany. AMC students will partner with CDL to expand their capacity and impact during activities such as food distribution, educational workshops, informational events, healthcare-related events, and cultural enrichment activities

\*\*This service learning opportunity is only available for active LMSA-Albany members during the 2022-2023 school year. Please note that LMSA-Albany accepts members of Latino/Hispanic backgrounds as well as medical student allies of all backgrounds. \*\*

#### **Learning Objectives:**

1. Describe the social drivers of health affecting the Latinx community in Albany and surrounding areas.
2. Describe various Latinx cultures including the traditions, cuisines, and cultural variations in the Spanish language the differentiate each culture.
3. Identify the social, political, and economic obstacles that contribute to disparities experienced by the Latinx population.
4. Describe common health care issues affecting the Latinx community in Albany and surrounding areas.
5. Describe historical events that contributed to the migration patterns of Latinx people throughout the U.S.
6. Demonstrate communication, interpersonal skills, cultural competence, and compassion.

#### **Time commitment:**

At least one CDL activity per month

#### **Training:**

LMSA-led training on expectations and role.

CDL-led training on goals, responsibilities.

Introduction and tour to facility and the work of CDL.



## **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 Primary Medical Care)

Katherine Wagner, MD (Department of Community and Family Medicine)

Theresa Weinman (Department of Community and Family Medicine)

#### **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 one evening per week 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 3<sup>rd</sup> and 4<sup>th</sup> 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.

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:

- 1<sup>st</sup> 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, i.e., education, law enforcement and community activism.

## Community Caregivers

### Community Caregivers / Division of Community Outreach and Medical Education

#### **Community Partners and AMC Faculty:**

Lee Lounsbury (Community Caregivers)  
Meredith Osta (Community Caregivers)  
Alice Antwi, MPH (DivCOME)

#### **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.
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 mileage for one roundtrip to/from a client's home per academic year. Contact Ronia Burton for more information\*

## **Compassion Coalition**

### **Division of Community Outreach and Medical Education**

#### **AMC Faculty:**

Joshua Malone, MSN, RN, CCRN  
Andrew Coates, MD (Department of Medicine)  
Alice Antwi, MPH (DivCOME)

#### **Program Description:**

The Compassion Coalition is a group of student volunteers that coordinates virtual visitations between hospital patients and their loved ones. This program arose in response to the visitation restrictions instituted during COVID. As the program guidelines have changed, so has the program. The program seeks to address the communication needs of hospitalized patients in a new way; by connecting patients with medical students. This will provide patients who do not have loved ones that can visit them with an opportunity to have medical students be there for them so that patients do not go through hospitalization alone. The goal is to allow students to understand the complex social factors that affects an individual's health. Allowing students the opportunity to document in patient's charts about some of these social barriers to help healthcare providers in creating tailored care management plans.

#### **Learning Objectives:**

1. Apply language and communication skills to build rapport with patients and family members.
2. Practice interprofessional collaboration by working with nursing staff, social workers, and other healthcare workers. Identify the socioeconomic and cultural factors that may influence a patient's well-being in the ICU setting.
3. Develop time management skills by scheduling and coordinating virtual visits.
4. Design creative solutions when confronted with barriers to communication.
5. Assess factors that contribute to patient and family satisfaction while hospitalized.
6. Gain exposure to the critical care setting and inpatient units.

#### **Time Commitment:**

Volunteer shifts run daily from 2:00– 4:00pm with students expected to work 1-2 shifts per month.

#### **Training:**

Training will consist of one session covering program objectives, expectations, and volunteer responsibilities and one shift shadowing an experienced student on the wards.

## **Cooking Healthy Options with Patients (CHOP)**

### **AMC Bariatrics Clinic/ Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Beth Dollinger, MD, CCMS

Jessica Zaman, MD (Department of Bariatric Surgery)

Nirav Chaudhari, MD (Department of Pediatrics)

Angela Antonikowski, PhD, MA (DivCOME)

#### **Program Description:**

Cooking Healthy Options with Patients is a program in partnership with Albany Medical College, Albany Medical Center Bariatrics, Albany Medical College OBGYN department, and Honest Weight Food Coop. This program aims to enhance nutrition knowledge, cooking fundamentals, and healthy eating in medical students as well as several different populations including AMC pediatric endocrine patients, AMC OBGYN patients, and general community members.

This SL opportunity serves as an umbrella program with three nutritional initiatives in the works for this year including: Community Cooking Sessions, Pediatric Endocrinology Cooking Sessions, and Culinary Medicine in Pregnancy Cooking Sessions.

1. The Community cooking sessions will feature grocery shopping, teaching community members how to cook a dish, presenting scientific resources and culinary articles about the dishes we prepared that day, and enjoying a large meal at the end of every session.
2. The Pediatric-Endocrinology sessions provide an opportunity for students to collaborate with families for hands-on cooking lessons and healthy food education surrounding topics like meal planning, cooking skills, and living with Type 1 Diabetes. In collaboration with nurses and doctors from Albany Med's Pediatric Endocrine clinic, we prepare fun, exciting, and themed meals that are easy and appropriate for families with children who may have differing nutritional needs. After the education sessions and cooking are complete, we have an opportunity to discuss the families' unique feedback, needs, and experiences that impact them every day.
3. CHOP x Russell Sage Collaboration Project: Medical students from CHOP are partnering with dietitian interns at Russell Sage College to establish a nutrition in pregnancy program that can be rolled out into the community. This fall, we will be hosting a 3-week pilot program open to any pregnant patients who are interested in learning more about culinary medicine in pregnancy.

#### **Learning Objectives:**

1. Apply Health Meets Food curriculum to nutritional classes targeted at several different populations
2. Improve knowledge of best nutrition practices for the general population and specific patient populations
3. Describe how social drivers of health, especially food insecurity, affect health and wellbeing
4. Learn/distribute resources available to address food insecurity
5. Demonstrate proficiency in communication and collaboration with patients and other health professionals
6. Recognize the importance of addressing nutrition and lifestyle in future clinical practice
7. Develop interprofessional partnerships particularly with Russell Sage dietitian interns to optimize nutrition

#### **Time Commitment:**

2 sessions (6 hours) a semester. A group reflection is required once a semester.

#### **Training:**

- Orientation provided at the Honest Weight Food Coop (cooking skills, evidence-based discussion).
- Nutrition education: Health Meets Food Curriculum Modules

## **Cooks for A Cause (C4C)**

**Department of Family and Community Medicine/Albany City Life Program/ South End Children’s Cafe/ RISSE**

### **Community Partners, AMC Faculty and Staff:**

Amanda Paeglow (Albany City Life Program)

Francis Sengabo (RISSE)

Tracy Killar (South End Children’s Café)

Katherine Wagner, MD (Department of Community and Family Medicine)

Theresa Weinman (Department of Community and Family Medicine)

### **Program Description:**

Cooks For A Cause is a cooking and mentoring program in partnership with local community centers. Using cooking as a medium, medical students offer children and teens 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. Medical students sign up for and are trained to work at one of the following sites:

- Albany City Life Program/ Koinonia Primary Care– Work with youth and teenagers growing up in under-resourced communities in Albany.
- Refugee and Immigrant Support Services of Emmaus, Inc. (RISSE)– Work with elementary and middle-school aged children of refugee and immigrant families that have settled in Albany.

### **Learning Objectives:**

1. Develop knowledge of issues facing inner city youth in Albany as well as recent refugees and immigrants.
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.





## **Double H Ranch**

### **Double H Ranch/ Division of Community Outreach and Medical Education**

#### **AMC Faculty:**

Angela Antonikowski, PhD, MA (DivCOME)  
Dennis McKenna, MD (Departments of Pediatrics)  
Jennifer Pearce, MD (Departments of 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.

#### **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 mileage for one roundtrip to/from Double H per year (must take place September-May). Contact Kathleen Whipple for more information\*\*

## Empowering Arts

### Department of Family and Community Medicine/ Interfaith Partnership for the Homeless (IPH)

#### Community Partners, AMC Faculty & Staff:

Katherine Wagner, MD (Department of Community and Family Medicine)  
AMC Healing Arts Team  
Doni Marshall, Sky Baestlein, & Rebecca Ciullo (IPH)

#### Program Description:

In recognition of the dignity and value of every human life, The Interfaith Partnership for the Homeless addresses the needs of the homeless and low-income community by providing a continuum of services to encourage self-sufficiency, empowerment, and stability. Through Empowering Arts, medical students will lead virtual creative arts spaces for guests at the Interfaith Partnership for the Homeless, which has expressed a need for regular daytime activities. The mission of Empowering Arts is for medical students to provide a safe and flexible space for creative expression and facilitate relationships among guests and staff to create a sense of community. Literature has shown that arts programming can support the homeless population by encouraging community participation, reducing stress, developing self-awareness, and building self-esteem.

#### Learning Objectives:

1. Develop an understanding of the health narratives (positive and negative experiences, challenges, and goals) of homeless individuals .
2. Develop a general understanding of policies and institutions that affect homelessness.
3. Practice strategies for empowering communication (listening, teaching) with homeless individuals .
4. Recognize how art can influence health.

#### Time Commitment:

Monthly Reflection (1hr)  
Monthly/Biweekly Arts Space  
(3/6 hrs)



#### Training:

Orientation conducted by IPH staff  
Training session conducted by AMC Healing Arts Program  
Curriculum training conducted by student leaders

## **Epilepsy Allies**

### **Epilepsy Foundation/ Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Sapphire Correa, MPH (Epilepsy Foundation– Northeastern NY Chapter)  
Alice Antwi, MPH (DivCOME)

**On Hold**

#### **Program Description:**

As of 2015, at least 3.4 million Americans live with epilepsy, including approximately 470,000 children. In New York State alone, about 188,600 adults and 26,600 children live with epilepsy. Lack of awareness and understanding within the general public can lead to stigma towards people with epilepsy, which can cause social isolation. Not only is a lack of awareness and understanding detrimental to the emotional well-being of epilepsy patients, but it also puts their safety at risk.

The AMC Epilepsy Allies work as a team to enact change through both direct community engagement and public policy advocacy. Program goals include:

- Educate K-12 students on epilepsy and seizure first aid.
- Foster acceptance, understanding, and empathy among K-12 students for classmates living with epilepsy.
- Increase awareness of non-medical issues faced by people with epilepsy.
- Motivate elected officials to support and enact positive change to help constituents

#### **Learning Objectives:**

1. Certify in seizure first aid and instruction.
2. Develop communication skills for conducting outreach to schools and offering a community education resource.
3. Facilitate understanding and acceptance of others with epilepsy.
4. Describe how epilepsy can affect a patient's life by working with the TSU teen.
5. Identify legislative issues that affect the lives of individuals and families impacted by epilepsy.
6. Develop communication skills for effective advocacy with elected officials on behalf of epilepsy patients and their families.
7. Collaborate with a community organization to learn about non-medical supports for the epilepsy community.

#### **Time Commitment:**

1-2 program activities per month

#### **Training:**

Learn/confirm basic knowledge of epilepsy, seizures, and seizure first aid;  
Participate in a Seizure First Aid Certification training and Instructor training;  
Learn how to conduct the educational programs developed by the Epilepsy Foundation for K-12 students.

## 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:**

Maria Kataki, MD (Alzheimer's Center)  
Carli Wilkes, MSW (Alzheimer's Center)  
Alice Antwi, MPH (DivCOME)

#### **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.
8. Attend monthly lunchtime reflection session.

#### **Time Commitment:**

Spend a minimum of 3 hours per month during the academic year with patients  
Attend monthly lunchtime reflection session.

#### **Training:**

Attend mandatory 1 hour orientation after being accepted to the program



## **Guidance and Enrichment in Mentorship (GEM)**

### **Division of Community Outreach and Medical Education**

#### **AMC Faculty:**

Allyson Wieser, BS (DivCOME)

Alice Antwi, MPH (DivCOME)

#### **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. Sites include La Salle Institute, Girls Inc., and Green Tech High School. 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.



## **GEM– The Vegetable Project**

### **Myers Middle Schools’ “The Vegetable Project” / Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Bill Stoneman (The Vegetable Project/Myers Middle School)

Allyson Wieser, BS (DivCOME)

Alice Antwi, MPH (DivCOME)

#### **Program Description:**

The Vegetable Project builds gardens and nurtures plants at Albany schools as a means of mentoring children through healthier eating choices. In addition, it promotes contact with nature through learning opportunities that harness the power of exposure to the natural environment for children in Albany, and especially children with great needs. It teaches students about where their food comes from, growers’ choices that affect the environment and nutritional quality of food, and how to transform crops into tasty dishes and healthy eating choices. Students will have the opportunity to:

- Join Myers Middle School Garden Club team.
- Build garden and Garden Club connections with school day at Myers.
- Plan and implement outdoor outings.
- Develop scientific investigation around nature in the schoolyard.
- Work in the garden.
- Cook healthy meals with kids.

#### **Learning Objectives:**

1. Acquire deep exposure to needs of kids in an urban school district while working with middle school students.
2. Demonstrate creativity in employing non-traditional methods of teaching the sciences to otherwise hard-to-reach children.
3. Employ longer-term thinking about teaching connections with the garden.

#### **Time commitment:**

Tuesdays from 3 to 4 p.m.

#### **Training:**

Reading: The Vegetable Project site: <https://vegetableproject.org/a-better-way-to-encourage-healthy-eating-at-school/#more-506>; 1 Hour with Myers VP Volunteers

## **Hand in Hand**

### **Albany Medical Center Hemodialysis Unit/Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Terry Fitzgerald, Faculty (The Center for Natural Wellness School of Massage Therapy)  
Maricar DeVera, Nurse Manager (Hemodialysis Unit)  
Alice Antwi, MPH (DivCOME)

#### **Program Description:**

The Hand in Hand program, adapted from Dana-Farber Cancer Institute's Hands on Care program, aims to add integrative therapy approaches to dialysis care at Albany Medical Center. In this program, trained medical student volunteers give hand massages to patients receiving dialysis to comfort and support them. Hand in Hand program will foster relationships between medical student volunteers and patients. Medical students will witness patients' unique challenges and embody compassion. The goal is for patients receiving dialysis to gain a layer of support and feel more comfortable during their care at AMC. You can expect to better the lives of the patients you serve by: reducing their anxiety and stress on dialysis days, increasing their comfort, lending a listening and supportive ear, and engaging in thoughtful conversation. By just being your empathetic, sincere, and kind natured self, you can have a real impact on these patients lives and their experience at AMC.

#### **Learning Objectives:**

1. Recognize the unique challenges and needs of patients with renal failure receiving hemodialysis and how those challenges affect their daily lives. Consider that challenges may be both physical and psychological.
2. Demonstrate compassion and respect for patients.
3. Develop rapport through support for patients.
4. Apply an integrative therapy, hand message, to care for patients receiving
5. hemodialysis.
6. Collaborate with Albany Medical Center's Dialysis Unit team in providing care for patients.

#### **Time commitment:**

Students are expected to sign up for at least two sessions per month. Each session lasts 2 hours and will take place on either Mondays or Wednesdays. Ideally, students would commit to at least one year with this service-learning project. Involvement during the summer is not required, but there is availability to continue this service-learning project through academic breaks if desired.

#### **Training:**

2-3 hour program training and a final check off on first official day of service;  
AMC HIPAA and Hospital Safety trainings; 1 Hour with Myers VP Volunteers

## **Health Equity Project**

**Center for Law and Justice/ AMC Pediatric Clinic/ Division of Community Outreach and Medical Education**

### **Community Partners and AMC Faculty:**

Dr. Alice Green and Ta-Sean Murdock (Center for Law and Justice)  
Rebecca Butterfield, MD, Jena Burgner, DO, Meagan Aabo, DO (Department of Pediatrics)  
Angela Antonikowski, PhD, MA (DivCOME)  
Alice Antwi, MPH (DivCOME)

### **Program Description:**

AMC students meet with individuals at community and clinical sites to address issues related to social drivers of health and the healthcare system. This could include help finding a primary care provider, advocating with a physician's office, finding transportation to medical appointments, or finding affordable childcare. Sites include the Center for Law and Justice (working primarily with people who have experience with incarceration) and Albany Medical Center Pediatric Clinic (working with patients and families).

### **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](#); In-person training consisting of: Health navigation concepts and forms, Health insurance 101, Community resources in the Albany area; Community site orientation and training



## **Healthy Hearts**

### **AMC Internal Med & Pediatric Clinic (Cohoes)**

#### **Community Partners and AMC Faculty:**

Angela Antonikowski, PhD, MA (DivCOME)

Jennifer Lindstrom, MD (Internal Medicine & Pediatrics Clinic)

#### **Program Description:**

Healthy Hearts pairs medical students with patients in a primary care clinic who are identified by their physician as at-risk or recently been diagnosed with cardiovascular diseases, diabetes, obesity, and hypertension. Both the patient and student will set exercise goals, track their progress, and hold weekly and monthly meetings to assess their results. This program is intended to forge an emotional and motivational incentive to exercise. Both parties hold each other accountable as opposed to one simply instructing the other to exercise. Students will support patients in organizing a personal exercise schedule that best suits their abilities and access.

#### **Learning Objectives:**

1. Describe the importance of consistent communication in one's ability to achieve long term fitness goals and other health behavior changes.
2. Demonstrate the ability to effectively engage in sensitive and valuable discussions regarding personal health and lifestyle goals while making the patient feel safe and comfortable
3. Recognize behavioral tendencies as well as social and structural factors that prevent individuals from achieving their health goals and learn how to discuss and modify these barriers in a constructive way
4. Describe the importance of preventive care and implementation of lifestyle changes in patients with hypertension, diabetes, heart disease, and obesity.

#### **Time Commitment:**

Weekly contact with patient, longer meetings once per month.

#### **Training:**

Program overview and orientation (1 hour); Fitness planning strategies (1 hour)

Lecture and role play on discussing sensitive topics with patients (1 hour)

## Hippotherapy

### Albany Therapeutic Riding Center/ Division of Community Outreach and Medical Education

#### **Community Partners and AMC Faculty:**

Taylor Huntley (Albany Therapeutic Riding Center)

Jennifer Miller, MD (Department of Physical Medicine and Rehabilitation)

Alice Antwi, MPH (DivCOME)

#### **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:

Amanda Neveu & Toni Warren (Joan Nicole Prince Home)

Alice Antwi, MPH (DivCOME)

### 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 firsthand 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.

\*Students will be reimbursed for their mileage for one round trip per year to/from the JNP Home. Contact Ronia Burton for more details.\*

## **Medical Students as Patient Navigators**

**New York Oncology and Hematology (NYOH)/ American Cancer Society/ Division of Community Outreach and Medical Education**

### **Community Partners and AMC Faculty:**

Makenzi Evangelist, MD (NYOH)

Ami Negandhi, MD (NYOH)

Alice Antwi, MPH (DivCOME)

### **Program Description:**

Albany Medical Center 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 being matched as a Patient Navigator with a patient newly diagnosed with breast or lung cancer. Additionally, students assist an AMC social worker with making screening phone calls and providing phone-based navigation to all newly diagnosed patients with cancer being treated at AMC.

*“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*

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. Students will sign up for at least one 2-hour shift per month making phone calls with the AMC social worker.

## **Medical Students Care for the Unhoused (MCU)**

**IPH (Interfaith Partnership for the Homeless)/ Department of Family and Community Medicine**

### **AMC Faculty, Staff, & Community Partners:**

Skylin Baestlein (IPH)

Kate Wagner, MD (Department of Community and Family Medicine)

Theresa Weinman (Department of Community and Family Medicine)

### **Program Description:**

MCU supports community members experiencing housing insecurity. Program components include:

- **Education for medical students** regarding issues faced by unhoused people in Albany. This includes understanding of the Code Blue system, current support agencies, medical issues facing patients, etc.
- **Health Education Services** offered by medical students on site at local shelters.
- **Companionship and Fellowship** with clients at local shelters. This includes students packing and distributing hygiene packets at IPH.

### **Learning Objectives:**

1. Describe the unique health and social issues faced by the unhoused community in Albany.
2. Discuss the social determinants of health as they relate to housing status.
3. Deliver culturally competent health education.
4. Demonstrate communication and relationship-building skills.

### **Time Commitment:**

1-3 hours per month

### **Training:**

Caring with Compassion online training modules; Training and orientation provided by service sites



## **NICU Cuddlers**

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

#### **AMC Faculty:**

Meredith Monaco-Brown, MD (NICU)  
Kimberly Ermacor, PA (NICU)  
Alice Antwi, MPH (DivCOME)

#### **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.

**Northeast Association for the Blind at Albany (NABA)/ Albany Medical Center Medical Student Advocates Program**

**NABA/ Division of Community Outreach and Medical Education**

**AMC Faculty & Community Partners:**

Edward Wladis, MD (Department of Ophthalmology)

Monica Casey-Gee, MD, Michele O'Hare, Gail Hessney & Senia Fleming (NABA)

Alice Antwi, MPH (DivCOME)

**Program Description:**

The Northeastern Association of the Blind at Albany is committed to assisting the blind and visually impaired in achieving independence. By fostering an interactive and supportive community, NABA not only helps with daily tasks but sets the stage for long-term achievement, confidence, and success. NABA works to organize activities for entertainment, as well as personal/professional development for all who seek their services, including children, adolescent, and adult populations.

Medical students will assist NABA staff and clients in the clinical setting by escorting patients, helping to fill out forms, demonstrating equipment, and learning about how a vision impairment impacts daily living. Additionally, students will help with social events for youth and adults and providing support with day-to-day activities.

**Learning Objectives:**

1. Describe the complex social and clinical challenges faced by the blind and visually-impaired
2. Collaborate with staff and physicians to become integrated in care and social support for individuals with visual disabilities
3. Demonstrate skills of working with blind and visually-impaired individuals in clinical and recreational settings

**Time Commitment:**

One 2-hour clinic shift and one youth/adult activity per month.

**Training:**

Meet with Dr. Casey-Gee, Dr. Wladis, and Michele O'Hare and staff of the low-vision clinic for 1-hour introduction to the clinic, program expectations, and training; meet with Gail Hessney and Senia Fleming to discuss goal of the NABA youth and adult programs, and understand volunteer responsibilities.

## **Perfect Palz**

### **Center for Disability Services/ Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Barbara Pettengill (Center for Disability Services)

Nancy Champlin (Center for Disability Services)

Alice Antwi, MPH (DivCOME)

#### **Program Description:**

Medical students do not routinely receive exposure to working with people with disabilities during medical school. Studies show physicians report a lack of comfort in interviewing and examining people with disabilities (Minihan et. al 2011). Additionally, patients with disabilities have poorer health outcomes, morbidity and mortality compared to those without intellectual or developmental disabilities (Aiely et. al 2017). Training medical students and providing them with longitudinal opportunities to interact with patient with disabilities will improve their confidence and empathy to work with this patient population in the future. Center for Disability Services has partnered with Albany Medical College to provide an opportunity for medical students to learn more about the needs of people with intellectual and developmental disabilities (IDD).

#### **Learning Objectives:**

1. Build a meaningful friendship with an individual with disabilities.
2. Describe the day-to-day lives of people with disabilities.
3. Reflect on the diversity of people with IDD, including the wide spectrum of functional, intellectual, and cultural diversity.
4. Discuss the emotional and functional needs of people with IDD.
5. Demonstrate effective communication with people with IDD.
6. Develop confidence when working with patients with IDD that will inform and facilitate future clinical encounters.

#### **Time Commitment:**

Commit to at least one year in the program. Spend time with assigned “pal” 2 times per month.

#### **Training:**

Orientation to the program, and a training session lead by the Center for Disability Service.



## **Pride Center of the Capital Region**

### **Pride Center of the Capital Region/Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Dr. Annie Rutter (Department of Community and Family Medicine)

Jen Maley-Wheeler, LMSW (Pride Center of the Capital Region)

Allyson Wieser, BS (DivCOME)

#### **Program Description:**

This program will support and advocate for Pride Center Community members' physical, sexual and, mental healthcare. Students will help develop and present health presentations for the purpose of educating community members about their health and working to reduce stigma and connect patients to resources for further learning. Students will also compile and maintain a list of LGBTQ+ friendly providers that are accepting new patients in conjunction with the Pride Center's community resource list and the Family Medicine department, should community members wish to be connected with healthcare resources following these presentations.

#### **Learning Objectives:**

1. Describe LGBTQ+ identities and community-specific needs, including health needs unique to the community and potential barriers to care
2. Identify strategies that healthcare providers can adopt to appropriately care for LGBTQ+ patients.
3. Create educational presentations on mental health, general health, and sexual health while demonstrating an understanding of the target audience and of health education principles.
4. Adapt the presentations and the overall program based on anonymous and direct feedback from the Pride Center staff and presentation attendees.

#### **Time Commitment:**

2-4 hours a month.

#### **Training:**

Prospective students will have to complete HIPAA training, as well as Albany Medical College's DEI training for the purpose of educating students on queer identities (ie. Gender vs. sexual attraction, etc) and intersectionality. Additionally, students will complete a Pride Center Training.

## **Project Safe Point**

### **Catholic Charities/ Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Joseph Filippone, Executive Director at Project Safe Point

Sarah McCallum, PHD, Neuroscience and Experimental Therapeutics

Alice Antwi, MPH (DivCOME)

#### **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 empathetic, 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 3-hour shift per month.

#### **Training:**

Session 1 (at AMC): Project overview, syringe voucher program

Session 2 (on van): Service available; Tour of mobile unit; Shadowing of function; Syringe exchange; Complementary services.

**Safe Sex Education for High School Students**  
**Division of Community Outreach and Medical Education**

**AMC Faculty and Staff:**

David Ray, MD  
Alice Antwi, MPH (DivCOME)

**Program Description:**

CDC data indicates 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 Safe Sex 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 Safe Sex 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 Safe Sex 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. Learn from the experiences of an HIV-positive person.

**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 SSE program to incoming and returning students. Subsequent training will consist of three stages:

- New participants will attend and observe at least one SSE program day with a veteran student.
- New participants will then be asked to present an SSE Program, accompanied by a veteran student.
- Following successful completion of the first two steps, students will be able to present SSE Programs alone or with a partner.

## **Saratoga Community Health Center**

### **Saratoga Hospital/ Division of Community Outreach & Medical Education**

#### **AMC Faculty and Staff:**

Renee Rodriguez- Goodemote, MD, FAAFP (Saratoga Community Health Center)  
Jacqueline Cleary, PharmD, BCACP  
Laura Sieme-Giordano, LCSW-R  
Carmen Morano, PhD, MSW  
Angela Antonikowski, PhD, MA (DivCOME)

#### **Program Description:**

As a community, Saratoga Springs has one of the highest rates of economic disparity in New York (ranked #3), and #27 for the nation as a whole. Saratoga Hospital's Saratoga Community Health Center (CHC) is the only facility of its kind in the greater Saratoga region providing access to high- quality, primary, dental, behavioral health and addiction medicine services to members of our community, regardless of their insurance status or ability to pay. Medical students will work as part of an interdisciplinary team including physicians, pharmacists and pharmacy students, and social work students to provide comprehensive care that addresses the social drivers of health.

#### **Learning Objectives:**

1. Recognize the unique needs and challenges patients face outside of routine medical care that impact health
2. Develop an understanding of the 8 Dimensions of Wellness as well as resources to help patients in the community
3. Utilize compassion, respect, kindness, and support to develop lasting relationships with the patients served as well as the CHC staff working as part of the initiative
4. Provide primary care services, in conjunction with the attending physician, to CHC patients in the surrounding area who meet criteria for home visits
5. Apply information and skills learned through the Inter-professional Health and Home Care model in other practice areas
6. Foster self-management and advocacy for patients around their disease state(s) to improve their overall health

#### **Time commitment:**

2-3 hours per month. Summer opportunities available.

#### **Training:**

Self directed modules include Bridges out of Poverty, 8 Dimensions of Wellness, Social Determinants of Health and Health Equity, Interprofessional Collaboration and Communication.

## **Sarcoma Strong**

**AMC Orthopedic Oncology/ Division of Community Outreach and Medical Education**

### **AMC Faculty and Staff:**

Matthew DiCaprio, MD (AMC Orthopedic Oncology/ Bone & Joint Center/ Sarcoma Strong)

Alice Antwi, MPH (DivCOME)

### **Program Description:**

Sarcoma Strong was founded by Dr. Matthew DiCaprio in 2014 with the goals of increasing awareness of sarcoma, advocating for sarcoma patients, and raising funds for sarcoma research. Students will be matched with 1-2 patients currently being treated for sarcoma, based on information provided by the student in a brief questionnaire. Students will then engage with their paired sarcoma patient once a month in-person, online, or on the phone. The student will learn about the unique struggle of sarcoma patients and their families through these conversations; many patients find it therapeutic to share their story. The student may, with the patient's permission, write a blog post about their experience. Students will also help connect the sarcoma patient with resources that will help them to navigate the complex health system. Students will facilitate online group activities between families of sarcoma patients.

### **Learning Objectives:**

1. Utilize compassion, care, and respect to develop close rapport with the sarcoma patient.
2. Identify the unique physical and psychological struggle faced by sarcoma patients and their family.
3. Describe the impact of sarcoma on the patients' long-term goals and day to day life.
4. Discuss why advocacy is necessary for patients suffering from rare conditions like sarcoma.
5. Share the patient's story with others suffering from sarcoma and the general public through a blog post published on Sarcoma Strong

### **Time commitment:**

Students will meet with their paired sarcoma patient at least once a month, as well as participate in a monthly meeting or other communication with Dr. DiCaprio and other students in the program. Additional time spent researching and writing.

### **Training:**

Two-hour session on basic information on cancer with a specific focus on different types of sarcoma; students will have to further research the specific type of sarcoma that the patient they are matched with is suffering from. In addition, students will complete training on communication, relationship-building, and boundary-setting with their patients. Students will also complete an online HIPPA training before contacting their matched sarcoma patient.



## **Science & Technology Entry Program (STEP)**

### **Division of Community Outreach and Medical Education**

#### **AMC Faculty and Staff:**

Angela Antonikowski, PhD, MA (DivCOME)

Allyson Wieser, BS (DivCOME)

#### **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.



## **Sickle Cell Superheroes**

### **AMC Melodies Center/ Division of Community Outreach and Medical Education**

#### **AMC Faculty and Staff:**

Angela Antonikowski, PhD, MA (DivCOME)

Sarah Koblick, MD (Melodies Center)

#### **Program Description:**

Sickle Cell Disease is the most common inherited blood disorder in the US, affecting 100,000 Americans or 1 in 500 African Americans. Generally diagnosed in childhood, patient will routinely follow with a Pediatric Hematologist-Oncologist for their care as they navigate the changes and complications that the disease causes. With early identification with newborn screening, prophylactic antibiotics, management of acute complications and disease-modifying therapies most children can live relatively normal lives with episodes of their illness. While survival has improved tremendously over the past 30 years, adolescent young adults (AYA) face multiple challenges when “transitioned” from pediatric practices to adult practices for continuation of care. AYA’s with SCD are at an increased risk of death soon after discharged from pediatric practices (Quinn et al., 2010). AYA’s with SCD have a mortality rate that quadruples when compared to younger children and older adults (Platt et al., 1994; Shankar et al., 2005). This population when discharged from pediatric practices face multiple challenges including no formal transition planning prior to transfer to adult care, patients that feel unready to be transitioned, limited access to adult providers with expertise in SCD, and poor support with care coordination.

AMC students participating in Sickle Cell Superheroes help to improve this transition by meeting with patients and families, attending Transition Care appointments, providing training, assessment, and support on the transition, and facilitating the first appointment with an adult primary care provider.

#### **Learning Objectives:**

1. Describe the elements of a structured, planned, and guided approach to transitioning adolescent young adults with Sickle Cell Disease from pediatric to adult care.
2. Identify the challenges and barriers that Adolescent Young Adult Sickle Cell Disease patients face.
3. Empower and prepare AYA with SCD to assume responsibility for their health care.
4. Delineate the role of medical students as Patient Navigators in a Sickle Cell Disease Adolescent Young Adult training program.
5. Collaborate with a multidisciplinary team to help transition pediatric SCD patients
6. to adult care in a patient-centered way.

#### **Time commitment:**

Communication with patient/family approximately once per month, with frequency varying depending on health and stage of transition.

#### **Training:**

In-person training model with Dr. Boucher, Dr. Huo, and students. Booster trainings throughout the year.

## **St. Margaret's Center**

### **Center for Disability Services/ Division of Community Outreach and Medical Education**

#### **AMC Faculty:**

Suzanne Barry, DO (Department of Pediatrics)

Abigail Worme (St. Margarets)

Alice Antwi, MPH (DivCOME)

#### **Program Description:**

St. Margaret's Center is a pediatric and young adult long term care facility. It provides long-term, 24-hour medical care in a nurturing and home-like setting. Medical students participating in service learning at St. Margaret's will spend time with and support residents receiving care there. Some of the activities that students can do include but are not limited to talking the patients on walks (depending on mobility level), watching their favorite shows with them, reading them a book, playing with toys and games, as well as facilitating some of the group activities.

The activity each person will partake in will vary depending on the patient and day, with a strong emphasis on honoring the dignity and autonomy of each patient.

#### **Learning Objectives:**

- 1.
2. Exhibit respect various forms of communication
- 3.
4. Ask team-members for help with communication
5. Creatively adapt different activities based on the needs, unique interests, and capabilities of each resident
6. Uphold the respect and dignity for each resident

#### **Time Commitment:**

At least one 2-hour shift per month.

#### **Training:**

Tour, orientation, and shadowing coordinated by St. Margaret's staff

Mandated reporter training



## **STRIDE Adaptive Sports**

### **Community Partners and AMC Faculty:**

Dr. Jennifer Miller (PM&R )

Dr. Meghan Urban (PM&R )

Alice Antwi, MPH (DivCOME)

### **Program Description:**

STRIDE's mission is to educate and empower individuals with disabilities through life-changing sport and recreation programs to sustain healthy, active, and fun lifestyles. The population being served encompasses individuals with physical and cognitive disabilities.

### **Learning Objectives:**

1. Describe barriers that individuals with disabilities face in participating in sports and recreational activities.
2. Explain how adaptive sports work to address these barriers
3. Demonstrate competency working with adaptive equipment; Recognize the impact that adaptive sports have for individuals with physical and cognitive disabilities

### **Time Commitment:**

Students will be expected to volunteer with activities 1-2 times a month. Activities may vary in duration depending on which activity the student chooses to volunteer with, but most will be about 2 hours.

### **Training:**

Training will include SafeSport online modules to prepare students to work with individuals with disabilities, as well as an orientation session for all student volunteers to learn about the facility and the adaptive equipment.

## **Strong Mom**

### **Division of Community Outreach and Medical Education**

#### **AMC Faculty:**

Sabrina Uzzel (Herry House)  
Angela Antonikowski, PhD, MA (DivCOME)  
Alice Antwi, MPH (DivCOME)

#### **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 drivers 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 <http://www.nysmandatedreporter.org/TrainingCourses.aspx>. Additional training will occur during the year.



## **Story Time Stars**

### **Community Partners and AMC Faculty:**

Dr. Stephen De Waal (Albany Medical Department of Pediatric)

Dr. Anna Grattan-Flik (Albany Medical Department of Pediatrics )

Alice Antwi, MPH (DivCOME)

### **Program Description:**

Promote literacy at an early age by fostering an appreciation and love for books, providing children with access to books, and encouraging regular reading habits through Reach Out and Read (ROR). ROR is a research-driven intervention that provides children with books during pediatric checkups so that families can read to their children at home. ROR partners with health care providers to put books in the hands of children, from birth to 5 years old, and literacy resources in the hands of caregivers.

### **Learning Objectives:**

Strengthen the parent-child relationship by emphasizing the importance of shared reading experiences, which improves communication and bonding between parent and child.

Support early child language and cognitive development by raising awareness about early literacy and child development among parents.

Address disparities in literacy and developmental gaps that often exist between children from low-income families and their more privileged peers. We plan to do this by providing free books to families and providing resources to local libraries in Albany.

### **Time Commitment:**

A training session will be held at the start of the semester after the recruitment of new students. Monthly days of reading will be from 8am-12pm or 1pm-5pm at least once per month. A reflection session will be held at the end of each semester for approximately 1 hour.

### **Training:**

Members will attend an orientation/training session to understand the goals of Reach Out and Read and to learn more about the issues of childhood illiteracy it aims to address. Here, they will learn how to set up the reading table at the pediatric clinic and how to engage with the peds patients and their families. The leaders will demonstrate how to approach pediatrics patients, read books with them, and how to administer appropriate pamphlets and information to the parents.

## **Students for Spina Bifida Awareness**

### **Community Partners and AMC Faculty:**

Dr. Matthew Adamo (Department of Neurosurgery)

Julia Duff( Spina Bifida Association)

Alice Antwi, MPH (DivCOME)

### **Program Description:**

Raise awareness about Spina Bifida in the Capitol Region 2. Organize events and raise funds to educate, empower, offer peer support and provide networking opportunities for all people with disabilities 3. Educate physicians and other service providers about the needs of those living with Spina Bifida. 4. Improve/ streamline access to spina bifida care for patients in the capital region 5. Help provide emotional and social support to parents in meeting the needs of their child with Spina Bifida.

### **Learning Objectives:**

1. Understand spina bifida as a birth defect and the social implications of having spina bifida.
2. Advocate for people with spina bifida.
3. Understand the complex and unique medical needs of each spina bifida patient and the importance of having access to clinics where different specialties can care for the patient as a team

### **Time Commitment:**

At least one event planned per month with the Spina Bifida Associated of NY.

### **Training:**

Students will attend a STRIDE led training session to learn more about the organization as well as the various activities they can participate in as part of this SLO.

## **Supporting Health In Every Adolescent Living with Diabetes (SHIELD)**

### **Community Partners and AMC Faculty:**

Dr. Leah D'Agostino (Albany Medical Center Pediatric Endocrinology Department)

Nancy Jones, BSN, RN, CDE (Department of Diabetes)

Dr. Linda Riddick (Department of Pediatrics)

Alice Antwi, MPH (DivCOME)

### **Program Description:**

This program utilizes medical students as health coaches to empower and support adolescents with diabetes. This initiative bridges gaps in literature evaluation by providing emotional support, improving coping strategies, and offering guidance for complex self-management. Students collaborate with families, health and connect them with local resources and organized community events, contributing to a holistic support system. While empowering teenagers with skills and knowledge through motivational interviewing to promote self-efficacy and informed decision-making, ultimately improving adherence and long-term management.

### **Learning Objectives:**

1. Apply deep grasp of motivational interviewing principles such as trust building and rapport with teenagers managing diabetes through effective communication.
2. Employ open-ended questions to encourage patient discussion, identify and address ambivalence, guide health management decisions, and provide unwavering support.
3. Learn how to navigate communication pitfalls, ensuring interactions remain constructive and empathetic.

### **Time Commitment:**

Week 1– 30 min onboarding meeting with program leaders to receive training schedule  
Week 3– 1 hour glucose monitoring training with nurse educator Nancy Jones  
Week 4 – 30 min reflection meeting with Nancy Jones  
Week 5– virtual motivational interviewing training with Dr. Leah D'Agostino  
Week 6- In person standardized patient interaction to practice motivational interviewing skills  
Week 8 – meet with clinic team to be paired with patient  
Week 9-12- Schedule at least 2 sessions to speak with your patient for at least 30minutes virtually or in person  
Week 12 – attend semester reflection session  
Week 13-19- schedule at least 3 sessions to speak with your patient for at least 30 minutes.

### **Training:**

Medical students will undergo a week-long immersive diabetes management simulation to gain practical experience in diet, blood glucose monitoring, and insulin dose calculation. As well as training in motivational interviewing, covering key principles and emphasizing effective communication strategies to enhance empathy and support for diabetic teenagers.

## **Tobacco Cessation Consult Service**

### **AMC Tobacco Cessation Service/ Division of Community Outreach and Medical Education**

#### **Community Partners and AMC Faculty:**

Karen Dylong, BS, CTTS, NCTTP - Student Supervisor  
Nicole Lodise, Pharm D (Albany College of Pharmacy and Health Sciences)  
Angela Antonikowski, PhD, MA (DivCOME)

#### **Program Description:**

Cigarette smoking remains the leading cause of preventable disease, disability, and death in the United States. Smoking cessation remains a global public health priority and is the most effective way for regular smokers to improve their long-term health. A hospital admission is an ideal time to deliver tobacco cessation interventions.

The Tobacco Cessation Consult Service is a unique and highly rated experience which brings students to the bedside to assist inpatients with the quit process. Students will collect information, assess readiness to quit, offer a brief recommendation, and define appropriate resources; ultimately encouraging the patient to create a quit plan.

Students will be supervised by the AMC Cardio-respiratory Services Staff, specifically Karen Dylong, Director of the AMC Tobacco Cessation Service.

Leadership and research opportunities are available as are opportunities to represent AMC at community health and wellness events.

The skills gained will be integral to the residency process and have an impact on your future patients, no matter the specialty.

#### **Learning Objectives:**

Through hospital-based direct patient care experience:

1. Assist patients in tobacco cessation.
2. Recognize the health-related consequences of tobacco use.
3. Identify non-biological drivers of tobacco addiction.
4. Analyze the obstacles to tobacco cessation and possibly other forms of addiction.
6. Understand the impact of hospitalization on the patient experience.
7. Analyze the roles played by all members of the multidisciplinary health care team.
8. Gain experience with interpersonal communication and problem solving
9. Teach / mentor additional students entering the program after your first year

#### **Time Commitment:**

- 1.5 year commitment
  - ◆ Option to participate during school breaks
  - ◆ Option to continue through all 4 years of medical school
- 2 shifts per month (average 90 minutes)
- 1 shift per semester scheduled on a Friday, Saturday, or Sunday
- 1 reflection meeting per semester
- Additional booster training sessions and business meetings as needed.

## **Tobacco Cessation Consult Service Continued**

### **AMC Tobacco Cessation Service/ Division of Community Outreach and Medical Education**

#### **Training:**

##### **Online:**

- Purdue University Tobacco Cessation Training Modules
- AMC Annual Mandatory Clinical Education Modules

##### **In-Person Discussion and Practice:**

- Two 1.5-hour discussion sessions
- One 1.5-hour mock practice session with experienced Tobacco Cessation students
- One hospital / EMR orientation session

##### **Practical Training:**

- In-hospital shadowing with Ms. Dylong
- Take the lead on a shift with supervision

## **Health Equity Project-Youth L.I.F.E. Support Network, Inc.**

### **Community Partners and AMC Faculty:**

Jamel Muhammed, (Youth Inc.)

Venesa Christian, (Youth Inc.)

Alice Antwi, MPH (DivCOME)

### **Program Description:**

Support the education of incarcerated men and women with chronic health conditions, at their pre-release stage, as to their specific condition(s) and the importance of the medications they have been prescribed by their provider(s). At the post-release stage, support the men and women, through the collaboration with YLSN, Inc., in securing housing, food, and other basic essential needs identified.

### **Learning Objectives:**

1. Create a fundamental knowledge of current hardships faced by Incarcerated persons as they are released, the necessity of the medicines they have been prescribed, and the available resources in the capital region designed to help disadvantaged communities such as housing, food, health, and transportation assistance.
2. Curate a working knowledge or comprehension of the intersection of the above three points and the role of the medical student in using it to assist the serviced community.
3. Apply said working knowledge by personally working with all groups involved in this SLO to provide the highest quality care to the serviced community, from describing the importance of prescribed medication to connecting clients with community resources to displaying empathy to the struggles of this disadvantaged community.
4. Analyze the strengths and shortcomings of said service through real-time discussion with clients and monthly reflections with the larger SLO group.
5. Synthesize an understanding of the current role of the student and future role of a physician in providing for a uniquely disadvantaged community and how to develop a relationship of trust between physicians and Incarcerated persons. 6. Evaluating the impact made by the respective organizations and ultimately the student's own capabilities in advancing health equity at both a social and structural level.

### **Time Commitment:**

A few hours per month. Students will follow up bi-weekly with participants enlisted in the program, The Discharge Coordinator, or the Community Transition & Reintegration Coordinator to ensure that no one falls through the cracks.

### **Training:**

Includes shadowing members of SLO, YLSN, Inc.'s Reintegration & Transition team at the county jail to get familiar with and acclimated to the population being served and the environment where they are housed. Students also receive training on community resources available in the Capital Region and how to apply the resources case by case.





**Division of Community Outreach and Medical Education**

*Updated – August 2024*



**ALBANY MEDICAL COLLEGE**

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