

Syracuse University

SURFACE

Syracuse University Honors Program Capstone
Projects


Syracuse University Honors Program Capstone
Projects

Spring 5-1-2008

COMMUNITY SERVICE INITIATIVES OF MEDICAL STUDENTS

Kerri I. Aronson

Follow this and additional works at: https://surface.syr.edu/honors_capstone

 Part of the [Policy Design, Analysis, and Evaluation Commons](#), [Policy History, Theory, and Methods Commons](#), and the [Public Policy Commons](#)

Recommended Citation

Aronson, Kerri I., "COMMUNITY SERVICE INITIATIVES OF MEDICAL STUDENTS" (2008). *Syracuse University Honors Program Capstone Projects*. 550.

https://surface.syr.edu/honors_capstone/550

This Honors Capstone Project is brought to you for free and open access by the Syracuse University Honors Program Capstone Projects at SURFACE. It has been accepted for inclusion in Syracuse University Honors Program Capstone Projects by an authorized administrator of SURFACE. For more information, please contact surface@syr.edu.

Abstract

This Honors Capstone Project focuses on community service projects of medical students. Extensive research was done on the types of community service programs that exist in medical schools. The types of programs were divided into four different categories representing the various ways that schools conduct their community service initiatives. Schools may have multiple types of programs, and a combination of any of these programs is offered at many institutions. This project also examines nationally recognized programs and the awards received for excellence in community service initiatives.

The study was completed in collaboration with SUNY Upstate Medical University (UMU). A close examination was made of UMU's community service initiatives. The students' interests and experiences have been captured through two surveys administered eight months apart. The surveys asked first and second year students questions relating to their awareness, interest, and involvement in volunteer activities. The two surveys were identical with the exception of four additional questions on the second survey relating to community service initiative informative activities put on by Upstate within the eight months. The information obtained from the surveys will be given to UMU in order to evaluate the effect of their community service programs.

Overall, there was only a small change between the responses from the first and second survey. There was an increase observed in students' awareness of volunteer opportunities. A slight increased interest in volunteering was found between the first year class in 2007 (class of 2010) and the first year class who completed the survey in 2008 (class of 2011). A majority of students who took either survey expressed interest in more volunteer opportunities being offered at UMU. A little over two thirds of the students who completed the surveys volunteer their time while at Upstate. There was a small increase in volunteering found between the eight months indicating success of the community service initiatives program.

Based on the findings and comments made by students, a list of recommendations for UMU has been compiled in order to suggest ways to enhance the community service initiatives offered. These recommendations include: a website, community service initiative presentations at orientations and pamphlet mailings to new students, speaking about community service initiatives during interviews of perspective students, and eventually integrating community service into the curriculum.

Table of Contents

Acknowledgements.....	i
Introduction.....	ii

Part I: Background

CH I: State of Community Service in American Medical Schools	2
CH II: Nationally Recognized Types of Service Programs	17
CH III: Community Service Initiatives at SUNY Upstate Medical University.....	26

Part II: Analysis of Community Service Initiatives at SUNY Upstate Medical University

CH IV: Methods.....	35
CH V: Findings	41
CH VI: Luncheon and Bus Tour Findings	52
CH: VII: Recommendations	56
Sources Cited and Consulted	59
Appendices.....	
Capstone Summary	

Acknowledgements

I would like to thank all of those who assisted with my Capstone project by providing guidance, support, and knowledge.

I would especially like to recognize the following people:

Dr. William Coplin, Director of the Public Affairs Program at the Maxwell School and my Honors Capstone Advisor, for his dedication as a professor and advisor throughout my four years at Syracuse. He has provided much enthusiasm for my project, and excellent guidance through its completion.

Dr. Susan Stearns, Associate Professor of Cell and Developmental Biology, Director of Community Outreach Initiatives at Upstate Medical University, and my Honors Reader, for her dedication to this project and to the students volunteer efforts at Upstate Medical University. Dr. Stearn's support and input throughout the entire process has been outstanding and genuinely appreciated.

Dr. Laura Schweitzer, Co-Thesis Advisor, for giving me the opportunity to conduct my study at Upstate, and her support and encouragement.

Steve Wright, Assistant Director for Advising and Instructional Technologies for the Renee Crown Honors Program, for guiding me through my four years at Syracuse and for all of his help in connecting me with Upstate Medical University to conduct my study. Steve has been a great source of support and encouragement throughout my time here Syracuse.

Shelly Revette, Coordinator of Medical Education, for her assistance with administering the surveys electronically to the medical students. I am grateful for the careful time Shelly took to administer the surveys and to provide me with information regarding the study body at Upstate.

Finally, a huge thank you everyone at the Renee Crown Honors Program who have been extremely encouraging and accommodating. I am so appreciative of the encouragement to challenge myself and live up to my full potential.

Introduction

This study was done in collaboration with SUNY Upstate Medical University (UMU) to assess students' interest and level of involvement in volunteer activities within the Syracuse community. Two identical surveys were administered seven months apart. The surveys sought to determine the students' awareness of volunteer opportunities as well as their desire to participate in them. Dr. Susan Stearns, Director of Community Outreach Initiatives for Students, has established a wide variety of community service opportunities in which students may elect to participate. The results of the evaluation will be given to UMU in order to evaluate the success of the established programs. The ultimate goal of the university is to eventually integrate a service learning program into the curriculum, similar to what other medical schools already have done. A thorough description of the programs and progress made at UMU is included in this report. Dr. Stearns has been and will continue to use the input from students in order to successfully improve the community service program so that it benefits both the Syracuse community and the quality of education available to UMU students.

PART I:

BACKGROUND

CH I: State of Community Service in American Medical Schools

This chapter describes the types of community service programs that currently exist in American Medical Schools. For the purpose of this project, the different types of programs have been divided into four categories representing the various ways that schools conduct their community service initiatives. Schools may have multiple types of programs, and a combination of any of these programs is offered at many medical schools. Information is not available as to the number of schools that have each type of program, but based on research conducted these four categories seem to be representative of the major types of community service projects. The descriptions of each program are made from a compilation of information found through websites and newsletters created by each school.

Not all medical schools conduct their community service programs in the same manner. Different types of these service initiatives exist, ranging from those centered around completely voluntary student efforts to those that require students to complete a specialized number of community service hours prior to graduation. In general, community service programs at medical schools can be grouped into four major categories. Some schools may have multiple programs from more than one category. The categories are listed as follows:

1. Voluntary Community Service Through Student Clubs/Organizations
2. Individual Service Learning Credit Bearing Electives

3. Voluntary Community Service Opportunities Offered Through a Department at the Medical School
4. Community Service Requirements within the Curriculum

Student Clubs/Organizations

At a number of medical schools, community service activities are initiated completely by the students. Student councils, clubs, and organizations take the initiative to make connections with the community. Many find it beneficial to have a faculty advisor who assists in coordinating various activities. The medical schools described below are examples of such programs. These schools serve to illustrate how students target and organize their efforts.

Dartmouth Medical School

The Community Service Committee (CSC) at Dartmouth Medical School is a student run organization whose purpose is to create a meaningful connection between the school and the surrounding community of Hanover New Hampshire. The CSC sponsors fifteen programs in which students can participate. Usually, one or two medical students co chair the committee, and the Dartmouth Medical School Student Affairs Coordinator faculty person oversees the student operation. If students are in need of funding for any of these programs, they are required to fill out a funding request form which must be signed by a faculty sponsor.

The medical students at Dartmouth are involved in many different areas of service through the CSC. One of the most popular opportunities is the Mascoma Valley Free Health Clinic. The Clinic was founded in 2003 and serves many of the 14% of the adult population in the area without health insurance. The clinic receives

about 150 patient visitors a year. Students are encouraged to serve alongside volunteer physicians who also work to serve the community. Two other clinics in the area are also frequented by volunteer medical students. The Good Neighbor Health Clinic and the Red Logan Dental Clinic both provide care to the uninsured portion of the population in the area. Female student volunteers are given the opportunity to run a pregnancy clinic at the two locations of Planned Parenthood in the area. These students gain experience by discussing pregnancy options and performing tests on the women. Students can teach Smoke Free education classes to youth in local schools or adults at smoking cessation centers. Those who enjoy skiing may choose to join the Vermont Adaptive Program. This unique program gives students the opportunity to watch over and partner disabled skiers while on the slopes. Collectively, these volunteer experiences described and many others serve to acquaint the students with the underserved patient population they are likely to see as physicians. (Community Service Committee, 2008)

Albany Medical College

Another school whose program centers around student initiated community service is Albany Medical College (AMC). The Family Practice Club (FP) is an organization made up of almost 250 individuals; almost half of the medical student population at AMC. The FP club focuses on exposing students to primary care and family medicine through community service. (Albany Med Today, Sept

15, 2007) Students work with the medically underserved population in the community through Project MEDSCOPE, Medical Students Community Outreach for Prevention and Education. The goal of Project MEDSCOPE is to provide quality healthcare to the medically underserved population of Albany. The project operates at five different shelters in the area. Various physician volunteers serve with the medical students teaching them valuable clinical and communication skills. This organization received a 10,000 dollar grant in 2007 from the Frederick McDonald Trust in order to fund their efforts.

Additionally, many students elect to volunteer with the youth through anti-tobacco and childhood obesity programs. The FP club sends out a bi-annual newsletter to inform faculty and students of their accomplishments and of upcoming volunteer efforts. With over half of the medical student population participating in FP, the AMC makes a very positive connection with the residents of the city of Albany and surrounding areas. (Albany Medical College Press Release, Aug 27, 2007)

Columbia University College of Physicians and Surgeons

The community service club at the Columbia University College of Physicians and Surgeons is the Physicians and Surgeons Club (P&S). The P&S club oversees

over fifty organizations at the University, one being the community service club. Activities are added according to the students' interests. Funding for the club comes from alumni, parents, and faculty. Everyone from students, faculty, and members of the administration may participate in the P&S club. The club is governed completely by students with the assistance of two physician faculty advisors. (Physicians and Surgeons Club, 2008)

The community service portion of the club has five major initiatives. One or two medical student officers are assigned to take charge of each program. One of these programs is the Columbia Medical Student Outreach (CoSMO) a completely free, student run clinic that focuses on serving the medically uninsured population of Washington Heights and Harlem in New York City. The students spend additional time educating middle school students with respect to possible careers, and help with science fair projects through the Lang Youth Medical Program and Mott Science Club. The Smile Train Club raises money for youth in underserved countries to receive surgeries needed to repair cleft lips and palates. Smile Train volunteers raise money and educate the community and physicians about the need for these surgeries. Medical students involved in the Striding for Better Health Initiative teach children how to lead more healthy active lifestyles through nutrition education and challenging physical activity. (Physicians and Surgeons Club, 2008)

Credit Bearing Electives

A few medical schools offer students the opportunity to design and implement an individual service learning project. This type of program has much more stringent guidelines than the student run volunteer efforts mentioned previously. Students who wish to make their community service learning project a credit bearing elective are encouraged to do so. Three schools with this type of service learning project available to students are described below.

Robert Wood Johnson Medical School

Students at Robert Wood Johnson Medical School may elect to participate in a community project for credit. The Distinction in Service to the Community Program allows students to design and carry out individual community service projects. Students must submit a formal application that outlines the goals and objectives of their proposed service project. A committee reviews these applications and chooses only those students who demonstrate a commitment to serve the community and willingness to cope with any difficulties or unanticipated pitfalls that they may encounter while working on the project. Upon completion of the project, students will graduate with the special title of Distinction in Service to the Community on their diplomas. (Distinction in Community Service Handout, 2007)

University of Rochester School of Medicine and Dentistry

Students who are interested in a more extensive experience than that offered in the previously mentioned Students of Rochester Outreach distinction through the Center for Advocacy, Community Health, Education and Diversity may participate in one of two electives. The first is the Community Health Improvement Clerkship which is a four week course offered to fourth year medical students. This course provides students with the unique knowledge and skill set to become a community physician. At the end of the clerkship students are required to write a paper describing their project and its impact on their career goals. A second option students may elect to participate in is the Longitudinal Community Health Improvement Clerkship. Choosing this pathway is a more rigorous type of endeavor. The successful completion of the program allows students to receive a Distinction of Community Service along with the MD degree. In order to receive this honor, students must complete at least 140 hours of community service work. First and second year students must volunteer a minimum of 40 hours each year, while during the third and fourth year they must volunteer a combined total of 60 hours. (Students of Rochester Outreach, 2006-2007)

Vanderbilt University School of Medicine

The Emphasis Program at Vanderbilt gives students the opportunity to design a community service project with a specialized focus in their first two years of medical school. Nine focus areas are available to students, one of which is the Community Health Initiatives and Health Outreach track, which focuses on community service. Students interested in pursuing this track must pair up with a primary faculty mentor who will help devise a plan of action for the project and advise the students as they complete it. The projects in this category primarily focus on serving the medically underserved population. (The Emphasis Program, 2008)

Opportunities Offered Through a Department at the Medical School

A number of medical schools throughout the country have established offices dedicated to offering community service opportunities to students. Faculty members work to implement and oversee various volunteer initiatives that are of particular interest to the students. An office of this type provides direction to students, making it easier to connect them with the community. Those students interested in volunteering time take advantage of these offices. Examples of community service opportunities organized through a formal structured office will be discussed below.

Robert Wood Johnson Medical School

The Robert Wood Johnson Medical School has made it their mission to serve the local community. The school has accomplished this by establishing the Office of Community Health, which is directed by the Senior Associate Dean for Community Health. Popular with student volunteers is the Eric B. Chandler Health Center. The center is a federally funded health clinic that serves over 10,000 patients a year. Approximately 100 medical students volunteer at the clinic each year. In 2005, medical students opened another medical facility, which serves the patrons of the Elijah's Promise Soup Kitchen. At the "Promise Clinic", students volunteer one night a week to see those in need of medical care. The

students' efforts are overseen by volunteer faculty member physicians. In addition, medical students are able to volunteer in other clinics throughout the area; these opportunities are all offered through the Office of Community Health. (Student Affairs, Enrichment Experiences, 2004)

University of Rochester School of Medicine and Dentistry

The School of Medicine and Dentistry at the University of Rochester has had a longstanding and productive relationship with the City of Rochester and its adjacent suburban areas. The Center for Advocacy, Community Health, Education and Diversity is responsible for coordinating the community outreach opportunities for medical, dental, and graduate students. The office enthusiastically promotes the numerous outreach initiatives available to students. Students interested in committing themselves to extensive community service and being acknowledged for their efforts may receive a special distinction through the office. The acknowledgement is entitled Students of Rochester Outreach (SRO). In order to qualify for the SRO distinction, students must volunteer a minimum of twenty hours a year. Students are required to fill out sheets verifying their service hours each year. University of Rochester offers a multitude of opportunities in which students can spend their time and fulfill these hours. A large number of opportunities exist in different categories including: education, child/parent support, family health, and work with the homeless population. With the large list

of volunteer opportunities available, students are able to find an activity that fits their interest. (Students of Rochester Outreach, 2006-2007)

Indiana University School of Medicine

The Office of Medical Service Learning (OMSL) at Indiana University School of Medicine was officially established in 1998. Faculty recognized the need to integrate the students' medical education with the experience of serving the community. Students may elect to participate in already existing service activities or create their own. Each year the office expands as more viable partnerships and opportunities become available in the surrounding areas. Students interested in learning more about the community and volunteering with the underserved population are guided in their efforts by the OMSL. The office is lead by a Student Advisory Group which works alongside of the faculty to bring student opinions and needs to the table. The office provides yet another way for students to have experience working with all types of individuals and situations that they will most likely encounter as physicians. Students are able to work with the medically underserved through clinical programs. Programs exist with the intention to educate the youth on various issues such as tobacco and drug abuse if medical students find interest in these areas as well. (Office of Medical Student Learning, 2008)

Community Service Requirements within the Curriculum

Some medical schools require that students complete a minimum number of community service hours prior to graduation. The philosophy of these schools is centered around the importance of a physician serving his or her community on a regular basis. This requirement guarantees that all students will have exposure to the needs of the surrounding community. Three schools with this requirement are described below.

West Virginia University School of Medicine

The rural areas of the state of West Virginia have an overwhelming number of individuals that are part of the large medically underserved population. In order to address this problem, the Medical School at West Virginia University requires all students to volunteer 100 community service hours prior to graduation. (School of Medicine Curriculum, n. d.)

Drexel University School of Medicine

Medical Students at Drexel University School of Medicine are required to complete community service during their first year of medical school. The Office of Community Experience is a resource for the students to find an activity they are interested in. There are various tutoring and mentoring opportunities with the

youth of Philadelphia that the students can partake. An example of these is Healthstart, a program geared towards educating 11th graders in high school who may be interested in careers in medicine. Medical students teach these youth classes on anatomy and physiology. Bilingual medical students participate in a Medical Interpretation Program at St. Christopher's Hospital for Children in Philadelphia. Students may also participate in the Healthcare Outreach Program (HOP) which works to provide care to the medically underserved in the greater Philadelphia area. Four clinics have been established in the area where students can volunteer alongside of healthcare professionals and gain experience and exposure to different diseases and diagnoses they will most likely encounter as physicians. (Office of Community Experience, 2008)

University of Connecticut School of Medicine

All of the medical students at the University Of Connecticut School Of Medicine are required to complete 15 hours of community service prior to graduation. This requirement was established due to the need for institutional support for an already overwhelming amount of involvement and dedication from students. A committee composed of students, faculty, and community leaders oversees the community service activities. The committee is also responsible for providing suggestions and resources to those students interested in developing a new community service project. If a student chooses to design a new project, they must do so through the Office of Community Based Education. This office

provides students with a list of projects to choose from to complete the fifteen hours of service. Each project has a contact person in charge of the initiative. These contact persons are either a medical student or a community member directly associated with the non-profit organization. (Community Service Requirement University of Connecticut SOM, 2004)

CH II: Nationally Recognized Types of Service Programs

Many student community service initiatives have received national recognition and praise for their outstanding efforts and accomplishments. Each year, a certain number of student run initiatives receive grants to fund the continued success of these programs. Much of the information about these programs was described on medical school and The Association of American Medical Colleges (AAMC) websites, bulletins, and press releases. The AAMC is a non-profit association which represents a total of 142 accredited US and Canadian medical schools. (Outstanding Community Service Award, Sept, 2007) While there is no definitive data that show these are the best practices of medical schools it is assumed that these schools represent what are considered some of the best practices based on the recognition they have received.

The AAMC awards two different types of grants each year to medical institutions in recognition of their outstanding community programs. The two grants are:

1. The Spencer Foreman Award for Outstanding Community Service
2. The Caring for Community Grant Award (In Partnership with Pfizer Medical Humanities)

The Spencer Foreman Award for Outstanding Community Service

The Spencer Foreman Award for Outstanding Community Service is offered annually to one AAMC member institution who has demonstrated a long commitment to addressing community needs. The first award was given in 1993. (Outstanding Community Service Award, 2007) Grants are awarded to institutions that reach out to communities whose needs might not otherwise have been met through the American healthcare system. The award does not recognize one specific service program of the institution. Instead, it honors the entire institution for developing a substantive collaboration with the community it serves. A number of different programs qualify. These include: innovative patient care programs, preventative care programs, and education targeted at disadvantaged communities. Many of the programs that qualify have successfully increased the participation of underrepresented groups in the healthcare profession through community outreach. (Outstanding Community Service Award, 2007)

With so many outstanding institutions across the country, it is a very high honor to receive this award. The success of these institutions in bringing aid to the surrounding community has been phenomenal. The AAMC receives many competitive applications for the Foreman Award each year. (2008 Spencer Foreman Award, 2008) The possibility of receiving such a high honor gives these institutions something to strive for when creating their community programs. This

concept can only strengthen the quality of the programs that are available across the country. While there are many outstanding institutions that qualify, the following two institutions have most recently received the award and represent what many similar medical institutions across America are achieving.

West Virginia University School of Medicine

In 2006, West Virginia University School of Medicine received the Outstanding Community Service award for their broad based community service efforts. The School of Medicine has been increasing the number of healthcare professionals who practice in this predominantly rural state through the Rural Health Education Partnerships (RHEP) programs. Through this program, the medical students complete an eight week rotation at a rural health clinic. WVU is one of the leading schools sending graduates into rural communities. The school has also been recruiting undergraduate students interested in health care professions through the Health Sciences and Technology Academy program (HSTA) which is designed to increase the number of health care professionals from underrepresented groups. Further, WVU offers an innovative and effective program to deter teenagers from smoking, No on Tobacco (N-O-T), which has significantly reduced the percentage of teen smokers in the state. The school has also begun to reach out to the homeless population within its community by providing nutritional and medical outreach and education. (Outstanding Community Service Award, 2007)

St. Joseph's Hospital and Medical Center in Phoenix

In 2007, St. Joseph's Hospital and Medical Center in Phoenix, Arizona received the Spencer Foreman Award. The hospital's mission is to provide healthcare to the poor and underserved in the greater Phoenix area. St. Joseph's encourages medical students and residents currently on clinical rotations, to interact with the by participating in various educational programs in underserved areas. These programs introduce the students to the type of healthcare needs the community has. St. Joseph's provides an extraordinary sum of money each year in healthcare. Last year alone they provided 60 million dollars in healthcare benefits to the city of Phoenix and surrounding areas. Two of the most successful endeavors include the MOMobile and the Intercity Asthma Intervention Program. The MOMobile has been established to provide prenatal care to women who are not eligible to receive government funded insurance and cannot afford the care on their own. Others are involved in the Intercity Asthma Intervention Program which helps to control symptoms provide medications to children in the area with chronic asthma. (Spencer Foreman Award, St. Josephs, 2008)

Caring for Community Grant

The AAMC has paired up with Pfizer Medical Humanities to offer a second award, the Caring for Community Grant. Pfizer, the world's top pharmaceutical company established its medical humanities program in 1997. This was done in response to the notion that many changes in the medical system were putting a strain on the doctor-patient relationship. These changes, such as population increases, managed care, and lack of affordable healthcare are all challenges faced by the healthcare system and ultimately affect the physician patient relationship. Known for their discovery and development of many healthcare products and medications in which physicians prescribe each year, Pfizer is also dedicated to strengthening the relationship between these physicians and their patients. Pfizer believes humanism is a critical aspect of medicine. Pfizer provides awards as well as educational and research opportunities to medical students in order to foster the idea of humanism in medicine. These opportunities combine clinical experience with caring and compassion. (Positive Profiles, 2004) Since the Caring for Community program began in 2000, over than \$1 million in grants has been awarded to support medical student initiatives. Each spring, a handful of medical schools are recognized for their student initiated community service efforts and are awarded a Caring for Community Grant. (Caring for Community Grant Brochure, 2007)

“These grants provide the needed resources for students to simultaneously serve their communities and enhance their understanding of community needs and the serious challenges faced by many community residents as they attempt to

access health care. But the truth of the matter is that the participating students benefit as much as the patients they serve as they put their altruism and personal and clinical skills to work in these volunteer efforts. The satisfaction these students experience is both rewarding and exhilarating,” Robert Sabalis, Ph.D., AAMC Press Release. 2006.

In 2007, eight schools were awarded anywhere from 15 to 30 thousand dollars in grant money to put towards their prospective community service projects. (Caring for Community Grant Recipients, 2007) They were:

1. Albany Medical College
2. Duke University School of Medicine
3. George Washington University School of Medicine
4. Georgetown University School of Medicine
5. Medical University of South Carolina
6. University of California at Los Angeles David Geffen School of Medicine
7. University of California San Francisco School of Medicine
8. University of Hawaii: John A. Burns School of Medicine

Albany Medical College

The Albany Medical College was awarded the grant for their Project MedSCOPE (Medical Student Community Outreach for Prevention and Education). The money will go towards the “Bring it to the Courts” component of the program which provides middle school inner city students with a safe environment to spend their weekends. Medical students will spend a few hours of their weekend

bonding with these young people through various sport and recreational activities. (Caring for Community Grant Recipients, 2007)

Duke University School of Medicine

Duke University School of Medicine was awarded the Caring for Community Grant for their student sponsored Fremont People's Clinic. The clinic, opened in the late 1980s, is located rural Wayne County NC, and offers free medical education and healthcare. The clinic is open in the morning every third Saturday of the month. In addition to educating and treating patients, students also help patients with applications for health insurance coverage. (Inside Duke, 2007)

George Washington University School of Medicine

George Washington University was awarded the grant in order to establish the HEAL Clinic (Healthcare, Education, and Life). The student run clinic is expected to be open in the Washington DC area and to provide healthcare and health education. Students will be able to learn valuable clinical skills while helping to treat residents who cannot afford healthcare. (AAMC.org, 2007)

Georgetown University School of Medicine

Georgetown University School of Medicine received a grant for their HOYA Clinic (Health Outreach for Youth and Adults). The student operated clinic was opened in 2007 and is located in the D.C. Village Emergency Family Shelter. The shelter has 60 or so families at any one time and the clinic provides healthcare to

those who have no consistent medical care. The medical students have the opportunity to learn about diseases and medical conditions that are unique to this population while serving those in need. (Georgetown University Medical Center, 2008)

The Medical University of South Carolina

The Medical University of South Carolina received the grant for their CARES clinic (Community, Aid, Relief, and Education Services). The clinic is open to uninsured area residents. In addition to free primary care, the clinic also offers education on disease prevention and on chronic disorders. (AAMC.org, 2008) The clinic was created in 2005 and is operated completely by medical students providing care to local residents three nights a week. Part of the clinic's mission is "To offer students and patients a mutually beneficial and educational experience" (Cares Clinic, 2008) and according to the AAMC and the community, it has been doing a successful job.

The University of California at Los Angeles David Geffen School of Medicine

The University of California at Los Angeles David Geffen School of Medicine has established a mobile clinic which provides healthcare to homeless individuals and to people who do not have stable housing. The project was established in 2000 in partnership with the Greater West Hollywood Food Coalition when the food pantry inquired with the medical school about the possibility of providing free healthcare as well. An expanded clinic now provides services in the streets of

Los Angeles. In 2003 the mobile clinic expanded its services throughout the state by establishing another site in Santa Monica. (Mobile Clinic Project, 2008)

University of California at San Francisco School of Medicine

In 2004, USC San Francisco students established the San Francisco Hepatitis B Collaborative with the goal of decreasing cases of Hepatitis B in the San Francisco area. The collaborative has two separate testing and vaccination facilities in the area. Students volunteer their time educating, screening, and vaccinating patients. The collaboration also offers educational classes to students in all professional schools at the medical center. USC San Francisco was awarded the AAMC grant to help fund this creative and substantial project. (San Francisco, Hep B Collaborative, 2008)

The University of Hawaii Medical School

The University of Hawaii Medical School is now using a renovated van as their Hawaii HOME Mobile Medical Clinic. The clinic, run by students and staff of the medical school, provides healthcare to the homeless at the Waianae Transitional Shelter. (Hawaii HOME, 2008)

CH III: Community Service Initiatives at SUNY Upstate Medical University

SUNY Upstate Medical University (UMU) is part of the State University of New York Educational System and is one of four medical schools in New York.

Located in Syracuse NY, the UMU is in a community where there are many underserved and uninsured individuals in need of medical care and various other services. Although medical students have volunteered in different organizations within the community, until recently there was no central office or faculty member to oversee and coordinate their efforts. In the fall of 2006, Dr. Susan Stearns, a faculty advisor for many student clubs and organizations assumed the role of Coordinator of Community Outreach for students. UMU gave her a budget of \$10,000 for this initiative. Dr. Stearns is now an Assistant Dean of Student affairs for the new Office of Community Outreach and Global Health Education Initiatives that will be established within the next year.

To further work with groups of interested students, Dr. Stearns established working relationships with various nonprofit agencies and organizations in the community. These connections help to create meaningful volunteer experiences for students.

At the beginning of the school year all students are invited to a luncheon during which they receive information about community service projects and how they can participate in them. The first luncheon was held in September of 2006. First

and second year students were able to listen to a panel of students from the second year class speak about their experiences volunteering. Student leaders representing each of the major volunteer opportunities also spoke at the luncheon. Following the presentations, students were encouraged to sign up for one or more sites within the community.

In addition to the luncheon, a guided bus tour of Syracuse is offered during orientation and serves to acquaint students with the neighborhood of the city, the demographics and social history. The first guided bus tour of Syracuse was held in the fall of 2006, and a second one was held in the fall of 2007. Students are encouraged to use the tour as a way to familiarize themselves with the surrounding community and its needs. The bus tour is narrated by two knowledgeable social workers who are well versed in the dynamics of the neighborhoods and socioeconomic challenges they face. It is anticipated that the bus tour will stimulate the students to volunteer in the variety of opportunities offered.

The students who actively volunteer while at UMU have found themselves serving in all different areas of the city of Syracuse. They do not limit themselves to volunteering in medically related activities. Some students choose to work with the medically underserved population, others volunteer in local public schools, soup kitchens, and shelters. While there are many of ways students can be involved in the community eight major established opportunities were available to

students in 2007-2008. Information about each of these opportunities was collected from personal conversations and experiences at UMU as well as a few brochures from certain organizations.

1. Adopt- a School
2. COPE
3. St. Luke's Society
4. Vera House
5. Helping Hands
6. Samaritan Center
7. Center for New Americans
8. SC HOPE Clinic

Adopt-a School

Students volunteer in a nearby elementary school through the Adopt-a-School program. Martin Luther King Elementary School is within walking distance from the University. Students spend their time tutoring, engaging in literary initiatives and organizing health and nutrition education programs. The biggest event of the year is the science fair organized and run by the student volunteers together with the faculty members from the King school. All fifth grade students are paired up with a medical student mentor. Together the two work to create the student's individual science fair project. The young students have a chance to learn about

the scientific method and to design an experience of their own while at the same time bonding with their medical student mentor.

COPE

Community Outreach, Prevention, and Education (COPE) is a student organization that promotes health and wellness in the adolescent population.

Volunteers hold parenting classes for teen mothers teaching them about appropriate nutrition and medical care for their babies. Students also volunteer at Booth House, a temporary shelter for adolescents in transition. Group discussions and presentations help these youths to find ways to continue their education and to find employment.

St. Luke's Society

St. Luke's society is a non-denominational community service organization that fosters a strong relationship with physicians and the community. Volunteers spend their time at Casey's Place, a home for pediatric patients with special needs, the Cathedral Emergency Service Food Pantry or at the Poverello Clinic which caters to homeless and uninsured patients.

Vera House

The Vera House was founded in 1977 by a group of individuals who were aware of the need for an emergency shelter for women in need who were the victims of domestic violence and sexual assault. In 2005, Vera house merged with the Rape

Crisis Center of Syracuse to strengthen the comprehensive services offered by both centers then. Students volunteer in the emergency shelter and provide counseling services to women who have been victims of domestic violence and sexual abuse. Volunteers attend intensive training sessions that teach them the counseling skills necessary to support the women and families in need. A crisis call hotline is staffed by volunteers, some of whom are students at Upstate. Many medical students choose to spend time in the emergency room with a victim to support and counsel them. The students have found volunteering at Vera House an exceptional opportunity and have acquired much of the knowledge and skills that they will use as practicing physicians.

Helping Hands

By involving themselves in the Helping Hands organization, students volunteer their time at the local Ronald McDonald House, which caters to the families of children with serious illnesses. The students cook healthy dinners for the guests once a month and coordinate parties during the holiday season.

Samaritan Center

The Samaritan Center focuses on feeding the homeless population in the Syracuse area. Student volunteers serve meals in the mid-afternoon to the guests and participate in blood pressure and diabetes screening clinics. Groups are often called upon for special painting and maintenance projects. Since the center is open everyday, students have a large window of opportunity for involvement.

Center for New Americans

The Center for New Americans (CAN), run by the Catholic Charities is a non-profit center needed for refugees. Through the center, the refugees can obtain help to establish their new life in Syracuse. The volunteers teach the newcomers how to access emergency and medical care and how to obtain Medicaid benefits. They also help the refugees to find housing, furniture and clothing.

SC HOPE Clinic

In 2004, Upstate won the Caring for Community Grant award from the AAMC for their work with the homeless and uninsured population at Salt City (SC) Hope clinic. The clinic was established in 1989 by medical students and faculty and continues to be organized and run by the Department of Medicine at the University Hospital. The predominantly student run clinic operates one evening a week at the Civic Center in downtown Syracuse. Many students working alongside volunteer residents and community physicians take advantage of this unique clinical environment to learn how to care for others in the community with complex health problems. A unique feature of this endeavor is the provision of seasonal medical care to migrant workers. During the summer a mobile van with medical supplies tours the Central New York area setting up stations at large farms staffed by transient migrant workers.

With the establishment of the new Office of Community Outreach and Global Health Education it is anticipated that there will be more community outreach opportunities for students from all four colleges at UMU. In addition, the Global Health Education Program will provide a variety of medically related opportunities in third world countries. Students will be able to expand their knowledge of health disparities across the world.

It is the hope of Dr. Stearns and others at UMU that community service will eventually be integrated into the medical school curriculum, as it is at other medical schools across the country. Because UMU has been extremely active in connecting their students into the community, student interest and involvement continues to grow. Students are taking active leadership roles and recruiting their colleagues to become involved. At the American Medical Student Association House of Delegates meeting for 2007, the community outreach initiative at SUNY Upstate Medical was discussed by medical student delegates from the region. Among the top priorities addressed were the health care disparities in the Syracuse Community and domestic violence. “Both of these are being addressed by students in various ways.” (Regional Programming Coordinator Year End Report, 2007) By keeping in contact with medical schools in close proximity, Upstate is modeling its community service programs based on other medical schools in the state. University of Rochester is an example of a school nearby which has a longstanding strong bond with the surrounding community, and a

school in which UMU has been connecting with in their effort to expand the community service initiative.

Part II:

ANALYSIS OF SUNY UPSTATE MEDICAL UNIVERSITY COMMUNITY SERVICE INITIATIVES

CH IV: METHODS

Two surveys were administered to the UMU medical students eight months apart from one another. These were given to evaluate the level of interest in and understanding of community involvement in Syracuse. The first survey was implemented on Monday April 30, 2007 to the first year class of 2009 and the second year class of 2010. The second survey was administered on Wednesday Feb 13 2007 to the first year class of 2011 and the second year class of 2009. The class of 2009 was surveyed twice to evaluate any increase in involvement during the first seven months of the program.

Community Service Initiative Survey April 2007

Instrument Design

The Community Service Initiative Survey was designed and edited with the help of Dr. William Coplin and Carol Dwyer of the Community Benchmarks Program. The survey was approved by both Dr. Susan Stearns and Dr. Lynn Cleary of SUNY Upstate Medical University. No pilot test was performed on the survey.

Target Population and Sample

The target population is all students in the classes of 2009 and 2010 which is a total of 306 students. The exact number of students in each class was provided by

SUNY Upstate Medical University. A total of 276 students, or 90%, completed the survey.

The following tables show demographic information collected from the sample.

Figure 1 shows respondents' age, figure 2 shows respondents' gender, and figure 3 shows respondents' race.

Figure 1. Student Gender Distribution (n=276)

Gender	Percentage of Respondents
Male	50%
Female	50%

Figure 2. Student Age Distribution (n=276)

Age	Percentage of Respondents
20-25	69%
25-30	24%
30-35	4%
35-40	2%
40+	1%

Figure 3. Student Race Distribution (n=276)

Race	Percentage of Respondents
White (Caucasian)	67%
African American	10%
Asian or Pacific Islander	16%
Latin American/Hispanic	0
American Indian or Alaskan Native	0
Other	7%

Data Collection

The method of contact was an online survey. The survey was attached to an email sent to each student through the Curriculum Office. The survey was administered on Monday, April 30, 2007 to students in the Class of 2009 and 2010. Students were given until Tuesday June 5, 2007 to complete the survey. The majority of students completed the survey on Tuesday May 1, 2007.

Quality of Data

The response rate was 90%. A relatively equal percentage of both the class of 2009 and 2010 responded to the survey. The high response rate suggests the sample is most likely representative of the target population.

Data Analysis

All of the data collected were automatically imported into an MS Excel file. The Community Service Initiative Survey codebook is located in Appendix III. With questions that required only a response if the question before stated “if yes then”, or “if no then,” “88” was used to code for respondents when the question was not applicable.

Data Presentation

All of the data are presented in graph and table format in this report. Open ended responses are available in Appendix VII , and data frequencies are available in Appendix V.

Community Service Initiative Survey February 2008

Instrument Design

In order to gauge the progress of the program over seven months, the same survey administered in April, was emailed again to the students in February. The second survey was administered in order to evaluate any change in interest or involvement between the eight months. Four new questions were added to the survey to assess the success of the First Year Student Luncheon and the guided bus tour of Syracuse:

12. Did you attend the First Year Students Community Service Outreach Luncheon on Friday September 7th 2007?
13. If Yes, do you agree the luncheon made you more aware of the opportunities available?
14. Did you attend the Guided Bus Tour of Syracuse in the fall?
15. If Yes, do you agree that the tour gave you a better understanding of the Syracuse Community?

Target Population and Sample

The target population is all students in the classes of 2010 and 2011 which is a total of 311 students. The exact number of students in each class was provided by SUNY Upstate Medical University. A total of 179 students completed the survey.

The following tables show demographic information collected from the sample. Figure 4 shows respondents' age, figure 5 shows respondents' gender, and figure 6 shows respondents' race.

Figure 4. Student Gender Distribution (n=179)

Gender	Percentage of Respondents
Male	49%
Female	51%

Figure 5. Student Age Distribution (n=179)

Age	Percentage of Respondents
20-25	72%
25-30	22%
30-35	3%
35-40	1%
40+	2%

Figure 6. Student Race Distribution (n=179)

Race	Percentage of Respondents
White (Caucasian)	63%
African American	8%
Asian or Pacific Islander	20%
Latin American/Hispanic	0
American Indian or Alaskan Native	0
Other	9%

Data Collection

The method of contact was an online survey. The survey was attached to an email sent to each student through the Curriculum Office. The survey was administered

on Wednesday, February 13, 2008 to students in the Class of 2010 and 2011.

Students were given until Monday March 24, 2008 to complete the survey. The majority of students completed the survey on Monday March 10, 2008.

Quality of Data

Out of the 311 students in the first and second year class, 179 students completed the survey giving a response rate of 58%.

Data Analysis

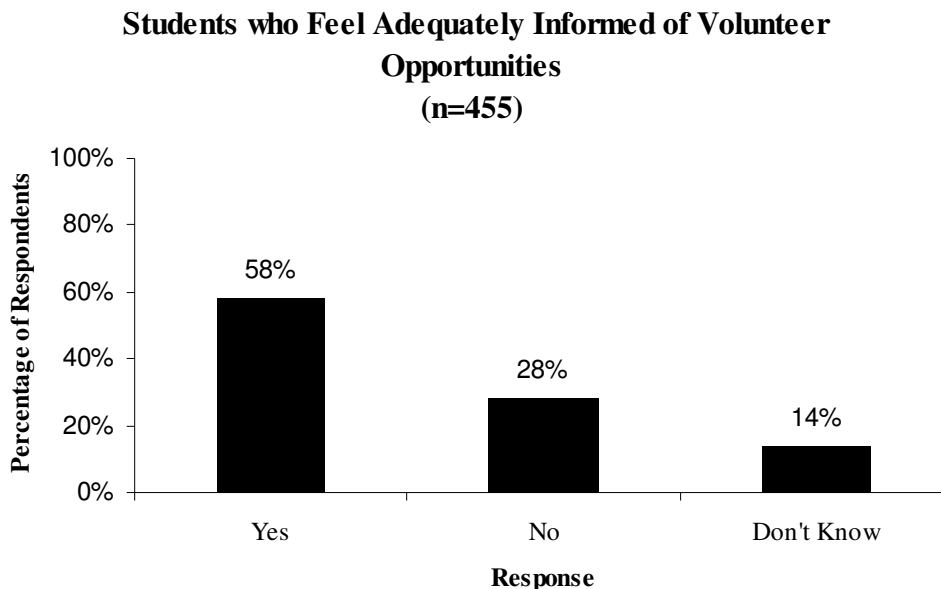
All of the data collected were automatically imported into an MS Excel file. The Community Service Initiative Survey codebook is located in Appendix IV. With questions that required only a response if the question before stated “if yes then”, or “if no then,” “88” was used to code for respondents when the question was not applicable.

Data Presentation

All of the data are presented in graph and table format in this report. Open ended responses are available in Appendix VIII, and the data frequencies are available in Appendix VI.

CH V: Findings

1. 58% of students feel adequately informed of opportunities to volunteer time in the Syracuse Community.



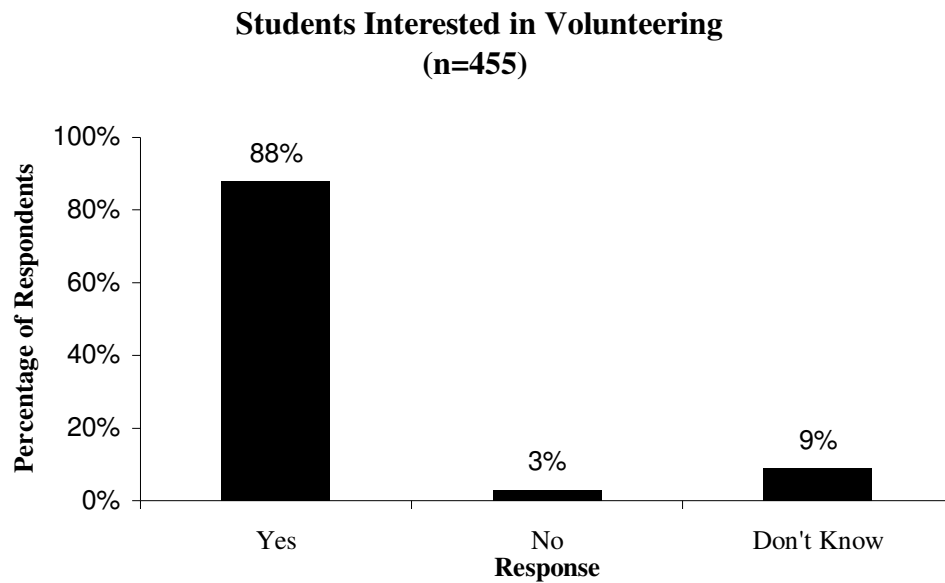
Source: Community Service Initiative Surveys of students at Upstate Medical University: April 2007, and February 2008.

Comment: The figure above shows the results from both the April 2007 and February 2008 surveys. Figure 7 below breaks down the percentages between both surveys administered and each class that took it. Overall there was little change in the responses between the years. There were small changes in awareness of volunteer activities between the first year students in 2007 (class of 2010) and the first year students of 2008 (class of 2011). There was also a small decrease in awareness within the class of 2010 in between 2007 and 2008. These differences are bolded in the table.

Figure 7: Distribution of Students who Feel Adequately Informed

Response	1 st Year Students 2007 (n=129)	2 nd Year Students 2007 (n=147)	1 Year Students 2008 (n=113)	2 nd Year Students 2008 (n=66)	Total (n=455)
Yes	59%	56%	62%	55%	58%
No	29%	30%	27%	24%	28%
Don't Know	12%	14%	11%	21%	14%

2. 88% of students are interested in volunteering their time while at Upstate.



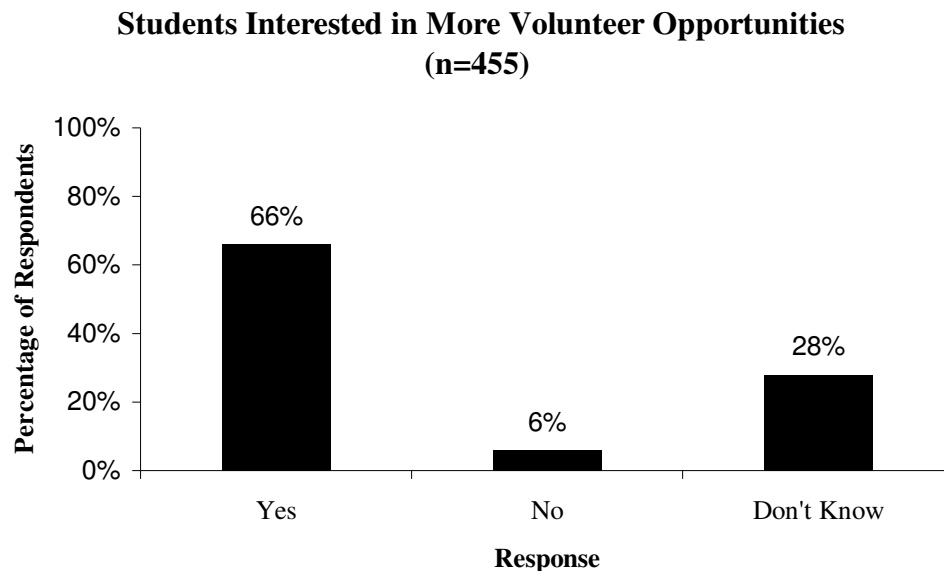
Source: Community Service Initiative Surveys of students at Upstate Medical University: April 2007, and February 2008.

Comment: The figure above shows the results from both the April 2007 and February 2008 surveys. Figure 8 below breaks down the percentages between both surveys administered and each class that took it. Overall there was little change in the responses between the years. There was a small increase in interest between the first year students in 2007 (class of 2010) and the first year students of 2008 (class of 2011). There was also a small decrease in interest within the class of 2010 when they were first year students in 2007 and second year students in 2008. These differences are bolded in the table.

Figure 8: Distribution of Students Interested in Volunteering

Response	1st Year Students 2007 (n=129)	2nd Year Students 2007 (n=147)	1st Year Students 2008 (n=113)	2nd Year Students 2008 (n=66)	Total (n=455)
Yes	87%	90%	92%	84%	88%
No	4%	2%	3%	1%	3%
Don't Know	9%	8%	5%	12%	9%

3. 66% of students are interested in more volunteer opportunities



Source: Community Service Initiative Surveys of students at Upstate Medical University: April 2007, and February 2008.

Comment 1: The figure above shows the results from both the April 2007 and February 2008 surveys. Figure 9 below breaks down the percentages between both surveys administered and each class that took it. Overall there was no significant change in the responses between the years.

Figure 9: Distribution of Students Interested in More Volunteer Opportunities

Response	1 st Year Students 2007 (n=129)	2 nd Year Students 2007 (n=147)	1 st Year Students 2008 (n=113)	2 nd Year Students 2008 (n=66)	Total (n=455)
Yes	67%	65%	69%	61%	66%
No	4%	7%	8%	6%	6%
Don't Know	29%	28%	23%	33%	28%

Comment 2: Students who answered “Yes” were prompted to give suggestions of volunteer activities they would be interested in. Figure 10 and 11 show the responses for the April 2007 and February 2008 surveys. The responses are grouped based on the type of volunteer activity suggested. The sample includes

all responses since some respondents answered with multiple suggestions. All of the responses can be found in Appendix VII and VIII.

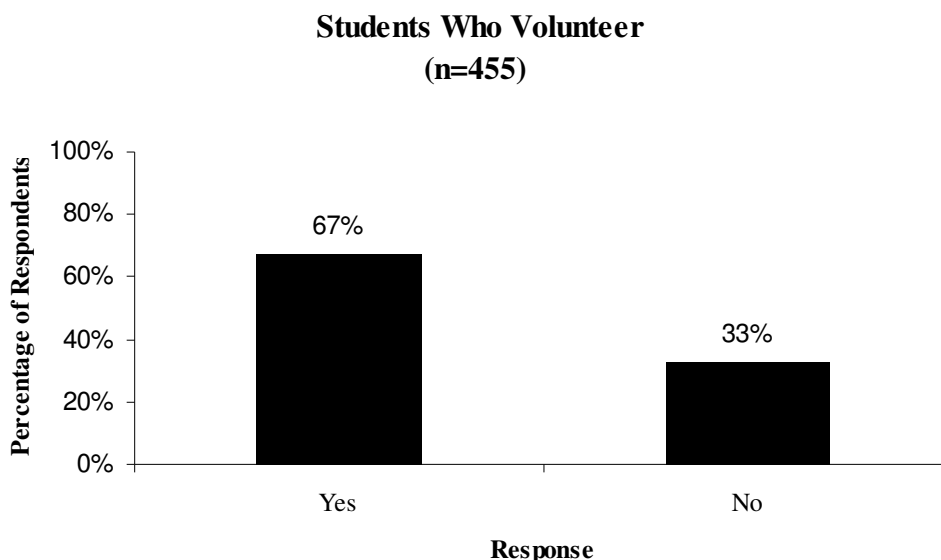
Figure 10: Activity Suggestions April 2007 (n=84)

Type of Activity	Frequency	Percentage
Community Health and Education	29	35%
Medical and Clinical Experience	16	19%
Working with Youth	16	19%
Working with Minority and Refugee Population	8	10%
Other	15	17%

Figure 11: Activity Suggestions February 2008 (n=62)

Type of Activity	Frequency	Percentage
Community Health and Education	10	16%
Medical and Clinical Experience	27	44%
Working with Youth	9	15%
Working with Minority and Refugee Population	5	8%
Other	11	17%

4. 67% of students volunteer their time while at Upstate.



So

Source: *Community Service Initiative Surveys of students at Upstate Medical University: April 2007, and February 2008.*

Comment 1: The figure above shows the results from both the April 2007 and February 2008 surveys. Figure 12 below breaks down the percentages between both surveys administered and each class that took it. An increase in volunteering occurred between the first students (class of 2010) in 2007 and the first year students (class of 2011) in 2008. An increase in volunteer also occurred within the class of 2010 from when they were first year students in 2007 to when they were second year students in 2008. The differences are bolded in the table.

Figure 12: Distribution of Students who Volunteer

Response	1 st Year Students 2007 (n=129)	2 nd Year Students 2007 (n=147)	1 st Year Students 2008 (n=113)	2 nd Year Students 2008 (n=66)	Total (n=455)
Yes	55%	74%	61%	77%	67%
No	45%	26%	39%	23%	33%

Comment 2: Those students who answered “Yes” were asked to name the volunteer activities they participate in. Figure 13 and 14 list the responses students gave for the April 2007 survey and February 2008 survey respectively. The sample size includes all responses since some students volunteer with more than one organization.

Figure 13: Organizations Where Students Volunteer April 2007 (n=221)

Organization	Class of 2009 Frequency	Class of 2010 Frequency	Total
Adopt-a-School	19	22	41
SC Hope Clinic	16	24	40
Helping Hands	6	13	19
Hospice and End of Life companions	9	7	16
COPE (Booth House, TAPC)	4	11	15
St. Luke's Society	3	8	11
Peds Relief	7	4	11
Ambulance	3	5	8
Samaritan Center	2	3	5
American Medical Student Association	2	3	5
Internal Medicine Club	1	3	4
Church	3	0	3
Southwest Community Center	3	0	3
Out of area	1	2	3
CSTEP	2	0	2
Student National Medical Association	0	2	2
Jewish Medical Association	0	2	2
Flu Clinic	1	1	2
Christian Medical Fellowship	0	2	2
Graduate Student Council	2	0	2
Rescue Mission	0	1	1
VA Hospital	0	1	1
Global Health Initiative	0	1	1
Retirement Home	1	0	1
Medquest Camp	1	0	1
International Fellowship of Medical Student's Association	0	1	1
Global Health	1	0	1

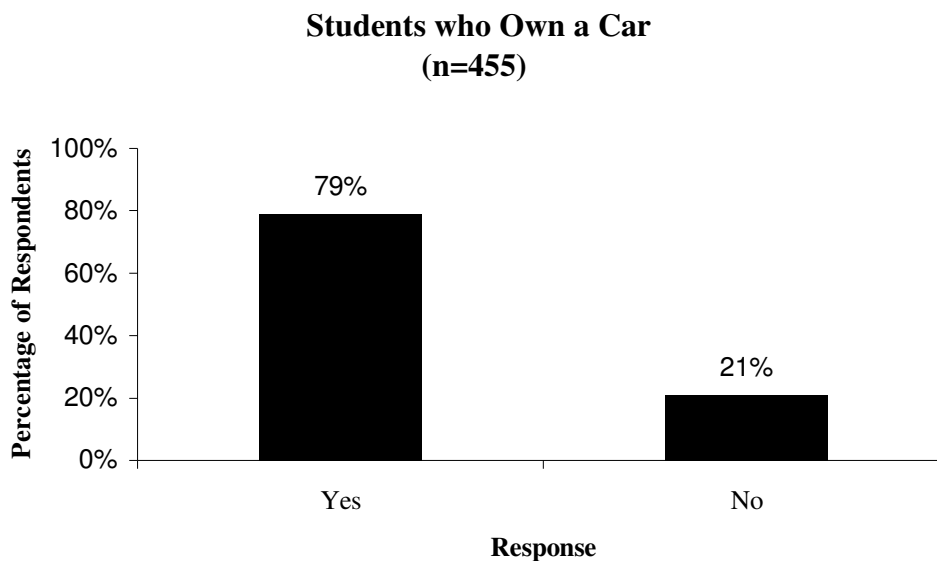
Organization	Class of 2009 Frequency	Class of 2010 Frequency	Total
Initiative			
Alumni Phone-a-thon	1	0	1
Boy Scouts	1	0	1
SU student Mentor	1	0	1
FMIG Homeless Shelter	1	0	1
Family Practice Club	1	0	1
La Liga	1	0	1
Operation Smile	1	0	1
Softball Coach	0	1	1
Flu Shot Clinic	0	1	1
Syracuse Football Club	0	1	1
National Conference of Synagogue Youth	0	1	1
Local Physician's Office	0	1	1
Kidney Foundation	0	1	1
Bishop Forey	0	1	1
Safekids Coalition of Syracuse	0	1	1
WCNY TV station Fundraising	0	1	1
Chittenango HS Wrestling Team	0	1	1
American Heart Association Fundraising	0	1	1

Figure 14: Organizations Where Students Volunteer February 2008 (n=225)

Organization	Class of 2010 Frequency	Class of 2011 Frequency	Total
SC Hope	16	23	39
Internal Medicine Club and Amaus Clinic	5	19	24
Adopt-A-School	14	10	24
Peds Relief	2	14	16

Organization	Class of 2010 Frequency	Class of 2011 Frequency	Total
Church	4	4	8
Vera House	2	5	7
Helping Hands	3	3	6
American Medical Student Association	2	3	5
Ambulance	4	0	4
COPE, Booth House	2	2	4
Samaritan Center	0	4	4
Center for New Americans	1	2	3
Graduate Student Council	3	0	3
PNHP	1	1	2
Operation Smile	2	0	2
Hospice	1	1	2
IFMSA	1	1	2
FMSO	1	0	1
Geriatrics Club	1	0	1
American Heart Association Walk	1	0	1
Alumni Phone-A- Thon	1	0	1
Surgery Club	1	0	1
St. Lukes Society	1	0	1
Docs for Tots	1	0	1
CSTEP	1	0	1
Syracuse Community Health Center	0	1	1
Empire State AIDS rides	0	1	1

5. 79% of students own a car.



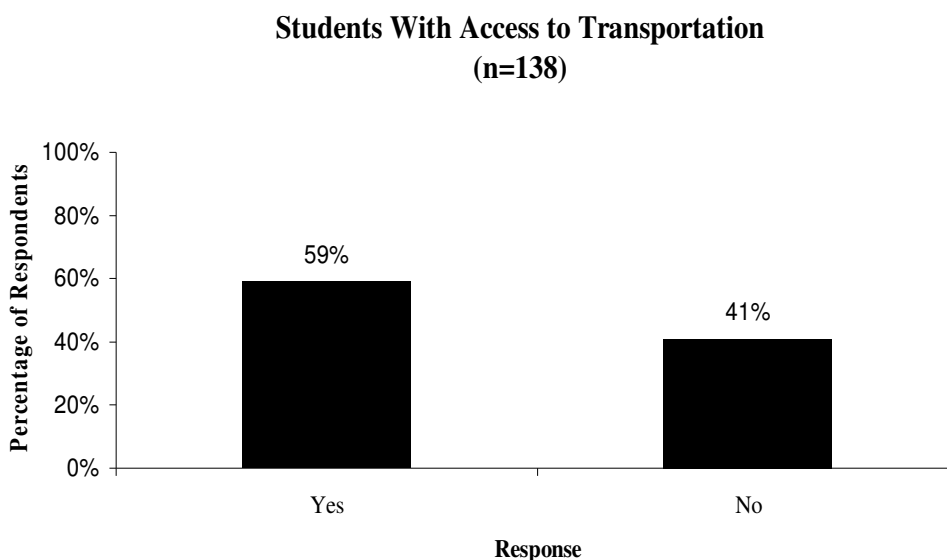
Source: Community Service Initiative Surveys of students at Upstate Medical University: April 2007, and February 2008.

Comment: The figure above shows the results from both the April 2007 and February 2008 surveys. Figure 15 breaks down the percentages between both surveys administered and each class that took it. Overall there was no significant change with the exception of the second year class of 2007 (class of 2009) with a higher percentage of students owning cars than the second year students of 2008 (class of 2010). The differences are bolded in the table.

Figure 15: Distribution of Students who Own a Car

Response	1 st Year Students 2007 (n=129)	2 nd Year Students 2007 (n=147)	1 st Year Students 2008 (n=113)	2 nd Year Students 2008 (n=66)	Total (n=455)
Yes	73%	91%	75%	77%	79%
No	26%	9%	25%	22%	21%

6. 59% of students who do not own a car have access to transportation.



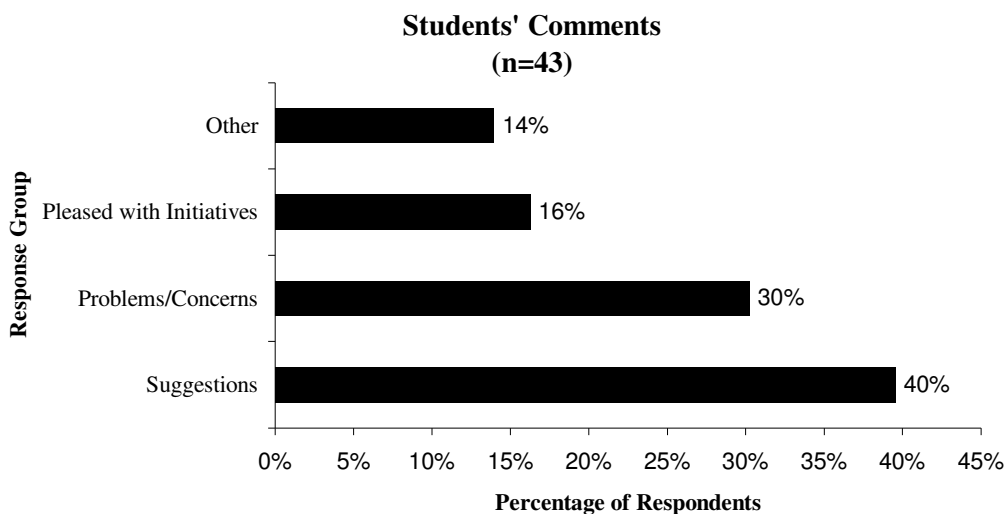
Source: Community Service Initiative Surveys of students at Upstate Medical University: April 2007, and February 2008.

Comment: Only those students who answered “No” to owning cars were prompted to answer this question. The figure above shows the results from both the April 2007 and February 2008 surveys. Figure 16 breaks down the percentages between both surveys administered and each class that took it.

Figure 16: Distribution of Students with Access to Transportation

Response	1 st Year Students 2007 (n=44)	2 nd Year Students 2007 (n=31)	1 st Year Students 2008 (n=38)	2 nd Year Students 2008 (n=25)	Total (n=138)
Yes	57%	77%	55%	48%	59%
No	43%	23%	45%	52%	41%

7. 40 % of students gave additional suggestions about the community service initiatives.

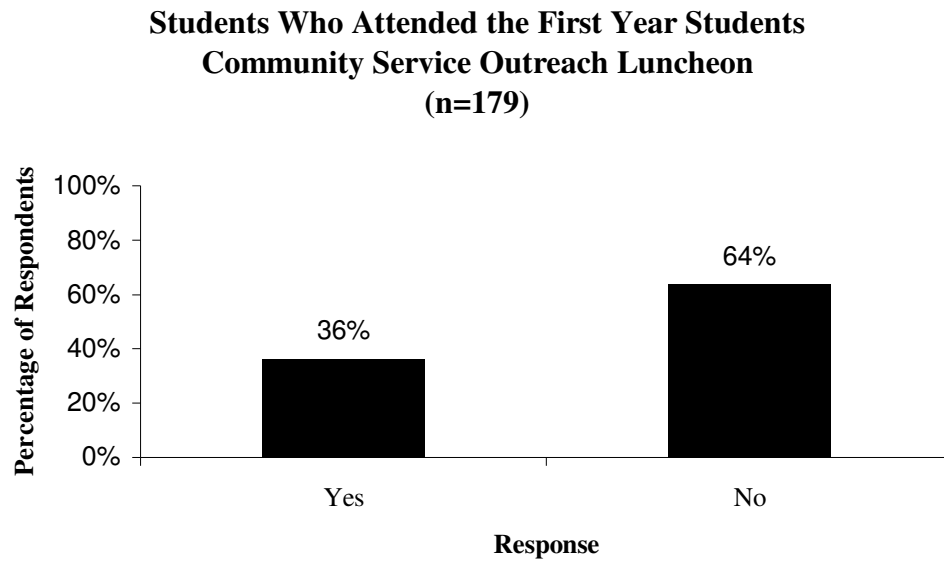


Source: Community Service Initiative Surveys of students at Upstate Medical University: April 2007, and February 2008.

Comment: Students had the option of answering this question. All responses were grouped into four categories. Those students with suggestions most frequently suggested required community service hours for students and a website with information regarding volunteer opportunities. Students with concerns most frequently mentioned a lack of time for volunteer opportunities. All of the responses can be found in both Appendix VII and VIII for the April 2007 and February 2008 surveys respectively.

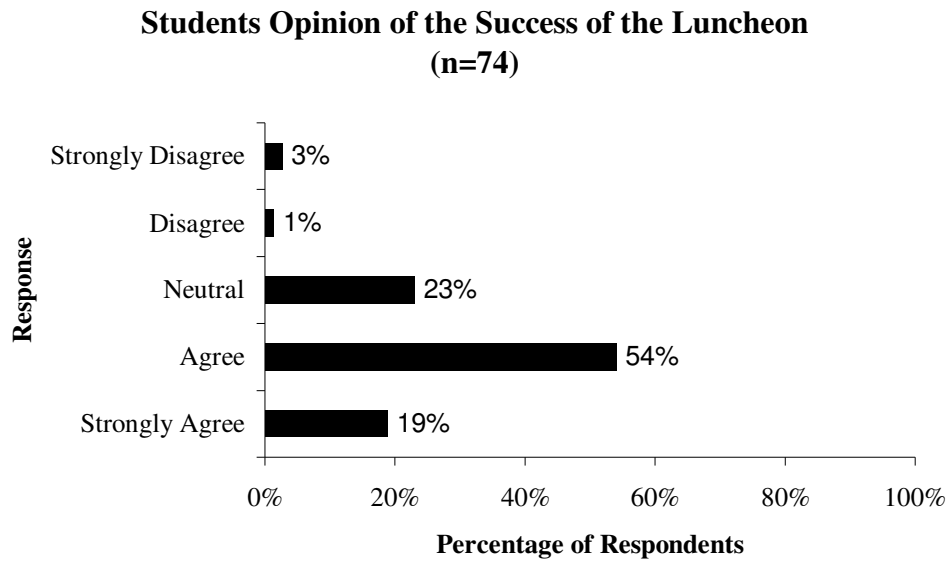
CH VI: Bus Tour and Luncheon Findings

1. 64% of students did not attend the First Year Student's Community Service Outreach Luncheon in fall 2007.



Source: Community Service Initiative Survey of students at Upstate Medical University, February 2008.

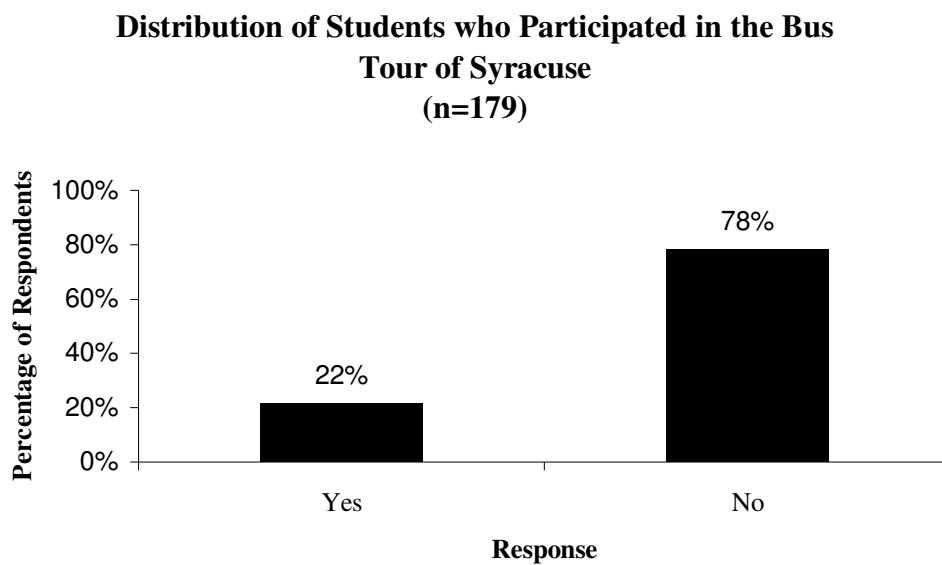
2. 73% of students strongly agree or agree that the luncheon made them more aware of the volunteer opportunities available.



Source: Community Service Initiative Survey of students at Upstate Medical University, February 2008.

Comment: Only those students who answered “Yes” to attending the Luncheon were prompted to answer this question.

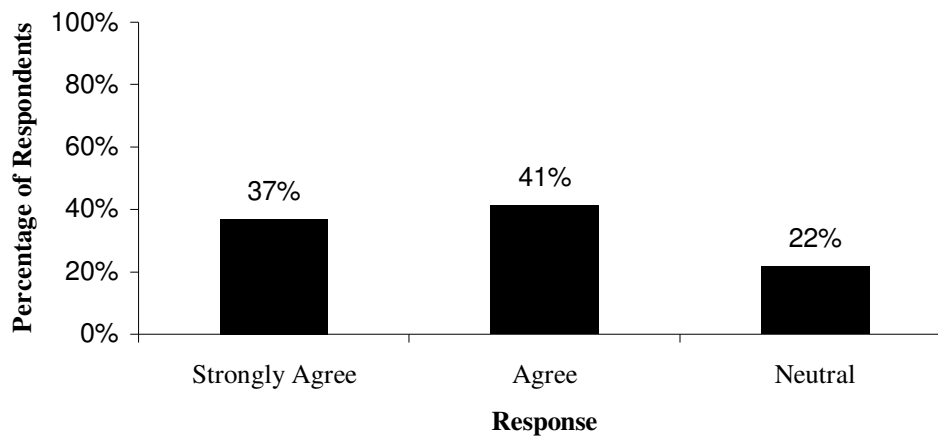
3. 78% of students did not participate in the guided bus tour of Syracuse in the Fall.



Source: Community Service Initiative Surveys of students at Upstate Medical University, February 2008.

4. 78% of students strongly agree or agree that the bus tour gave them a better understanding of the Syracuse community.

**Students Opinion of the Success of the Bus Tour
(n=46)**



Source: Community Service Initiative Surveys of students at Upstate Medical University, February 2008.

Comment: Only those students who answered "Yes" to attending the Bus Tour were prompted to answer this question.

CH VII: Recommendations

After reviewing the data from both Community Service Initiative Surveys a number of recommendations can be made to UMU that could ultimately be an effective and feasible means for the University's goal of enhancing the community service initiatives for students.

1. Website

In the comments section, several students mentioned a lack of information regarding the volunteer opportunities available. Only 58% of students felt adequately informed of volunteer opportunities, and while this is the majority, this percentage could be increased through stronger communication with students. A website is a feasible mechanism for keeping students informed. It is also a good way to compile contact information for those individuals in charge of each opportunity. Creating a monthly calendar on the website could be useful for listing those opportunities that are offered on a one or two time basis on specific dates. Students who are unable to commit to a long term volunteer effort could utilize this calendar to find a one time volunteer opportunity that fits their schedule.

2. Orientation and New Students

In order to introduce students to the volunteer opportunities early on, students entering the first year class could be mailed a packet of information regarding the volunteer opportunities available at Upstate, and how to become involved. During orientation, a short talk can be given to students regarding the opportunities available and about the importance in getting to know the surrounding community. Many students mentioned the difficulty in time management in their first year of medical school. An information session on how to manage time while volunteering from students who have been successful could be given to calm student's fears.

3. Perspective Medical Students

When perspective students visit for interviews, a short presentation could be given by the tour guides about the volunteer opportunities available to students. This will ensure perspective students interested in volunteering will become aware of UMU's dedication to serving the community. A pamphlet describing the community service initiatives could be placed in the interview folder along with all of the other readings distributed.

4. Required Community Service Hours

With the addition of the new Office of Community Outreach and Global Health Education, students will have an office dedicated to helping them seek out volunteer opportunities. In the surveys, several students suggested community service be a requirement for graduation. Although placing required community service hours into the curriculum is a lengthy, complicated process, the new office could lay the groundwork for this endeavor. The office could ask students who are involved in volunteer activities to document their hours starting in the fall, or to write short reflective summaries on how the experience has enhanced their overall medical education. This information could be used to as material to eventually petition for required hours in the curriculum.

Sources Cited and Consulted

2008 Spencer Foreman Award for Outstanding Community Service. 2008. Association of American Medical Colleges. 18 January 2008. <<http://www.aamc.org/about/awards/ocsa.htm>>

Albany Medical College Press Release. August 27, 2007. Albany Medical College. 5 February 2008. <http://www.amc.edu/PR/PressRelease/08_27_07FP.html>

Albany Med Today. Vol 2, No. 17. Sept 15, 2007. Albany Medical College. 5 February 2008. http://www.amc.edu/PR/resources/09.15.07_Albany_Med_Today.pdf>

Association of American Medical Colleges. 2008. <<http://www.aamc.org>>

Cares Clinic. 2007. The Medical University of South Carolina. 20 January 2008. <<http://thecaresclinic.org>>

Caring for Community Grant Brochure. 2007. Association of American Medical Colleges. 18 January 2008. <http://www.aamc.org/about/awards/cfc_brochure07.pdf>

Caring for Community Grant Recipients. 2007. Association of American Medical Colleges. 18 January 2008. <<http://www.aamc.org/about/awards/cfc07.htm>>

Community Health Initiatives Across New York State. 2006-2007 Edition. Healthcare Association of New York State. 5 February, 2008. <http://www.hanys.org/digital_library/hanys/upload/2006_07_Comm_Hlt_h_Initiatives.pdf>

Community Service Committee. 2008. Dartmouth Medical School. 17 February 2008. <<http://dms.dartmouth.edu/students/csc/>>

- Community Service Requirement. University of Connecticut School of Medicine. 2004. 17 February 2008. <<http://www/commed.uchc.edu/cbe/pdf/-05.pdf>>
- Georgetown University Medical Center. 2008. Georgetown University School of Medicine. 20 January 2008. <<http://gumc.georgetown.edu/>>
- Hawaii HOME Mobile Medical Clinic. 2008. University of Hawaii Medical School. 20 January 2008. <<http://www.hawaii.edu>>
- Inside Duke, Employee Newsletter. 2007. Duke University School of Medicine. 20 January 2008. <<http://inside.duke.edu/index.php>>
- Medical Students Awarded for Community Service Programs. Press Release 2006. Association of American Medical Colleges. 18 January 2008 <<http://www.aamc.org/newsroom/pressrel/2006/060713.htm>>
- Mobile Clinic Project. 2008. The University of California at Los Angeles David Geffen School of Medicine. 20 January 2008. <<http://mcp.ucla.edu>>
- Office of Community Experience. Drexel University School of Medicine. 17 February 2008 <<http://webcampus.drexelmed.edu/communityservice/index.html>>
- Office of Medical Service Learning. 2008. Indiana University School of Medicine. 17 February 2008 <<http://medicine.iu.edu/body.cfm?id=5321&oTopID=5321>>
- Outstanding Community Service Award, West Virginia University School of Medicine. 2006. Association of American Medical Colleges. 5 September 2007. <<http://www.aamc.org/newsroom.awards/westvirginia.htm>>
- Physicians and Surgeons Club. 2008. Columbia University College of Physicians and Surgeons. 17 February 2008. <<http://www.cumc.columbia.edu/dept/ps/affairs/psclub/clubs/index.html>>
- Positive Profiles.com. 2004. Pfizer Incorporated. 18 January 2008. <<http://positiveprofiles.com>>
- Regional Programming Coordinator Year End Report. June 2007. American

Medical Student Association House of Delegates. 11 November 2007.
<<http://www.amsa.org/about/reports/0607/U.doc>>

San Francisco Hepatitis B Collaborative. 2008. University of California at San Francisco School of Medicine. 20 January 2008.
<<http://www.ucsf.edu/sfhbc/>>

School of Medicine Curriculum. West Virginia University School of Medicine. 17 February 2007.
<<http://www.hsc.wvu.edu/som/students/aboutSoM/curriculum/index.asp>>

Spencer Foreman Award for Outstanding Community Service, St. Joseph's Hospital and Medical Center. Association of American Medical Colleges. 18 January 2008. <<http://www.aamc.org/newsroom/awards/stjoseph.htm>>

Student Affairs, Enrichment Experiences. 2004. Robert Wood Johnson Medical School 17 February 2008.
<http://rwjms.umdnj.edu/student_affairs/opportunities_students.htm>

Students of Rochester Outreach 2006-2007 Community Outreach Opportunities. 2006. Center for Advocacy, Community Health, Education, and Diversity, University of Rochester School of Medicine and Dentistry.

The Emphasis Program at Vanderbilt University School of Medicine. 2008. Vanderbilt University School of Medicine. 17 February 2008
<http://www.mc.vanderbilt.edu/medschool/emphasis/the_program.php>

Appendices

Appendix I: Community Service Initiative Survey April 2007	I
Appendix II: Community Service Initiative Survey February 2008.....	II
Appendix III: April 2007 Survey Codebook	III
Appendix IV: February 2008 Survey Codebook	IV
Appendix V: April 2007 Data Frequencies	V
Appendix VI: February 2008 Data Frequencies	VI
Appendix VII: April 2007 Survey Open Ended Responses.....	VII
Appendix VIII: February 2008 Survey Open Ended Responses	VIII

Appendix I

Community Service Initiative Survey April 2007

Upstate Medical Community Service Initiative Survey

Course Name: 2009 20010 Grads

Department: Administration

Note: Questions marked with * must be answered

This survey is intended to evaluate the medical students' knowledge of and participation in community service activities. Please take a few moments to give a thoughtful response.

If you have questions or comments about this survey click [\[here\]](#) to send a message to the survey administrator.

1. What is your age? *

20-25___

25-30___

30-35___

35-40___

40+ ___

2. Sex *

M___

F___

3. Do you feel that you have been adequately informed of the various opportunities to volunteer your time in the Syracuse community? *

Yes___

No___

Don't Know___

4. Do you have interest in volunteering your time to the Syracuse community while at Upstate? *

Yes___

No___

Don't Know___

5. Do you involve yourself in any volunteer activities outside of the curriculum? *

Yes___

No___

Don't Know___

6. If yes, with which organizations do you volunteer your time?

7. If more volunteer opportunities were presented would you be interested? *

Yes___

No___

Don't Know___

8. If yes, what types of volunteer activities are you interested in?

9. Do you own a car? *

Yes___

No___

10. If no, do you have access to transportation?

Yes___

No___

11. Race *

White (Caucasian)___

African American___

Asian or Pacific Islander___

Latin American/Hispanic___

American Indian or Alaskan Native___

Other___

12. Would you like to add any additional comments about your preferences
for volunteering?

Thank you for your careful assessment.

Appendix II

Community Service Initiative Survey February 2008

Upstate Medical Community Service Initiative Survey

Course Information: 2010 2011 Grads

Department: Administration

Note: Questions marked with an * must be answered.

This survey is intended to evaluate the medical students' knowledge of and participation in community service activities. Please take a few moments to give a thoughtful response.

If you have questions or comments about this survey click [\[here\]](#) to send a message to the survey administrator.

1. What is your age? *

20-25___

25-30___

30-35___

35-40___

40+ ___

2. Sex *

M___

F___

3. Do you feel that you have been adequately informed of the various opportunities to volunteer your time in the Syracuse community? *

Yes___

No___

Don't Know___

4. Do you have interest in volunteering your time to the Syracuse community while at Upstate? *

Yes___

No___

Don't Know___

5. Do you involve yourself in any volunteer activities outside of the curriculum? *

Yes___

No___

Don't Know___

6. If yes, with which organizations do you volunteer your time?

7. If more volunteer opportunities were presented would you be interested? *

Yes___

No___

Don't Know___

8. If yes, what types of volunteer activities are you interested in?

9. Do you own a car? *

Yes___

No___

10. If no, do you have access to transportation?

Yes___

No___

11. Race *

White (Caucasian)___

African American___

Asian or Pacific Islander___

Latin American/Hispanic___

American Indian or Alaskan Native___

Other___

12. Did you attend the First Year Students Community Service Outreach Luncheon on Friday September 7th 2007? *

Yes___

No___

Don't Know___

15. If Yes, do you agree the luncheon made you more aware of the opportunities available?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

14. Did you attend the Guided Bus Tour of Syracuse in the fall? *

Yes_____

No_____

Don't Know_____

15. If Yes, do you agree that the tour gave you a better understanding of the Syracuse Community?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

16. Would you like to add any additional comments about your preferences for volunteering?

Appendix III

April 2007 Survey Codebook

Q. No.	Variable Name	Operational Definition	Coding	Column
1	AGE	Age	1= 20-25 2=25-30 3=30-35 4=35-40 5=40+	F
2	GENDER	Gender	1= Male 2= Female	G
3	INFORMED	Do you feel you have been adequately informed of various opportunities to volunteer your time in the Syracuse community?	1= Yes 2= No 3= Don't Know	H
4	INTEREST	Do you have interest in volunteering your time to the Syracuse community while at Upstate?	1= Yes 2= No 3= Don't Know	I
5	INVOLVE	Do you involve yourself in any volunteer activities outside of the curriculum?	1= Yes 2= No	L
6	ORGANIZATION	If yes, with which organizations do you volunteer your time?	Open	O
7	MORE	If more volunteer opportunities were presented would you be interested?	1= Yes 2= No 3= Don't Know	J
8	ACTIVITIES	If yes, what types of volunteer activities are you interested in?	Open	P
9	CAR	Do you own a car?	1= Yes 2= No	M

Q. NO.	Variable	Operational Definition	Coding	Column
10	TRANSPORTATION	If no, do you have access to transportation?	1= Yes 2= No 88= Question not applicable to respondent	N
11	RACE	Race	1= White (Caucasian) 2= African American 3= Asian or Pacific Islander 4= Latin American/Hispanic 5=American Indian or Alaskan Native 6= Other	K
12	COMMENT	Would you like to add any additional comments about your preferences for volunteering?	Open	Q

Appendix IV

February 2008 Survey Codebook

Q. No.	Variable Name	Operational Definition	Coding	Column
1	AGE	Age	1= 20-25 2=25-30 3=30-35 4=35-40 5=40+	F
2	GENDER	Gender	1= Male 2= Female	G
3	INFORMED	Do you feel you have been adequately informed of various opportunities to volunteer your time in the Syracuse community?	1= Yes 2= No 3= Don't Know	H
4	INTEREST	Do you have interest in volunteering your time to the Syracuse community while at Upstate?	1= Yes 2= No 3= Don't Know	I
5	INVOLVE	Do you involve yourself in any volunteer activities outside of the curriculum?	1= Yes 2= No	L
6	ORGANIZATION	If yes, with which organizations do you volunteer your time?	Open	Q
7	MORE	If more volunteer opportunities were presented would you be interested?	1= Yes 2= No 3= Don't Know	J
8	ACTIVITIES	If yes, what types of volunteer activities are you interested in?	Open	R
9	CAR	Do you own a car?	1= Yes	M

Q. No.	Variable Name	Operational Definition	Coding	Column
			2= No	
10	TRANSPORTATION	If no, do you have access to transportation?	1= Yes 2= No 88= Question not applicable to respondent	N
11	RACE	Race	1= White (Caucasian) 2= African American 3= Asian or Pacific Islander 4= Latin American/Hispanic 5=American Indian or Alaskan Native 6= Other	K
12	LUNCHEON	Attended luncheon	1= Yes 2= No 3= Don't Know	O
13	LUNCHEON II	If Yes, do you agree the luncheon made you more aware of the opportunities available	1= Strongly Disagree 2= Disagree 3= Undecided 4=Agree 5= Strongly Agree 88= Question not applicable to respondent	D

Q. No.	Variable Name	Operational Definition	Coding	Column
14	TOUR	Attend guided bus tour	1= Yes 2= No 3= Don't Know	P
15	TOUR II	If yes, do you agree that the tour gave you a better understanding of the Syracuse Community?	1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree 88= Question not applicable to respondent	E
16.	COMMENT	Would you like to add any additional comments about your preferences for volunteering?	Open Ended	S

Appendix V

April 2007 Data Frequencies

1. What is your age?

Response	Frequency
20-25	190
25-30	66
30-35	12
35-40	5
40+	3

2. Sex

Response	Frequency
Male	138
Female	138

3. Do you feel that you have been adequately informed of the various opportunities to volunteer your time in the Syracuse community?

Response	Frequency
Yes	159
No	81
Don't Know	36

4. Do you have interest in volunteering your time to the Syracuse community while at Upstate?

Response	Frequency
Yes	244
No	8
Don't Know	24

5. Do you involve yourself in any volunteer activities outside of the curriculum?

Response	Frequency
Yes	1806
No	96

6. If yes, with which organizations do you volunteer your time?

Open Ended

7. If more volunteer opportunities were presented would you be interested?

Response	Frequency
Yes	181
No	16
Don't Know	79

8. If yes, what types of volunteer activities are you interested in?

Open Ended

9. Do you own a car?

Response	Frequency
Yes	228
No	48

10. If no, do you have access to transportation?

Response	Frequency
Yes	49
No	26

11. Race

Response	Frequency
White (Caucasian)	186
African American	27
Asian or Pacific Islander	45
Latin American/Hispanic	0
American Indian or Alaskan Native	0
Other	18

12. Would you like to add any additional comments about your preferences for volunteering?

Open Ended

Appendix VI

February 2008 Data Frequencies

1. What is your age?

Response	Frequency
20-25	128
25-30	39
30-35	6
35-40	2
40+	4

2. Gender

Response	Frequency
Male	88
Female	91

3. Do you feel that you have been adequately informed of the various opportunities to volunteer your time in the Syracuse community?

Response	Frequency
Yes	106
No	46
Don't Know	27

4. Do you have interest in volunteering your time to the Syracuse community while at Upstate?

Response	Frequency
Yes	160
No	5
Don't Know	14

5. Do you involve yourself in any volunteer activities outside of the curriculum?

Response	Frequency
Yes	120
No	59

6. If yes, with which organizations do you volunteer your time?

Open Ended

7. If more volunteer opportunities were presented would you be interested?

Response	Frequency
Yes	118
No	13
Don't Know	48

8. If yes, what types of volunteer activities are you interested in?

Open Ended

9. Do you own a car?

Response	Frequency
Yes	136
No	43

10. If no, do you have access to transportation?

Response	Frequency
Yes	33
No	30

11. Race

Response	Frequency
White (Caucasian)	112
African American	15
Asian or Pacific Islander	36
Latin American/Hispanic	0
American Indian or Alaskan Native	0
Other	16

12. Did you attend the First Year Students Community Service Luncheon on Friday, September 7, 2007?

Response	Frequency
Yes	65
No	114

13. If yes, do you agree the luncheon made you more aware of the opportunities available?

Response	Frequency
Strongly Agree	14
Agree	40
Neutral	17
Disagree	1
Strongly Disagree	2

14. Did you attend the Guided Bus Tour of Syracuse in the fall?

Response	Frequency
Yes	39
No	140

15. If yes, do you agree that the tour gave you a better understanding of the Syracuse community?

Response	Frequency
Strongly Agree	17
Agree	19
Neutral	10
Disagree	0
Strongly Disagree	0

16. Would you like to add any additional comments about your preferences for volunteering?

Open Ended

Appendix VII

Open Ended Responses April 2007

6. If yes, with which organizations do you volunteer your time?

Organization	Class of 2009 Frequency	Class of 2010 Frequency	Total
Adopt-a-School	19	22	41
SC Hope Clinic	16	24	40
Helping Hands	6	13	19
Hospice and End of Life companions	9	7	16
COPE (Booth House, TAPC)	4	11	15
St. Luke's Society	3	8	11
Peds Relief	7	4	11
Ambulance	3	5	8
Samaritan Center	2	3	5
American Medical Student Association	2	3	5
Internal Medicine Club	1	3	4
Church	3	0	3
Southwest Community Center	3	0	3
Out of area	1	2	3
CSTEP	2	0	2
Student National Medical Association	0	2	2
Jewish Medical Association	0	2	2
Flu Clinic	1	1	2
Christian Medical Fellowship	0	2	2
Graduate Student Council	2	0	2
Rescue Mission	0	1	1
VA Hospital	0	1	1
Global Health Initiative	0	1	1
Retirement Home	1	0	1

Organization	Class of 2009 Frequency	Class of 2010 Frequency	Total
Medquest Camp	1	0	1
International Fellowship of Medical Student's Association	0	1	1
Global Health Initiative	1	0	1
Alumni Phone-a-thon	1	0	1
Boy Scouts	1	0	1
SU student Mentor	1	0	1
FMIG Homeless Shelter	1	0	1
Family Practice Club	1	0	1
La Liga	1	0	1
Operation Smile	1	0	1
Softball Coach	0	1	1
Flu Shot Clinic	0	1	1
Syracuse Football Club	0	1	1
National Conference of Synagogue Youth	0	1	1
Local Physician's Office	0	1	1
Kidney Foundation	0	1	1
Bishop Forey	0	1	1
Safekids Coalition of Syracuse	0	1	1
WCNY TV station Fundraising	0	1	1
Chittenango HS Wrestling Team	0	1	1
American Heart Association Fundraising	0	1	1

8. If yes, what types of volunteer activities are you interested in?

Response Group	Response
General Community Outreach and Health Education	Community Projects, mentoring, etc.
	Community health fairs for underserved communities. We could practice clinical and history taking skills, while raising awareness about/screening for potential high blood pressure or high blood sugar levels
	Health fairs, programs designed to reach underserved communities, i.e. education, prevention etc.
	Public health initiatives aimed at increasing education and awareness
	Diabetes, Cultural Awareness, Education for Children
	AIDS outreach
	I would like to be involved with any local community assistance with those who live in the local projects across the street from Jefferson and Madison Towers. I want to know of their difficulties and how as medical students can assist them.
	I have always loved to help educate others, also doing something hands on from serving meals (I have done that once early in the year downtown and haven't heard anything about it since then) to building houses.
	Community outreach programs for the elderly and disabled
	Health education, kitchen
	Shelters, soup kitchens, food pantries, VA-interactions
	Health education, screenings that help the needy
	Chances to work with different populations: homeless, recovering addicts, people living with HIV/AIDS, refugees, LGBT groups, Youth
	Activities where we can create a meaningful relationship with the community as the class of 2010
	Community outreach involving health education, women's empowerment
	Reproductive Health/Education for teens and young adults
	Helping out in community centers and/or free health clinics
	Community outreach/awareness
	Health fairs etc.
	Working with underprivileged, in any form of enrichment program, or sports activities
Serving the urban population in non-medically related ways	
Reaching out to the disadvantaged	
Soup Kitchens, Habitat for Humanity	
Do more for local homeless	

Response Group	Response
General Community Outreach and Education	Food Bank Volunteering
	Habitat for humanity
	Habitat for humanity
	Health screening fairs for those less fortunate
Medical/Clinical Volunteer Experience	Translation for the hospitals
	Any medically related
	More clinical opportunities- the SC HOPE always fills up
	Anything, maybe some medical related, perhaps something at the homeless shelter
	Underprivileged healthcare
	Helping with health care in underprivileged communities
	Clinical experiences, athletic team events (sports medicine)
	Long term volunteer positions rather than just an hour. Geriatric positions-feed patients, talk with patients, babies-feed rock to sleep entertain
	More school things, also any activities that we could use our medical knowledge (SC HOPE)
	Something close to campus, something clinically oriented where we can practice our clinical skills
	More patient oriented experiences
	Psych/family med related
	More clinical experience type volunteer activities
	Community Clinic volunteering (especially pediatrics)
	Working in more clinics, maybe an eye-wear clinic. We used to have an eye-exam day in a local park where anyone could come and have their eyes checked and were offered free glasses if they needed them. The community loved it.
	VA Hospital
Working with Youth	Kids
	Children
	Would like to work at a men's shelter with young troubled males
	Working in schools with kids tutoring etc.
	It's always fun to work with kids!
	Pediatric Outreach to underserved communities
	Teaching and mentoring high school students
	Children/sports related activities
	Working with children is my passion, but any volunteer work to help the fellow Syracuse community would draw my interest.
	Teaching first aid skills to boy scouts and other such groups
	Too many to discuss. Mentoring disadvantaged (but non-minority since we have that program already) premedical students is on my heart. There is nothing though, at Upstate.

Response Group	Response
Working With Youth	Most activities working with children
	More work with inner city schools
	Outreach to high school youth
	The idea of the science fair this year was pretty cool
	Provide educational support to younger students
Working with Minority and Refugee Populations	I would like to something with refugee camps, I heard they have one here in Syracuse. As a matter of fact, I planning to do such with AMSA/IMSA they have setting a program that allows med students help these women from Sudan.
	Increase the size of the migrant worker's clinic
	Refugees
	Working with the Spanish speaking communities of Syracuse
	Refugees
	Outreach to minorities/diversity
	Outreach to developing nations
	Providing any type of support to new Americans/ new members of the community.
Other	I would be more inclined to volunteer in a way that was "structured", insofar as possibly integrated with the curriculum. I know the University of Rochester has a nice model with this. For instance, students could receive credit towards their service, and have a learning component involved whereby they attended a few lectures to see the "bigger picture" of the issues they were helping and become informed about things like public policy. Perhaps also a project could be integrated. At the end, the student could receive a "certificate" or something similar that would be endorsed by the university and look good for a residency.
	Need to consider who well organized the activities are
	Something that actually makes a permanent difference
	Working with people with disabilities
	One time or limited commitment programs
	Science related activities
	Any that can be offered
	Anything
	Pretty much anything
	Anything that helps people, I like working with others and educating others. We might not be doctors yet, but we all were lucky enough to graduate from college and receive an outstanding education up to this point-I think that it is a shame that we don't get to utilize our privileged educational experiences until we become doctors.
	Research

Response Group	Response
Other	Yes but not enough time
	Anything
	Working with nursing homes or helping the older age groups with grocery store shopping
	We hear about medically related activities a lot, it would be nice to be involved in more non-medical activities (like Adopt-a-School)

12. Would you like to add any additional comments about your preferences for volunteering?

Response Group	Response
Suggestions	A centralized website with activities and a calendar of events with descriptions, contacts, dates/times or events would be crucial. For many things we just need to know when to show up and what we can do to help. Also we can have an integrated site with sign-ups etc. so we know who else is involved or can get involved with friends.
	I think it should be a requirement. I feel like we have so much and give back so little to the community even though we are the biggest employer around. We need to be setting a positive example for the community, and making it a better place. The reputation of SUNY Upstate is not widely know, so perhaps making it widely known for something good would make it better. We do not take much pride in things around here at the University or our community, and some community service would help build pride in our university, better our community and make it a better place to live, and help get students involved in the community.
	50 hrs of volunteering over the 4 years should be a requirement. Most mid- level practitioner (NP, PA) training programs require service to their communities; I feel like MD programs should at least keep pace with that. Especially with so much time off for us (summers, 4 th year electives etc.). Why should students be able to pad their CVs for residency ONLY with activities that give them an individual edge in a particular field? What kind of message does that send to us about what medicine is supposed to be about?
	Should be mandatory (strongly encouraged) for all medical students to be a part of community outreach- its so important to give back!
	More clinically oriented volunteering opportunities such as

Response Group	Response
Suggestions	BP and glucose screening at various community centers.
	More opportunities would be nice.
	Make some more electives with this focus
	I would like to volunteer at a place where I would be able to practice my clinical skills.
	I would prefer something close to campus.
	Should not be too far from campus since transportation is hard to come by.
	I love working with kid! Volunteering gives me the opportunity to escape the rigors of school and realize why I am going into medicine- to help people. It helps me remain grounded and focused and gives more meaning to my day when I work with my students.
	Something hands on, outside in the sun would be fun!
	Chances to volunteer with marginalized populations would greatly enhance our capacity to better serve a community that consists of more than the “regular” population (which is something our curriculum cannot teach with lectures alone).
Problems/Concerns	There are already so many unique and worthwhile opportunities available...the trouble is actually finding time to do them. Even though it’s a good thing to do, and will be a valuable experience, we all feel very guilty the times that we are not studying. There’s always something else to learn, and its hard to not try and learn as much as we can de to the fact that its very difficult to actually do well in medical school.
	Flexibility in scheduling is important in order to allow adequate time for studying, especially prior to exams.
	I think most of us would like to do more than we do, but as medical students we’re limited by TIME, not by opportunity. It does seem though that there are enough opportunities out there to get involved.
	There seems to be a push that we ‘must’ volunteer for certain activities to be competitive for residencies. I think that is the wrong message to send out, really. If faculty members push a topic too hard and attach it to a ‘residency application speech’, I will go out of my way to make sure I do not become involved in that activity. I adopted the same philosophy as a premedical student. Many students become involved in the high-profile activities to gain face time. Not all of them are genuine. I think this is sad. I can hand-on-heart- say that the volunteer activities I am involved in are those that I really care about and those where I feel I am talented. For some of them, I will not get

Response Group	Response
Problems/Concerns	the Upstate seal of approval, but I don't do it for that reason. Please can you explain the volunteer section on ISIS?
	It's hard to get others involved in volunteer projects. I feel like there is a core group of us who each participate in multiple projects.
	Dean Schweitzer told us about a website she was developing for community service/volunteer activities. Whatever happened to that?
	Don't hear about many volunteer opportunities, but that is likely because I don't seek them out. Many times if I have free time I feel obligated to spend them with my wife so I would hesitate to become involved in too much.
	It is not that I am not interested, but instead that I honestly don't have a lot of free time to do these things. Second year med school definitely doesn't give you much of an opportunity to get out. I mean during test week...I don't have time to go outside at all.
	It is hard to do based on our time constraints. Although many are able to fit it in. Wish I had more time.
	I am very interested in becoming involved. I always mean to search out volunteer opportunities but never am able to get around to it If there are opportunities, please let us know.
	I'm all for volunteer, but I am still trying to get a good grip on balancing a medical student schedule with remaining sane!
Pleased with the Initiatives	I love working with kid! Volunteering gives me the opportunity to escape the rigors of school and realize why I am going into medicine- to help people. It helps me remain grounded and focused and gives more meaning to my day when I work with my students.
	The opportunities are more than sufficient
	I think volunteering is so important for us to get to know our community and stay in touch with reality during school. Thanks for asking our input!
	I love volunteering and I am glad that Upstate has been trying to get the students involved in the community.
	I think volunteering as medical students will help us see the community that we will be serving in third and fourth year, so I think it's nice to get out there and help.
	I think Dr. Stearns is doing a great job of organizing

Response Group	Response
	community involvement!
Other	Nope
	No
	Why do you need to know race and sex?
	Why is race a question?

Appendix VIII

Open Ended Responses February 2008

6. If yes, with which organizations do you volunteer your time?

Organization	Class of 2010 Frequency	Class of 2011 Frequency	Total
SC Hope	16	23	39
Internal Medicine Club and Amaus Clinic	5	19	24
Adopt-A-School	14	10	24
Peds Relief	2	14	16
Church	4	4	8
Vera House	2	5	7
Helping Hands	3	3	6
American Medical Student Association	2	3	5
Ambulance	4	0	4
COPE, Booth House	2	2	4
Samaritan Center	0	4	4
Center for New Americans	1	2	3
Graduate Student Council	3	0	3
PNHP	1	1	2
Operation Smile	2	0	2
Hospice	1	1	2
IFMSA	1	1	2
FMSO	1	0	1
Geriatrics Club	1	0	1
American Heart Association Walk	1	0	1
Alumni Phone-A- Thon	1	0	1
Surgery Club	1	0	1
St. Lukes Society	1	0	1
Docs for Tots	1	0	1
CSTEP	1	0	1

Organization	Class of 2010 Frequency	Class of 2011 Frequency	Total
Syracuse Community Health Center	0	1	1
Empire State AIDS rides	0	1	1

8. If yes, what type of volunteer activities are you interested in?

Response Group	Response
General Community Outreach and Health Education	Things to help the poor and underserved in our communities
	Anything working with people of the community. Specifically, I would like to see involvement with the Special Olympics, such as providing onsite first aid to the athletes, etc. Many people aren't aware of this, but Tom Golisano has a child that is developmentally disabled. I think a program as I have suggested would dovetail perfectly with the Golisano Children's Hospital
	Health Education
	Soup Kitchens
	I would like something that involves educating community members whether about physical health or mental and emotional help.
	Public Health Outreach
	Health Education
	Environmental Cleanup
	Involvement in the local communities of Syracuse
	Services for homeless, recycling, and other environmental causes.
Medical/Clinical Experience	Free BP/diabetes screening
	More volunteering within the hospital itself
	Outreach and medically related activities
	Clinical
	More clinical experiences
	Clinical experiences with children
	Clinical experiences
Other clinics and medical services for the community (flu clinics, bp clinics)	

Response Group	Response
	Clinical experiences. Generally helping less fortunate individuals
	Free clinics
	Children's Health
	Clinical
	Clinic related
	Work at VA Hospital
	Free clinic, medically related volunteering etc.
	Something in the health care setting or with health education
	I am especially interested in community service opportunities that have a patient care component like SC Hope
	Our class is in dire need of clinical experience. I would love to participate in a student run free clinic, much akin to SC Hope. However, SC Hope is so popular that it only offers 2 spots per semester to volunteer, which is quite inadequate for clinical exposure. Our first two years are brutal, and we need to be reminded why we want to become doctors; this is why I work at Amaus.
	Clinical
	Health, Medical, Clinical, and Patient oriented. I would love to help participate in some sort of rehabilitation, maybe reading to patients in the hospital to stimulate mental/psychological/social well being.
	Clinics
	Working/volunteering in clinically underserved communities.
	More clinical and community outreach partnerships
	Clinical practicum
	Community service at free clinics, etc.
	Activities such as SC Hope clinic
Volunteering with Youth	With kids
	Mentoring
	Working with underprivileged children
	Volunteering with Children
	Working with kids
	Something involving children of underserved populations
	Children
	Boys/Girls club type activities, big brother-big sister (not necessarily medically oriented)
	Anything involving children

Response Group	Response
Volunteering with Minority/Refugee Populations	Do some work with the native American reservations in the area
	Tutoring refugees
	I would like to see about volunteering with the Onondaga Nation
	Assisting with spanish speaking patients
	Spanish speaking communities
Other	Sports related
	Working with students with disabilities at SU
	Volunteer opportunities that allow students to make improve the Upstate community, specifically for students. Given that administration and staff are clearly taking on multiple responsibilities, the next available resource in taking on initiatives to improve Upstate would fall upon ambitious students. Again, I speak only as a medical student. Such opportunities to help improve Upstate education and overall functioning would also be a great chance to include students from ALL colleges.
	Volunteer opportunities for upper years to give perspective to the usefulness of their previous years of educations. I would suggest monitoring the previous surveys (course feedback) to see if it is actually acted upon
	At times, it is not that students will not help, it is that the opportunity does not clearly present itself.
	Any
	Activities involving geriatrics
	Almost anything that would fit in my schedule
	Anything
	Elderly visits
	Community service opportunities close to campus

16. Would you like to add any additional comments about your preferences for volunteering?

Response Group	Response
Suggestions	I would like something that would allow us to use our newly acquired skills closer to campus. For example, free blood pressure testing in the hospital lobby. Something close to campus, that allows us to interact as

	<p>medical students and feel like the time was beneficial to myself and not just a one way st. service project. I realize that sound self centered, but considering the time commitment needed to do well in medical school it would be more likely to get there and enjoy serving.</p>
<p>Suggestions</p>	<p>I think more clinical volunteering would be ideal especially working with patients in the hospital. Also in volunteering with education. Ignorance and lack of fundamental knowledge are often the basis of poverty and poor quality of living. Being able to teach kids how they can succeed in school is something that would be ideal.</p>
	<p>Volunteering should be a bigger part of the orientation program. Ways to volunteer should be presented early, but keep in mind that the first weeks of med school are overwhelming. Its difficult for new students to conceive how much time will be available to them after MFM.</p>
	<p>Make the volunteer opportunities always present. We are handed leaflets and sent emails about opportunities, but receive this information as we start MFM, which means that we ignore it. If we have a volunteer page on the Upstate website I've never seen it because I've never actively looked for it, which is where most other students fail. Our school's mission statement includes service to the underserved, so this information should be ever-present on the front page of the website, and in general announcements. Upstate really does need clinical exposure as a part of its curriculum, and this is one way to start that process.</p>

	The luncheon was great but not all of the organizations followed up.
Problems/Concerns	Time is limited
Pleased with Initiatives	I was pleasantly surprised at the volunteer opportunities available at Upstate.
Other	I attended a community service meeting in the fall of 2006- is this survey intended for 2010 grads or 2011 grads? We were first years in fall of 2006.

Honors Capstone Summary

One of the primary intents of the undergraduate Policy Studies Major is the concept of the importance of community outreach and support. This Honors Capstone Project focuses on community service projects in medical school. Medical students across the nation are creating noteworthy community service projects that have a substantial impact on the local communities in which the schools reside. A clinical curriculum may be enhanced by exposure to community needs and increasing students' understanding of different populations of people in the local community. This study was completed in collaboration with SUNY Upstate Medical University (UMU). A close examination has been made of UMU's community service initiatives and the students' interests and experiences have been captured through two surveys administered. The information obtained from the surveys will be given to UMU in order to evaluate the effect of their community service programs.

Not all medical schools conduct community service initiatives in the same manner. For the purpose of this project, the different types of programs have been divided into four categories representing the various ways that schools conduct their community service initiatives. School may have multiple types of programs, and a combination of any of these programs is offered at many medical schools.

The first type of program is based on a completely student organized volunteer effort, which can be done through a student club or organization. The schools that fall into this category have students dedicated to seeking out volunteer opportunities on their own while encouraging their fellow colleagues to participate. Often, a faculty advisor is available for guidance and support.

Alternatively, a number of medical schools throughout the country have established offices dedicated to offering community service opportunities to students. This office is staffed by medical school faculty who foster relationships with various agencies throughout the community where students may volunteer. Students use this office as a way to seek out a volunteer opportunity that pertains to their interest.

A third type of program allows students to design and implement their own community service project on an individual basis. The individual service learning project is very specialized and requires a great amount of time and dedication. Certain schools offer credit for students' participation in this type of endeavor.

Finally, a number of medical schools require all students to complete a certain number of community service hours prior to graduation. The philosophy of these schools is centered around the importance of a physician serving his or

her community on a regular basis. All medical students at the school are exposed to the needs of the surrounding community through their required hours.

A number of medical student community service projects have been recognized nationally. Every year the Association of American Medical Colleges (AAMC) recognizes excellence in community service by bestowing two awards: The Spencer Foreman Award for Outstanding Community Service and The Caring for Community Grant in partnership with Pfizer Medical Humanities. These awards applaud the students' service and dedication to the surrounding community.

The Spencer Foreman Award was established in 1993. The honor goes to one institution that demonstrates extraordinary service and commitment to the community through a broad based collaboration of efforts and creative health projects. These include: innovative patient care programs, preventative care programs, and health education initiatives targeted at disadvantaged communities and populations. In 2000, the first Caring for Community Grant was awarded. The grant is given to eight medical schools each spring to fund a prospective medical student organized community service project. The AAMC awards this grant together with Pfizer, known for its pharmaceutical sales. The award is a part of Pfizer's medical humanities program, which focuses on the concept that a medical education should encompass a strong

clinical experience together with instruction in the provision of compassionate and sensitive medical care. Both Pfizer and AAMC believe these values are gained through community work and serve to strengthen the doctor patient relationship. Programs that receive this honor are awarded anywhere from fifteen to thirty thousand dollars to fund their efforts.

In response to students' interests in community service, Upstate Medical University has formed substantive community projects. Dr. Susan Stearns, a faculty advisor for many student clubs and organizations, assumed the role of Coordinator of Community Outreach for students. The connections Dr. Stearns has made with non-profit agencies and organizations in the community have helped to create meaningful volunteer experiences for the students. There are currently eight major community service opportunities available to students. With the addition of the new Office of Community Outreach and Global Health Education Initiatives within the next year, a number of new initiatives will be added to this list.

There are various ways in which UMU has attempted to stimulate students' interest in volunteering. Starting in the fall of 2006, a guided bus tour of Syracuse was offered to students during orientation. This tour, narrated by two knowledgeable social workers, was given to acquaint the students with the community and the needs of the culturally diverse population living within ethnically distinct neighborhoods. A community outreach luncheon is also

organized for students during which the various community service opportunities available at UMU are explained. Second year student leaders representing each of the major volunteer opportunities also speak at these luncheons.

In an effort to evaluate the progress of these community oriented programs, two community service initiative surveys pertaining to volunteer experiences and interests were administered to the medical students. Both surveys were distributed to students via email through the Curriculum Office at UMU. The first survey was implemented on Monday April 30, 2007 to the first and second year classes, the classes of 2010 and 2009 respectively. The second survey was administered on Wednesday February 13, 2008 to the first and second year classes of 2011 and 2010 respectively. The class of 2009 was surveyed twice to evaluate any changes in students' involvement in community service initiatives during the first eight months of the program. Additionally, the February 2008 survey asked students about whether or not they attended the community outreach luncheon and/or the guided bus tour and whether or not they found these experiences informative and/or stimulated their interest in participating in community outreach initiatives.

The target population of the April 2007 survey is students in the classes of 2009 and 2010, a total of 306 students. The exact number of students in each class was provided by SUNY Upstate Medical University. A total of 276

students completed the survey, which makes up the sample size, giving a 90 percent response rate. This high response rate indicates the sample is most likely representative of the target population.

The target population of the February 2008 survey is students in the classes of 2010 and 2011, a total of 311 students. The exact number of students in each class was provided by SUNY Upstate Medical University. A total of 179 students completed the survey, which makes up the sample size, giving a 58 percent response rate.

The findings of both surveys revealed only a few significant changes between the classes. There was an increase in awareness of volunteer opportunities between the first year class who completed the survey in 2007 (class of 2010) and the first year class who completed the survey in 2008 (class of 2011).

There was a decrease in awareness within the class of 2010 between the eight months. A slight increased interest in volunteering was found between the first year class in 2007 (class of 2010) and the first year class who completed the survey in 2008 (class of 2011). A majority of students who took either survey were interested in more volunteer opportunities being offered at UMU. When asked for suggestions, a large number of students requested volunteer activities that took place in a medical or clinical setting which would allow them to use the skills they are learning while at UMU. A number of students also requested activities that involved community outreach and education.

A little over two thirds of the students who completed the survey volunteer their time while at Upstate. An increase in volunteering was found between the first year students who completed the survey in 2007 (class of 2010) and the first year students who completed the survey in 2008 (class of 2011). A significant increase in volunteering was also found within the class of 2010 between 2007 and 2008. When students were asked where they volunteer, a majority of the organizations listed were one of the eight major opportunities UMU offers to the students.

A small percentage of students attended both the luncheon and the guided bus tour of Syracuse in the fall. A majority of students who participated in these events agreed they were worthwhile and helped them to gain a better understanding of the Syracuse community and the volunteer opportunities available.

A majority of students who completed the survey said they own a car, and out of those who do not, only 59% have access to transportation. When asked to give additional comments, a number of students mentioned the lack of transportation as a reason for participating in volunteer activities. Students requested that volunteer opportunities be offered closer to the campus. Concerns regarding the lack of time available for volunteering due to the time constraints with the medical school education were also expressed.

Based on the findings and comments made, a list of recommendations for UMU has been compiled in order to suggest ways to enhance the community service initiatives offered to students. These recommendations include: a website, community service initiative presentations at orientations and pamphlet mailings to new students, speaking about community service initiatives during interviews of perspective students, and eventually integrating community service into the curriculum.

