

# U P D A T E

Fall 2003

## Senator Clinton Recognizes Contributions of Brittany's Knee Volunteers

Anita Merrill, NAHEC  
Associate Director

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Senator Hillary Rodham Clinton recently provided special recognition to five Masters of Physical Therapy graduates from Clarkson University for their willingness to volunteer at the Special Olympics World Games in Dublin, Ireland, this past June. At first glance, this special recognition seems a world away from the North Country. However, the students' participation in the Olympics was made possible, in part, through their willingness to volunteer as team leaders for a Northern AHEC sponsored program entitled Brittany's Knee.

During the spring semester, high school students were given a rare opportunity to explore a professional health career through "hands-on" study of an actual medical case. The problem-based learning format utilized by Clarkson employs a team oriented learning style and case studies to educate and explore medical issues. Participating as if they were members of the actual treatment team, the high school students, led by the

Masters Physical Therapy students, worked together to resolve the medical and social issues resulting from a sports related injury. During the experience, students utilized Canton-Potsdam Hospital's rehabilitation center and equipment, as well as Clarkson University's dissection laboratory, library, and resource center, including computerized instructional programs in anatomy, physiology, orthopedics, and cardiology.

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*Susan Merrell, North Country Regional Director for Senator Clinton, with Laura Mandell, Rebecca Collins, Professor Samuel B. Feitelberg, Heidi McCarthy, Amy Morgan, and Richard Merchant, NAHEC Executive Director.*

## R-AHEC Receives Notice of Workforce Retraining Award

Ken Oakley, PhD, FACHE, R-AHEC CEO

The Western New York Rural Area Health Education Center (R-AHEC) is both pleased and proud to announce that we have received notice of a \$1.25 million dollar grant award under New York State's Health Workforce Retraining Initiative. Applying on behalf of over 30 academic and provider partners throughout the region, resources will now be available to fund six separate retraining and professional advancement projects. Four of the six new projects will target professional nursing, while the other two will address Dental Assistant and Medical Records Coding advancements.

Since its inception some five years ago, the R-AHEC has always recognized the need and opportunity to support health workforce development. Over the past several years however, local health workforce issues (professional shortages and workforce misdistribution) have motivated board members and staff to move health workforce development to one of the organization's highest priorities. We view the current award as being one giant "first step" in positioning and empowering the R-AHEC as a major convener and facilitation resource for both now and the foreseeable future. We look forward to being a true advocate and leader in efficient and effective health workforce advancement.

# AHEC: Preparing the Best Caregivers for New York State

Thomas C. Rosenthal, MD  
NYS AHEC System Director

## Two stubborn problems challenge health profession educators in New York State: Distribution and Representation.

There are some health professions with persistent low subscription, but New York's youth are adaptive and motivated to serve in needed careers when given the chance. AHEC's experience is that youth are not afraid to serve, but they are advantaged by role models who blaze the trail and provide guidance along paths that are often nontraditional.

The New York State AHEC System focuses on community training, distribution and diversity. Hence the rationale for multiple centers, each with its own community board. Our board leaders control the AHEC initiatives and keep us

anchored to our mission. Many of our new affiliations are with entities which, before AHEC, had not had the opportunity to place students in underserved communities for clinical experience.

Recent studies in Washington State and California found that African American and Latino physicians, physician assistants and nurse practitioners are approximately 1.3 times more likely than whites to practice in underserved communities.<sup>1</sup> Unfortunately only 3 to 7 % of these professionals are either African American or Latino.

Recently, *Health Affairs* invited commentary on the need for minority representation in the health professions and concluded that it is not just a sound social policy, it is good business.<sup>2</sup> Practices emphasizing the importance of communication that reflects cultural sensitivity see more patients.

It is also good for research. Advances come faster through insights that only a diverse team of investigators can provide.

All of New York's AHECs welcome input, and leadership, from every member of our communities. We are a new community implement to be used to address inefficiencies in the present health care system. Now that the pipeline has been laid, I hope we can begin those many projects that patients have suggested with the phrase, "wouldn't it be nice if someone could..." We are in your neighborhood. Use us to make sure your next caregiver

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Thomas C. Rosenthal, MD,  
Director, New York State AHEC System

## An Interdisciplinary Summer Experience in Rural New York

John Brewer, MD, NYS AHEC System Statewide Office Medical Director

Much of the care of patients and the approach to community and public health requires a team effort, yet the education of health professionals remains generally isolated by discipline. Students have little contact or opportunity to see or practice a multidisciplinary team approach. The University of Buffalo (UB) has six professional schools related to health in one location. The New York State AHEC System Statewide Office established an Advisory Group with representatives from Medicine, Dental Medicine, Pharmacy, Nursing, Social Work, and Public Health and Health Professions to enhance communication and cooperation among the schools in the areas of student recruitment, service learning placements, and ongoing education.

After sharing what they were already doing in these areas within their own schools, an early cooperative project involved rural student placements with

an interdisciplinary component. The original concept was to recruit students from several health professions schools to work in Warsaw, New York for the summer. They would live together to enhance informal dialogue about their clinical experiences, they would have discipline specific preceptor based experiences, and they would participate in some interdisciplinary clinical experiences and seminars.

There were some barriers in recruiting students from all the schools. Twelve students participated, four medical, four dental, two pharmacy, one physical therapy and one speech therapy. The therapy students came from other colleges.

Because Warsaw is about one hour from Buffalo, only one UB student elected to live in Warsaw. The students got together for five two-hour seminars. The topics were: 1) Living and Working in a Rural Area 2) Geriatric Care

3) Child/ School Health 4) Mental Health and 5) Public Health. Though the students were at different levels in their training, they were able to present their patients and meaningfully discuss the issues. Logistics prevented the development of a common clinical experience. Feedback from the students was good.

Though there are barriers in planning and implementing training experiences that involve health students from multiple disciplines, there is value in creating opportunities for students to have them. Students at different levels can have meaningful discussion about patients and health care issues. Achieving informal interactions may involve using a more remote site, or recruiting students specifically interested in a living experience in addition to the learning one. Lessons learned from this initial effort can lead to possibilities in expanding to other sites, and incorporating interdisciplinary learning in the formal rotations and curricula of the schools.

# R-AHEC Dental Student Rotations – A Student's View

Jim Gleason, University at Buffalo  
School of Dental Medicine Student

**I was born a city boy. I love downtown.** I love being able to lean out my window and be able to borrow a cup of sugar from my neighbor. Stick me in the middle of Manhattan, and I'll make myself at home. You can imagine how different it was for me to spend this summer working in a rural dentistry setting.

Working in the dental and orthodontic offices of Drs. Tim Stanford, Mike Gburek, Mark Barone, Paul Ziarnowski and Victor Bochacki, I learned as much during six weeks of rotations, as I did during my entire first year of dental school. Yes, I am aware that that may seem like a gratuitous use of hyperbole, but it is absolutely true. Allow me to explain: Until this point in my career, dentistry has been a relentless pursuit of good grades and perfect lab work, achieved only by long evenings in the library and grueling weekends in the lab. It is inescapable though; for the first year, things have to be that way. What no one ever explains to you, is that none of this has anything to do with actual dentistry.



*University at Buffalo dental students Matthew Way, Christopher Stansbury, James Gleason, and Aaron Rosen pose with preceptors Michael Gburek, DDS and Mark Barone, DDS in front of Wyoming County practice.*

The time I spent this summer in Springville, Arcade, and Warsaw, showed me that, more than anything, dentistry is about patient care. As I also discovered, this mantra becomes especially true in a rural setting. Each of the doctors that I worked with taught me this lesson in their own unique way. Time after time, Dr. Stanford's patients would comment on how gentle he was, and how his injections were completely painless. Dr.

Stanford explained it this way: most of his patients will never be able to look at his work and understand the precision with which he carved secondary anatomy into a restoration, or how he was meticulous in avoiding overhangs. What they do understand though, is that he is incredibly gentle and courteous to them while they are in his chair. Dr. Gburek is of the philosophy that laughter is the best medicine, and that can be seen by the way he makes his patients comfortable with the thousands of voices and impersonations he can perform. Dr. Ziarnowski spends time talking to each of his patients, as well as their families, at each visit, and makes sure he keeps up on all aspects of their lives, from which sports they're playing, to how well the family farm is doing this

year. The doctors even extended the same courtesy to me while I was in the office. Dr. Barone took the time to show me the work that he had done while he was in dental school, and Dr. Bochacki talked to me about getting into research, and which areas would be the best for me to pursue.

So, to all my colleagues who did not get the chance to experience the same things that I did this summer, I wish to offer this one morsel of advice. In an age where assembly line production is valued, and computers are taking over the workplace, just remember that a little bit of personal care goes a long way, and that is monumentally greater to your patients than anything else you can do for them.

## Nursing News Changing The Rules On Overtime: How Will It Affect The Nursing Workforce?

Carol Brewer, PhD, RN  
NYS AHEC System Nursing Director

**The Fair Labor Standards ACT (FLSA) was passed in 1938, and it defined what kind of white collar workers were eligible for overtime pay.** New regulations proposed by the Bush administration this year will affect primarily non-unionized nurses. About 438,000 workers are affected in NYS, according to the Economic Policy Institute and Charles Schumer (D-New York); government estimates of workers affected are much smaller. The senate voted on September 10, 2003 to block these rules, but the House measure to block them failed. These rule changes will occur unless a law to prevent it is passed.

Overtime, especially employer-mandated overtime, is a thorny issue for nurses. On the one hand, many nurses depend financially on overtime. However, some nurses who have tried to refuse overtime have been accused of abandoning their patients.

Some argue that the concepts of paid overtime and professionalism are incompatible. One option is a professional staffing model that changes compensation from hourly wages to a net higher salary. Nursing staff are empowered to provide the staffing for their units including partial

shifts and compensatory time off. Unions oppose compensatory time off, which is seen as a threat to overtime protections.

Forced or excessive overtime due to staff shortages has been a consistent theme in nurses' reasons for dissatisfaction with work. However, financially-strapped health care employers are anxious to control costs. Policies that save payroll costs, but may increase dissatisfaction and retention issues for nurses, are short sighted. In addition, since these new rules cover non-unionized employees, an incentive to unionize may occur.

The AHEC role: AHEC could sponsor a conference on staffing systems and overtime solutions, or convene regional roundtable discussions between employers, unions and nurses addressing burnout and change solutions for systems. Employers and nurses may benefit from workshops to creatively develop staffing options that provide benefits and autonomy to nurses to offset the decreased pay and conflicts regarding overtime.

# Bronx-Westchester AHEC High School Students Conduct Community Health Assessment

Pedro L. Baez, Lehman College  
College Now Director

Five high school students stood nervously before the audience and presented their research project, a community assessment of Norwood; a neighborhood nestled in the north-central part of the Bronx. Utilizing a combination of PowerPoint and video clips, they talked about health resources, environmental and safety conditions, population characteristics and health indicators, to name just a few of the areas covered. Five other groups presented that day on the Mt. Eden, Kingsbridge Heights, Riverdale, Yonkers and Mt. Vernon communities; the latter two located in Westchester County north of the Bronx. This was the culminating event for the *Summer Health Professions Academy* at Lehman College (City University of New York), a unique pilot program designed to promote interest in the health professions, especially the field of nursing, among high school juniors and seniors.

Based on their English Regents Exam results and SAT scores, 32 students were chosen to participate in a rigorous five-week program consisting of course work and fieldwork. In the morning, students attended classes and lectures as part of a three-credit nursing course entitled *Analysis and Action for Community Health*. The course served as an introduction to the nursing profession and the principles of epidemiological investigation as tools for analyzing health needs. In the afternoon, students took part in one of three activities on a rotating basis: hospital observations, library and Internet research, and community assessments.

Working in small groups under the supervision of Lehman College nursing students, participants observed health

professionals (nurses, doctors, radiologists, nutritionists, administrators, etc.) and their roles in hospital settings. These observations, which were logged and reviewed weekly by the instructors, not only enabled students to determine what jobs/roles exist in the health care field, but also provided insight into the nature and distribution of health care services in specific Bronx communities. As such, the observation phase of the fieldwork provided the foundation for the supported research component where students conducted a research project on community health issues such as asthma, obesity, immunizations and sexually transmitted diseases. They used a variety of databases available through the Internet, including census tract data from community and health departments, and the *Health People 2010* website.

Under the guidance of Lehman College nursing students, six community assessments were completed using the following criteria:

- General Community Impressions
- Service Facilities
- Environmental and Safety Conditions
- Population Characteristics
- Significant Community Groups
- Community Health Resources
- Community Occupational Settings

Student findings were submitted in the form of final papers and oral presentations. Needless to say, this was a very challenging program. The

results, however, are very encouraging in that 30 of the original 32 students completed the program successfully.

The success of this program owes much to the staff who implemented it and the individuals who designed it. The program originated as a response to the nationwide shortage of African American and Latino registered nurses. In mid-spring 2003, Dr. Anthony Garro, Provost of Lehman College encouraged Dr. Alicia Georges, Chair of the Nursing Department, and two of her faculty members, Professors Lundy and Sapadin, and Mr. Pedro L. Baez, Director of College Now, to write and submit a funding proposal for a summer program to the Bronx-Westchester Area Health Education Center (BWAHEC). The funding came through, and for the first time made it possible for College Now to offer a college credit bearing (nursing) course to Bronx and Westchester high school students. Funding also made it possible to hire six nursing students who not only worked as supervisors and tutors, but who eventually shared so much of their experience as mentors and friends. Lastly, the hospital observations would not have been possible without the help of our partners in the Nursing Education Departments at Jacobi Hospital, North Central Hospital and Bronx Lebanon Hospital. And of course, a special thanks to our funding partner BWAHEC, and Jaya P. Egan, Executive Director.

## NYS AHEC System Announces Launch of New and Improved Statewide Website

The NYS AHEC System is pleased to announce the launch of its newly updated statewide website at <http://www.ahec.buffalo.edu>. The site features information about statewide leadership, center locations and contact information, student placements, continuing education, pipeline programs, health careers and more. The site update was made possible through a generous donation of time and talent from the University at Buffalo Educational Technology Center.

# Back to Work for Medical Trainees: Responding to the Health Care Workforce Problem

Tim Christensen, MS  
H-M AHEC Executive Director

The New York State Department of Labor reports that along with social assistance, health care is the single largest contributor to employment in the North Country accounting for nearly 15% of the region's employment. According to the Department, statistics show that health care has added 2,200 jobs since February 2000. Nevertheless, younger people are reluctant to enter health careers, and human resource professionals scramble to fill entry-level positions at community health centers, long-term care facilities, hospitals and physician offices.

Human resource workers are getting some help however. The Hudson-Mohawk Area Health Education Center (H-M AHEC) recently completed training 18 new medical assistants through an agreement with Adirondack Community College. The skills-based curriculum provided students with hands-on practical skills that are in demand by physician offices, health centers and other health care providers.

Entry-level health care positions like certified nursing assistants, home health

aides and medical assistants help health care facilities operate efficiently because they free up more specialized positions like registered nurses to care for patients with more serious or acute conditions.

Instructor Madeline Daley led the 100-hour curriculum through the nine-week program. "We had more than 150 people apply thanks to significant buy-in by the Workforce Investment agencies from three counties. Our final students are very hireable and will find a new job or their next educational step very easy to take."

Lori LoPresti attended the class and now works at Wilton Medical Arts. "I found out about the opportunity through the Saratoga County Department of Employment and Training. I thought a job in health would be tough to find, but if you have the skills, a lot of places are hiring."



H-M AHEC Class

*"Senator Clinton" continued from page 1*

The Clarkson graduates were able to capitalize on the Brittany's Knee program, using one volunteer experience to help fund another. Proceeds from Brittany's Knee, underwritten by Northern AHEC, made the trip to Dublin for the Special Olympics possible. This spirit of volunteerism on behalf of the graduates was recently rewarded by Senator Hillary Clinton. In a special ceremony, Susan Merrell, North Country Regional Director for the Senator, delivered letters recognizing the graduates "outstanding efforts as volunteers." She took particular note of the students' important role as health care ambassadors. "All New Yorkers can be proud of your volunteer service in the medical assistance area and for

your generosity and goodwill at the Olympics," she said. "We are gratified that Senator Clinton recognizes the value of our graduates' contributions and the importance of volunteerism," said Professor Samuel Feitelberg, Associate Dean of Health Sciences and Chair of Clarkson's Physical Therapy Department, who submitted the original proposal to NAHEC for the Brittany's Knee program.

The Clarkson graduates represented five of the six US volunteers who were part of the international team of volunteer physical therapists participating in the games. The team provided health screenings to evaluate flexibility, strength, and balance, as well as education on stretching and strengthening exercises.

*"Rosenthal" continued from page 2*

appreciates your needs and that your child grows up to have a great job. Help us assure that the health professions reflect all the strengths of New York.

1) Grumbach K, Hart LG, Mertz E, Coffman J, Palazzo L. Who is caring for the underserved? A comparison of primary care physicians and non-physician clinicians in California and Washington. *Ann Family Medicine*. 2003;1:97-104.

2) Reede JY. A recurring theme: The need for minority physicians. *Health Affairs* 2003;22:91-93.

# Train-the-Trainer Workshop Reaches AHECs Across the State

Terry Gefell, MS Ed, CHES  
CNYAHEC Program Director

**Exploring the Health Professions**, a comprehensive curriculum package and corresponding teacher workshop developed for the junior/senior high school level, has become a flagship program of CNYAHEC. To date, CNYAHEC has trained 150 teachers reaching over 2,000 youth in Central New York. In an effort to share the success of this program, a two-day statewide train-the-trainer workshop was hosted by CNYAHEC in June 2003.

AHECs across the state were invited to organize a team of AHEC staff and local family and consumer sciences and/or science teachers to attend the train-the-trainer workshop. Participating teams represented six AHECs including the Central New York, Hudson-Mohawk, Catskill-Hudson, Northern, Western New York Rural, and Brooklyn-Queens-Long Island AHECs. Twenty-eight participants received a certificate of completion providing authorization to conduct **Exploring the Health Professions** teacher workshops in their regions.

The train-the-trainer workshop was facilitated by Dr. Andrea C. Wade, an instructor in laboratory sciences at Broome Community College. Dr. Wade coordinated development of the original curriculum and continues to be intricately involved with CNYAHEC. Her enthusiasm for the program made her an exciting and informative workshop facilitator.

As part of this comprehensive training, participant objectives included developing an understanding of the development of the CNYAHEC curriculum resources and the need to promote the health professions to youth. Participants learned how to teach the curriculum activities, respond to student questions, and identify supplies in the tool kit. Each participant received one set of the curriculum, story boards, a tool kit, video, and CD game.

In order for participants to meet workshop objectives, the train-the-

trainer workshop was planned and conducted utilizing hands-on activities found in the curriculum. Participants were actively engaged as "students" in the activities they will, in turn, use in their classrooms with their own students. This approach allowed for participants to gain a thorough understanding of all curriculum resources.

In a breakout session, AHEC staff learned how to implement a teacher workshop from program planning through evaluation. Each AHEC received a binder, **Exploring the Health Professions: An Implementation Guide for New York State AHEC Centers**, to assist them in all aspects of planning and conducting a successful teacher workshop.

**Who Wants to Have a Health Career?**, an interactive computer game and a new component of the curriculum package, premiered at the training. The game is available on CD and will be posted on the CNYAHEC website in the future. Curriculum resources, including the activity binder, video, and CD game, can be ordered through CNYAHEC. Contact CNYAHEC or your local AHEC center for more information.



*Train-the-trainer participants observe bacterial growth on agar plates cultured on the first day of the training. This activity, called "The Case of the Festering Football Player," is found in the Clinical Laboratory Sciences career cluster of the Exploring the Health Professions curriculum.*

## The ECHO Free Clinic - A Student's View

David Thompson, Albert Einstein College of Medicine Medical Student, ECHO Clinic Research Coordinator and American Medical Students Association (AMSA) Chapter President



*In September 1999, a group of students from the Albert Einstein College of Medicine in the Bronx partnered with the Institute for Urban Family Health, a New York City based family practice organization, to open the Einstein Community Health Outreach (ECHO) Free Clinic. The Institute also serves as the NY Metropolitan Region Office of the NYS AHEC System, and initiated the Bronx-Westchester AHEC (BWAHEC). ECHO provides placements for roughly 150 students each year and care to approximately 800 uninsured patients. Both the Regional Office and the BWAHEC provide ongoing support to the project.*

**If you're sick of sitting in class all day without ever seeing a single patient, you don't have to wait until your third year to begin providing care for patients.** You can get involved this week by volunteering at the ECHO Free Clinic. It is a student-run free clinic, open every Saturday morning from 9-1, staffed entirely by students, supervised by an attending clinician. The clinic provides a full spectrum of primary care services, including general health exams, vaccinations, school physicals, women's health care, social services and counseling to patients without medical insurance. The clinic is able to offer free or low cost medications, and referrals for specialty appointments. On an average day, the clinic sees 15 to 25 patients.

The ECHO clinic is one of the only opportunities in medical school where ECHO Free Clinic continued on page 7

# Medical Student Volunteers Serve Migrant Health Workers

Eight medical students, three doctors, two Onondaga County Health Department translators and the clinical coordinator arrive at the farm at 7:00 pm. The students immediately go about the task of setting up the tents; one for intake and two exam rooms. The intake tent has no sides, just a table for the laptop computer. The exam rooms have screens for sides – it gets pretty buggy sometimes – privacy screens and portable exam tables. Dressed in shorts and sneakers, Dr. Peter Cronkright, Associate Professor in the Department of Medicine at Upstate Medical University, oversees the setup of the “clinic” and reviews the equipment and supplies needed for the evening – gloves, disinfectant hand gel, drugs, various scopes, hammers, depressors and lights.

Finally, they are ready for the patients, waiting patiently in a nearby house. At first they seem a bit reluctant, almost shy, but after reassurance from one of the translators they begin to emerge from the house and line up at the intake tent. From this point on, the students, mostly in their first or second year of medical school, pretty much manage everything. Throughout the evening they rotate in teams from the intake tent to the exam rooms so everyone gets their turn as the “doctor,” interviewing

Peter Beatty, PhD, NYS AHEC System  
Central Region Office Director

through the translator and examining the patients under the watchful eye of Dr. Cronkright or one of the other “attendees.” This is, after all, not just a feel good volunteer experience, but also an educational opportunity that’s relatively rare in the first two years of medical school – the chance to listen to and examine real live patients – and to be the first one to hear their story and try to figure out what the problem is. They hear complaints of fever, headache, back pain, chronic abdominal pain, knee pain. They also practice their patient education techniques, counseling patients on how to protect against the effects of pesticides and avoid sexually transmitted diseases.



*The student migrant health team at a farm in Onondaga County*

These Upstate Medical University medical students, with guidance and

financial support from the AHEC Regional Office and faculty from the medical school, have organized this new volunteer project to provide health care to migrant farm workers in the central New York area. As it struggled to get off the ground the project received a big boost from a visit by Dr. Bruce Gould, Associate Dean for Primary Care at the University of Connecticut School of Medicine and Director of the Connecticut AHEC Program. For several years Dr. Gould has led a migrant worker health student volunteer program at that medical school. The project builds on a program operated by the Onondaga County Health Department that provides screening and outreach to migrant farm workers through a grant from the New York State Department of Health. The student migrant health volunteer program is an extension of the well established SC (Salt City) HOPE clinic, at which students gain an educational experience by providing supervised clinical care to homeless individuals in the City of Syracuse. The student migrant health program began in August 2003 and will be done for the year in October when the migrant workers move south. But it’s a start, and next year, hopefully again with AHEC support, they will pick up where they left off.

## *ECHO Free Clinic continued from page 6*

students can obtain training in how to provide care for the uninsured. Since more than 41 million Americans are uninsured, we need to be prepared to care for them. Uninsured patients often face extreme difficulty accessing health care, obtaining medications, and receiving preventive care.

By running every aspect of the ECHO clinic, we are being trained as health care administrators. “Practice Management” is an important skill that is absent from most medical curricula, yet is an essential part of daily clinical work. Also, working at the ECHO clinic actually prepares students for the teaching responsibilities of being an

intern. When we graduate, we are immediately expected to transform from our role as students to residents teaching medical students. At ECHO, clinical students teach their preclinical peers, which strengthens the knowledge of both the learner and the teacher.

As a volunteer, you’ll gain valuable clinical skills, such as how to take a blood pressure, temperature, and pulse. You can read medical charts, interview patients, and learn from peer third and fourth year students who can lend valuable insight from their experiences in medical school. Additionally, you can learn from attendings that have chosen to donate their time to the clinic. They realize that you don’t have to be there

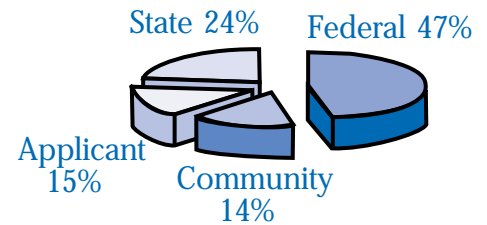
either. This fosters a learning atmosphere that is much less threatening and hierarchical than a clinical rotation.

Dr. Amariyls Cortijo, the medical director of the Institute’s Mount Hope Family Practice, serves as the medical director of the ECHO Free Clinic and its sister site, the NYC Free Clinic, operated in Manhattan by students from the New York University School of Medicine. She thinks the role ECHO plays is extremely important. “We have been pioneers in creating solutions to the unique problems of the uninsured. These students are learning both the skills to care for this population, and the importance of creating a health care system that serves everyone.”

# New York State Continues Financial Partnership with AHEC

New York State reauthorized its Health Care Reform Act through June 2005, which includes continued funding to the New York State AHEC System for the aforementioned period. These state funds along with community, foundation and other local support together with AHEC-affiliated educational institutions provide the required match that is necessary to secure the approved federal funding to the New York State AHEC System over the next two years.

Funding  
2003-2004 & 2004-2005



## New York State Area Health Education Center (AHEC) System

### Statewide Office

Director: Thomas C. Rosenthal, MD  
Associate Director: L. Thomas Wolff, MD      Deputy Director: Mary J. Sienkiewicz, MBA  
Medical Director: John Brewer, MD      Nursing Director: Carol Brewer, PhD, RN  
Education Director: Denise McGuigan, MSED      Grants Development Specialist: Mark Shilling, MA, MPA  
Project Manager: Andrea Nikischer, MS

### Central Region

Medical Director: L. Thomas Wolff, MD  
Regional Director: Peter G. Beatty, PhD  
Department of Family Medicine  
SUNY, Upstate Medical University  
475 Irving Avenue, Suite 204A  
Syracuse, NY 13210  
(315) 464-7027

### Eastern Region

Associate Director: Mary F. Smith, PhD  
Regional Director: Steven Schreiber, PhD  
Department of Family and  
Community Medicine  
Albany Medical College  
Bolton Hall (MC127) 405 Myrtle Avenue  
Albany, NY 12208  
(518) 262-9902

### New York Metropolitan Region

Medical Director: Neil Calman, MD  
Regional Director: Maxine Golub, MPH  
The Institute for Urban Family Health  
16 E. 16th Street  
New York, NY 10003  
(212) 633-0800

### Northern AHEC

Executive Director: Richard K. Merchant, MA  
SUNY Potsdam  
511 Raymond Hall  
Potsdam, NY 13676  
(315) 267-3329  
[www.careersinhealth.org](http://www.careersinhealth.org)

### Hudson-Mohawk AHEC

Executive Director: Tim Christensen, MS  
One Broad Street Plaza  
Glens Falls, NY 12801  
(518) 480-2432  
[www.HMAHEC.org](http://www.HMAHEC.org)

### Bronx-Westchester AHEC

Executive Director: Jaya P. Egan, BS, MPH  
c/o Bronx Overall Economic  
Development Corp.  
198 E. 161st Street  
Bronx, NY 10451  
(718) 590-6429

### Central New York AHEC

Executive Director: Joanne Borfritz  
10 Kennedy Parkway  
Cortland, NY 13045  
(607) 756-1090

### Catskill-Hudson AHEC

Interim Liaison: Bonnie Kaido, MS  
Bassett Healthcare  
One Atwell Road  
Cooperstown, NY 13326  
(607) 547-3134

### Brooklyn-Queens-Long Island AHEC

Executive Director: Gabrielle Kersaint, MSPH  
408 Jay Street, Suite 400  
Brooklyn, NY 11201  
(718) 797-1558

### Erie Niagara AHEC

Interim Liaison: Margaret Shaw-Burnett, EdD  
Buffalo State College  
1300 Elmwood Avenue  
210 Cleveland Hall  
Buffalo, NY 14222  
(716) 878-5907

### Western New York Rural AHEC

CEO: Kenneth L. Oakley, PhD, FACHE  
56 Harvester Ave.  
Third Floor, Suite 1  
Batavia, NY 14020  
(585) 344-1022  
[www.r-ahec.org](http://www.r-ahec.org)

New York State AHEC System Statewide Office  
University at Buffalo  
Department of Family Medicine  
462 Grider Street • Buffalo, NY 14215  
Phone: 716.898.4699  
Fax: 716.898.3536  
[www.ahec.buffalo.edu](http://www.ahec.buffalo.edu)

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