

Available Community-Engaged Service Learning Experiences for Med 2: 2023-2024 (DMNB, Saint John Campus)

DRAFT = partnership confirmed but the project details are in development.

COMPLETE = partnership and project details are both confirmed.

Community-Engaged Service Learning (CESL) Experience Profiles – 2023-2024

1. Teen Resource Center - Pathways to Education Program – COMPLETE

- **Mission and Vision:** The Teen Resource Centre (TRC) provides a safe and encouraging environment for our youth to explore their full potential. Pathways to Education's Vision is to break the cycle of poverty through education. For youth in low-income communities, Pathways to Education provides the resources and network of support to graduate high school and build the foundation for a successful future.
- **Number of CESL student positions available: 2**
- **CESL experience description:**

Volunteer role:

- **Program development and delivery: Tutoring & Mentoring**– Pathways to Education offers academic and social support to high school students in Saint John. Dal Med students are welcome to volunteer in our tutoring and mentoring programs to become acquainted with the youth-adult allyship we promote in the work we do with youth through our program. ***This is not a requirement of the service-learning experience, but is a supplementary opportunity students may wish to explore.***

Community-Engaged Service Learning experience description:

- Focused on building resiliency and self-sufficiency skills with our community youth. Many of the youth in our program will soon be, or have just started, seeing health care professionals by themselves for the first time. This can carry many challenges for a young person like fear, uncertainty, and insecurity. We would like to bring together Dal Med students and our high school aged program youth to address these concerns. Our goal is to give youth the confidence and tools they need to feel comfortable discussing any physical, mental, and/or emotional health concerns with a health care professional. This project will encompass; (1) an informal review of available information to identify most common challenges and best practices in this area of health care awareness for teens, (2) facilitation of a focus group with youth to understand their specific challenges and concerns, and (3) delivery of a workshop on this topic based on information obtained through the previous two stages. This project has run in this same format for the past 2 years, so information obtained through the past 2 iterations will also be used to direct the focus of focus groups and workshops.

- The social change that we hope to accomplish with this project is to teach youth to advocate on their own behalf for their personal health and wellness. It is well documented that there are a broad range of personal, social, economic and environmental factors that determine individual health. Our Teen Center serves many youths that come from socio and economic depressed communities and, therefore, they are at a greater risk to experience physical, mental, and/or emotional health challenges. By empowering young people and reducing the experience of fear and uncertainty that can come with visiting a health care professional, youth can learn to address their health and well-being proactively and with confidence.
- Working in close collaboration with TRC and Pathways staff, the Dal Med service learning students will engage with youth at the Teen Resource Center. Dal Med service learning students will help coordinate and deliver activities for the community youth, however, experienced staff will support and guide Dal Med students throughout this process.
- URL: <http://www.trc4youth.org/pathways-to-education.html>
- **Special Requirements:** Seeking students that are engaging, easy to talk with, non-judgmental, and open-minded. Students must also have strong verbal and written communication skills. Students will work with Program Manager for Pathways to Education project development and execution.
- **Legal Partnership Agreement signed:** September 25th, 2016

2. **Saint John Human Development Council (HDC) – DRAFT**

- **Mission:** Identify and address social issues in Greater Saint John through research, information, coordination and networking
- **Goals:**
 - Study and identify social needs within the community, and the services that exist to meet those needs.
 - Advise and assist in planning and developing new services and improving existing ones.
 - Initiate opportunities for joint action in the development, coordination, and delivery of services appropriate to community needs.
 - Facilitate local citizens' access to information about community programs and services.
 - Maintain the strength and vibrancy of the HDC to ensure that the above goals are achieved. Familiar programs include the Point in time count of homelessness and involvement with populating 211nb.ca. www.sjhdc.ca
- URL: <http://sjhdc.ca/main-page.html>
- **Number of CESL student positions available:** 2 (individual or group)
- **CESL experience description:**
 - Students will become familiar with, and attend meetings of, the Community Council on Homelessness; become familiar with the Social Enterprise Hub's tenants and the role of social enterprise; Students will follow the HDC's research

and Geographic Information Services (GIS) staff to better understand the role of community data; and will assist in the preparation/updating of research products.

- **Legal Partnership Agreement signed on:** September 6, 2019

3. Big Brothers Big Sisters Saint John – Advocacy Mentoring Initiative - COMPLETE

- **Mission:** To enable life-changing mentoring relationships to ignite the power and potential of young people.
- **Vision:** Every child who needs a mentor has a mentor.
- **URL:** <https://saintjohn.bigbrothersbigsisters.ca/>
- **Number of CESL student positions available:** Unlimited
- **CESL experience description:**

1. Enhancing Agency's Mentoring Activity Resources:

Volunteer(s) Role: Working in consultation with BBBS staff to expand on the agency's current collection of activity ideas & suggestions for 1-1 In-School Mentoring matches. Specifically, to include activities & resources that would assist mentored youth from age 6 to 18 to build social-emotional skills & enhance mental health and wellbeing, in keeping with the organization's Theory of Change. Knowledge of the Social Determinants of Health would pair well with this project. BBBS will provide opportunity for activities to be "tested" with current matches who may be interested in participating & offering feedback.

2. Program Delivery: Become a temporary 1:1 Mentor or a Group Mentor

Volunteer Role: In this role, Dal Med students have three options to support the “kids on our waitlist”.

A. Become a temporary “Big”. Volunteers will be matched 1:1 with a child on the waitlist who shares common interests. Enrolling as a volunteer would require full screening and pre-match training.

B. Be a special guest in one or more of our Group Programming such as, Mentor Links, Go Girls! and Game On! This option allows you to plan or lead activities, games or resources for group sessions. These activities can certainly be health focused! This opportunity offers flexibility for Dal Med Students to participate in one or two options. This position is perfect for energetic, outgoing, and patient Dal Med Students who are looking for first-hand experience in working with vulnerable, at-risk youth and sometimes high needs youth. Your ability to “be a kid again” and willingness to have fun is required.

3. Insert Your Idea Here: Do you have a project in mind you’d like to present? We’d love to hear from you!

- **Legal Partnership Agreement signed on:** October 14, 2016

4. **Avenue B Harm Reduction Inc. (formerly AIDS Saint John) - COMPLETE**

- **Mission:** Avenue B is dedicated to saving lives & improving communities based on the philosophy of Harm Reduction. Our goal is to minimize the negative consequences associated with risky behaviours through prevention, education, and support. Avenue B believes in personal empowerment in which every individual has the right to health and well-being, and we acknowledge our clients' capacities—given the right tools—to protect and help themselves, their loved ones, and their communities. We will strive to eradicate stigma, challenge personal and political boundaries, and demonstrate advocacy in action. Services will always be provided in a non-judgmental, unprejudiced manner that guarantees individuals their right to anonymity and confidentiality.
- **Vision:** Clients of the Needle Distribution Programme shall have access to anonymous services; No limits shall be placed on the number of needles/syringes or other drug use equipment that a client may take during any given visit unless supply is low; No limits shall be placed on the frequency of visits an individual may make; Access to services are low threshold; i.e. minimum amount of information requested from client; Exchange of needles will be recommended; however, it shall not be mandatory; The Needle Distribution Programme can be used to facilitate access to drug treatment, counselling, and other services, if this is the agenda that belongs to the client. However, a client shall never be persuaded or coerced into any service(s).
- URL: <http://avenueb.ca/>
- **Number of CESL student positions available:** 4
- **CESL experience description:** Avenue B is very interested in co-creating projects with students with a few ideas for possible project options. Advocacy and partnership building opportunities include:
 1. Projects aimed at improving collaboration and resource sharing with Urgent Care. Given that Avenue B is not open 24hrs – clients need somewhere they can go to access harm reduction supplies. It is essential that these supplies be provided in a non-judgemental environment. A project could involve exploring harm reduction supply options and policy needs to improve access for those who need to access supplies and to increase the understanding/comfort of those delivering them.
 2. Projects related to improving Urgent Care collaboration to explore and draw attention to the limits and consequences of current wound care follow up procedures. For many, it's hard enough to make it through those doors the first time and being told to come back in a few days to have the bandage changed creates an additional barrier. During triage, wound care is low priority so it can take hours to be seen. Patients also do not have the funds to purchase wound care supplies on their own.
 3. Projects looking at the stigma and discrimination experienced by people who are using drugs or have done so in the past and/or people on Methadone/Suboxone while trying to access healthcare. Such barriers exist that many refuse to access the care that is needed until they are very sick or are taken to hospital via

emergency services. Training and education of existing and future staff for all health facilities is critical.

With each of these projects, there is infinite possibility to engage with the staff, clients and community to gain further insights about the needs and challenges faced by this population.

Special requirements: A willingness to be open to learning about people from different walks of life; Respectful and non-judgemental.

Legal Partnership Agreement signed on: May 5, 2018

5. **Fresh Start (in partnership with the YWCA) – COMPLETE**

- **Mission:** Working with women and children to help prevent homelessness and provide ongoing support and services to empower them and their Families.

Every case is unique, but our goal is to advocate and stand up for our clients, put them in contact with available resources, and give them the best possible support to have quality, self-sufficient lives. Using a harm reduction based approach, our goal is to work towards ending chronic homelessness and address the gendered bias that exists with regard to housing and supporting vulnerable women and those who identify as women or non-binary.

- **URL:** <http://www.sjfreshstart.org/>
- **Number of CESL student positions available:** 1-3 (individual or group project)
- **CESL experience description:** Building relationships and a better understanding of the causes and effects of poverty and trauma for marginalized populations through experiential learning. Opportunities will include working directly with staff during client meetings, providing follow up and street outreach/home visits, as well as other opportunities to engage directly with the served population.

Projects developed through learning can include:

- The need for community and/or mobile health services for vulnerable populations.
- Incorporating best practices to address health concerns in a harm reduction supported housing model.
- Reducing the risk of homelessness for individuals with substance use disorder.
- **Special requirements:** None. This organization is very open to tailoring the experience and project to the student(s) passion and interest.
- **Legal Partnership Agreement signed on:** September 6, 2019

6. Research Education and Clinical Care for At Risk Populations (RECAP) – DRAFT

- **Mission and Vision:** The vision of RECAP is to “create a health equitable world without hepatitis C”. The clinic, located in one of the most vulnerable priority neighborhoods in Saint John began as a grassroots interprofessional clinic servicing those with or at risk for hepatitis C through a harm reduction approach. It now includes programs for opioid agonist therapy, primary care, social work support, outreach programs, support for other substance use disorders and infectious disease care (including the continuum of hepatitis C care from screening to cure). Numerous electives and research projects have been successful here for students. RECAP aims to provide access to screening, treatment and prevention for populations at risk for hepatitis C and associated communicable diseases. RECAP’s mission will be accomplished by through the following three pillars:
 - 1) Research – Maintain research through clinical trials, program evaluation and epidemiological studies.
 - 2) Education – Serve as an educational resource and model of care for learners and community.
 - 3) Clinical Care – deliver innovative, specialized, holistic and collaborative clinical care to the individual, family and community.
- **URL:** <http://www.recapsj.ca/>
- **Number of CESL student positions available:** 2 (group project)
- **CESL experience and project description:** The project for next year is in development – previously, students were involved in the following - The opioid crisis has been exacerbated by the pandemic and created new healthcare challenges. At RECAP, one key outcome of concern specific to this convergence is the surge in stimulant use, particularly cocaine and crystal meth. The students placed at RECAP will participate in the development and delivery of a structured survey with RECAP-associated patients to ensure first voice insight and guidance on the drivers presently behind the high level of stimulant use in our area. The results will be used together with other ongoing projects at the clinic which are gathering evidence-based approaches and local quantitative data on stimulant use. Together with the survey, this will inform RECAP’s strategy moving forward for offering programs and support for those with stimulant use disorders.
- **Special requirements:** Prior to conducting the survey, each student must spend at least a ½ day with clinic staff to have a better understanding of the population being served.
- **Legal Partnership Agreement signed on:** August 19, 2016

7. The Seniors’ Resource Center - DRAFT

- **Mission:** The Seniors’ Resource Center is a non-profit organization that assists seniors, their family and friends, by providing information about programs and services and by promoting policies affecting seniors. It also promotes and stimulates changes in society that rectify flaws or omissions which now may exist.
- **URL:** <https://www.seniorshelpsj.ca/>
- **Number of CESL student positions available:** 1-2 (individual or group project)

- **CESL experience and project description:** The student(s) will have the opportunity to spend time at the center and participate in programming to get to know more about the organization and meet the those accessing the center. The project will be a continuation and expansion of the work started in 2022-23 by Ali Sherazi who would be in a mentorship role: Collaborating with the Seniors' Resource Center, we developed a Urinary Incontinence Program with the goal of helping community developing seniors to prevent or manage urinary incontinence issues that they may be struggling with. The completed project included an end of year workshop, where we had a pelvic floor physiotherapist share incontinence management strategies with attendees. Slides that were provided by a dietitian and nurse continence advisor were also presented. The workshop was informal and allowed for engagement by attendees in a comfortable setting.
- **Special requirements:** None.
- **Legal partnership agreement signed on:** In progress

8. **Chroma NB** - COMPLETE

- **Mission:** Chroma: Pride, Inclusion, Equality Inc. is a non-profit organization that provides support for 2SLGBTQIA+ people in the Saint John Region. Chroma commits to advocating for and collaborating with our community, as well as providing 2SLGBTQIA+ education to all. We promote positive initiatives for the community and conduct research to highlight gaps in services and policy to encourage positive change.
- **URL:** <https://chromanb.ca/>
- **Number of CESL student positions available:** 2
- **CESL experience description:** Students who do their placement with ChromaNB will get to know Chroma by spending time on site with our Rainbow Lunch Club, shadowing staff who are providing education workshops, and potentially attending a board meeting. We are open to collaboration on any topics of interest for the students. Some potential options include:
 1. Holding a Chroma Connections event
 2. Running a workshop (e.g., sexual health, healthy relationships) for youth who attend our Rainbow Lunch Club
 3. Running an education workshop – one workshop we would love to run with students is on hormone replacement therapy for primary care providers and/or demystifying the WPATH assessment to increase access to hormones.
- **Special requirements:** We would like to give preference to students who are members of the 2SLGBTQIA+ community.
- **Legal agreement signed on:** In progress

9. The Saint John Newcomers Centre - DRAFT

- **Mission:** To improve the cultural, social, and economic well-being of the community through the promotion of multiculturalism and support to newcomer settlement in the Saint John region.
- **Vision:** The diverse and prosperous community of the Saint John area fully embracing the value contributed by newcomers.
- **Values:** Respect, equality, inclusiveness, fairness, individual approach, and service excellence.
- **URL:** <https://www.sjnewcomers.ca/>
- **Number of CESL student positions available:** 1-2
- **CESL experience description:** Students will have the opportunity to spend time at the centre and participate in programming. The specific project ideas are in development but may include awareness raising around cultural humility in the medical profession specifically when taking histories, using telehealth with newcomers, using the language line, and increasing uptake of IFHP across New Brunswick.
- **Special requirements:** An interest in newcomer health.
- **Legal agreement signed on:** In progress

10. NB Social Pediatrics – Parent-Child Assistance Program (PCAP) - COMPLETE

- **Mission:** New Brunswick Social Pediatrics (NBSP) was developed with the primary purpose of improving the quality of life, health and long-term outcomes of children and their families in our province. It is well-documented that children facing social disparities, trauma and toxic stress will experience a disproportionate number of negative physical and mental health outcomes across their lifespan.
- **URL:** <https://www.nbsocialpediatrics.com/>
- **Number of CESL student positions available:** 2
- **CESL experience and project description:** NB Social Pediatrics has three pillars: the Clinical Pediatrics “POP Centre Clinic”, the Parent Child Assistance Program and our efforts with Research and Policy change. You can read more about them on our website. Students may choose to participate in after school programming, other outreach or advocacy activities or perhaps a new innovative idea that comes out of initial discussions. We are always creating!
- **Special requirements:** It may be that there is programming outside of traditional work hours.
- **Legal partnership agreement signed on:** Not required.

ORG NAME – INSERT THE ORGANIZATION THAT YOU WOULD LIKE TO WORK WITH HERE!

- **Mission:** To get more students from the DMNB campus developing their own experiences!

Is there an organization that you work with now or that you have worked with previously? Is there a community-based component to your RIM project that could have a health advocacy focus? Have you always wanted to work with a specific priority community but haven't had the chance yet?

- **URL:** If you aren't sure where to start – a great resource to find out about local community resources is 211 New Brunswick – you can search the database by topic - <https://nb.211.ca/search/>
- **Number of CESL student positions available:** You can develop an individual or group project! An additional benefit to student initiated is that you are guaranteed to get this organization as your match.
- **CESL experience description:** TBD – choose your own adventure
- **Special requirements: You!**
- **Legal agreement signed on:** That comes later! Sarah manages this with the community partner.