



▶ UPCOMING SCHWEITZER
EVENTS - BACK COVER

Schweitzer Fellows

New Documentary Spotlights Fellows' Passion for Service

A new documentary focuses on the diverse and creative ways that Schweitzer Fellows help underserved Chicago communities. Shot by Two Parrot Productions, a company that specializes in helping nonprofits tell about their work, and funded through a special grant from the Michael Reese Health Trust, the film spotlights five Fellows' passion for service as they conduct their outreach projects.

Sara R. Van Koningsveld, a Columbia College dance movement therapy and counseling student helps formerly homeless women at Deborah's Place; Hajirah Saeed, a Loyola medical student implements a violence prevention program for former gang members with Maywood CeaseFire; Uchenna Ossai, a UIC physical therapy student provides health education for homeless LGBT youth at the Night Ministry; Feng Zhang, a Northwestern University medical student conducts a mentoring program for teens interested in health careers at Senn High School; and Michelle Ashley, a UIC nursing student, promotes cancer prevention



Two Parrot films UIC nursing student Michelle Ashley providing breast cancer prevention education at CommunityHealth

at Community Health, a free clinic for the uninsured.

The film can be seen on our Schweitzer You Tube channel, along with several other video podcasts of our Fellows:

www.youtube.com/schweitzerfellows

"Imma Be"- Themed Lawndale Community Church Garden Program Gets Science Infusion



A student releases a butterfly after studying its growth from a caterpillar

This summer, I began teaching short science activities at Lawndale Community Church's Summer Garden. I initially thought I would shadow staff, get to know the children, and build relationships with them in preparation for a fall program. However, I was pleasantly surprised when I found that Lawndale Garden staff wished for me to incorporate science lessons into their Garden curriculum. This provided me with an excellent opportunity to not only build a relationship with the children, but to discover what their interests were, which lessons they found to be fun and exciting, and their current level of scientific understanding.

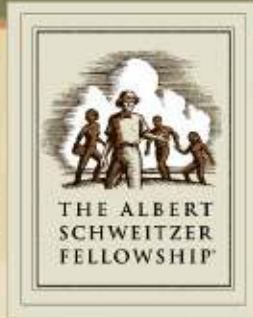
This year the Garden's theme—"Imma Be"—focused on each child building a bright future, and pursuing their educational goals. Becoming familiar with each child's goals gave me a chance to get to know them better, and I found that many of them have an interest in pursuing careers in the health professions.

The Garden program helps students sharpen their skills in reading, writing, art, math, and Biblical teachings. Students range in age from pre-K to sixth grade, and, aside from a core educational curriculum, the program provides

Cont. p. 4



Fellow Carmen Cancino, a UIC medical student, works with kids to create chemical reactions



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- ❖ Receive a \$2,000 Stipend
- ❖ Join an interdisciplinary group of like-minded Schweitzer Fellows dedicated to making a difference in the lives of people they serve
- ❖ Develop leadership skills
- ❖ Plan public health symposia and service days

Consider applying for a Schweitzer Fellowship
(Application deadline: Feb. 1, 2011)

“The Fellowship was a wonderful opportunity that allowed me to dedicate myself to community service work in a serious and organized way. It has strengthened my medical education and it has helped me to grow as a person.”

- Mosmi Surati, 2007-08 Schweitzer Fellow, University of Chicago medical student

Information Sessions are being held throughout Chicago

Contact 312-372-4292 ext. 24 or visit

www.schweitzerfellowship.org

for more information

Pre and Post Evaluations Provide Insight into Schweitzer Program's Impact

Each year, the Chicago Area Schweitzer Fellows Program recruits and mentors graduate students as they design and implement innovative projects to help underserved communities improve their health and access to health services. Fellows also regularly meet, share ideas, and collaborate. Our vision of the Schweitzer Fellowship experience is that we are helping to cultivate lifelong leaders in service.

The Program relies on multiple methods for its evaluation, including baseline and follow-up focus groups, standardized pre- and post-Fellowship surveys, each Fellow's final narrative report, and an end of year evaluation completed by each Fellow's Site Mentor.

From their end of year surveys, we learned that the 2009-10 Chicago Fellows were prodigious with their health outreach, and that they grew from experiences. They provided 6,250 hours of service, to an estimated 3,858 clients that were mainly low to moderate income (94%), and from diverse backgrounds. A majority of the clients were minorities and immigrants (African American 45%; Latino 26%; Non-Hispanic White 15%; Asian 5%; Other 8%); and a wide range of ages were represented (children 0-18 years old 27%; non-elderly adults 59%; seniors 14%).

Through the monthly meetings, guest speaker presentations, and collaboration with other like-minded students from a wide variety of fields, the Fellows also gained greater appreciation for other disciplines, understanding of the social determinants of health, and teamwork. Almost all (97%) said the meetings were important, and most (71%) said the meetings were a "very important" part of their Fellowship experience. All of the Fellows (100%) stated that working collaboratively with people from different professional disciplines was valuable to them, with 87% indicating this aspect of the Program was "very valuable." When asked about the value of the Fellowship as a complement to their formal university coursework, 77% of the Fellows gave the Program the highest possible rating.

From the evaluation of the Fellows' site mentors (100%), we were gratified to learn that their experiences with the Fellows were positive and that they confirmed that the Fellows' projects had indeed been valuable for their community members and organizations. Most site mentors indicated that they were confident their Fellow had increased community members' knowledge or skills about a health/wellness issue. Seventy percent of the site mentors were confident that their Fellow had changed community members' health related behaviors. Site mentors confirmed that the Fellows succeeded with increasing community members' access to health care (67%), increasing community members' access to social and human services (50%), improving community members' emotional and mental well being (76%). Our Program encourages Fellows to empower community members through an Asset Based approach, and so we were glad that 60% of the site mentors confirmed that their Fellow increased opportunities for community members to interact, and 67% had helped with promoting leadership within the community. Fully 90% of the site mentors were confident the Fellows had provided information or services in a more culturally appropriate way. An overwhelming majority (97%) of site mentors said that they would recommend the Schweitzer Fellows Program to another community-based agency.

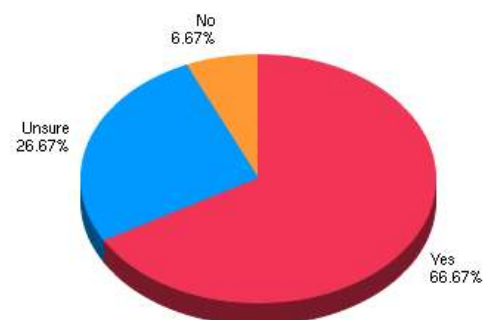
The incoming class of Fellows indicated they wanted to be in the Program to make an impact on the community, perform community service and learn from communities in ways not available through their schools. When asked what they hope to get out of the



2010-11 Fellows listen to Dr. Jody Kretzmann discuss Asset-Based Community Development during a monthly meeting

Fellowship, the majority indicated they wanted to connect with like-minded students from a variety of disciplines and learn the skills needed to implement programs in underserved communities.

In December, a longitudinal survey conducted with graduates of our Program confirmed that the Fellowship continues to be a relevant influence in their lives, and that they remain engaged in helping vulnerable communities. A resounding majority (98%) of the respondents said that the Fellowship reaffirmed or was crucial to their commitment to leading a life service, and that their current careers (90%) reflect that goal. A majority (61%) of Fellows for Life are now working in settings where half or more of the clients they help are underserved. In their personal time, the Fellows spend an average of 6 hours per month involved in charitable or community service activities.



Site mentors: Will your agency continue to support and sustain the project created or worked on by the Fellow?

Garden Program Gets Science Infusion



(cont. from P. 1)

an environment to build social skills, teamwork, as well as life skills they can later use to become strong leaders in the Lawndale community. I was ecstatic to add science to the Garden curriculum and to work with students in small groups in preparation for my fall pilot program with them.

It was an amazing experience designing science projects for elementary school students because they are so eager to learn, and love to see new and exciting things.

Science lessons were broken up per grade level, based on particular themes as follows:

- PreK-Kindergarten: Farm and Zoo Animals. Students learned the difference between farm versus zoo animals by creating replicas of a barn and a zoo, and sorting toy animals among them. They learned the sounds each animal makes, and how each animal may benefit them (e.g., cows make milk; we can use sheep's wool). We taught students pig anatomy by building a piggy-bank out of paper mache, which was a great experience for the children, since they not only learned about pigs, but the attention-to-detail required by this project allowed them to learn patience, fine motor skills, sharing, and how to work as a team.
- 1st and 2nd Grade: Bees. Students constructed their own diagram of a bee's anatomy. They learned the difference between honey bees and bumble bees, as well as the gender differences between "boy" bees and "girl" bees. They learned about how bees live, what they make, and how they are important to human life, as they pollinate so many of the plants we use for food. They constructed a beehive poster and learned about the complex hierarchy of a beehive, and how bees use the cells in their hive to produce honey and beeswax. This group of students fascinated me by how quickly they picked up science vocabulary like "drone" and "larva."
- 3rd Grade: An introduction to Chemistry. I began with an introduction to the differences between chemical and physical reactions. They were excited to blow up a balloon using the carbon dioxide created from the reaction of baking soda and vinegar, and especially loved to witness the chemical reaction that followed from adding Mentos candies to soda! Their favorite hands-on chemical reaction was that used to make their own ice cream, which was also a most effective way to teach them about freezing-point depression.
- 4th Grade: Butterflies and Caterpillars. Similar to the unit on bees but at a more complex level, students learned the anatomy of butterflies and caterpillars, as well as the life cycle of the butterfly as they watched it with their own eyes in their real butterfly gardens. Students constructed diagrams of butterfly and caterpillar anatomy; conducted an exercise of the scientific method as they hypothesized how many days it would take for their pupae to become butterflies; and learned about what makes an insect an insect. They were especially interested in how butterflies differ from humans with regard to skeletal structure and were amazed with the short life span of their particular species of butterfly.



- 5th and 6th Grade: Pulse and heart rate, and the impact nutrition has on each. Many students were not familiar with the USDA food pyramid, so this presented me with a great opportunity for me to introduce it to them. We also focused on food initiatives in Chicago, and the existence of urban farms. Our lessons were reinforced with a field trip to UIC's urban farm and farmers' market, where the students learned about the types of crops that were growing, how the farmers' market was supplied, and the concept of bringing healthy food to urban areas. Students had the opportunity to meet the farmer that heads the urban farm, were led on a tour of the farm, and were even allowed to harvest some of the crops themselves. They were ecstatic about being allowed to take what they had harvested home with them.

I feel especially honored to be a part of each child's learning experience, and am so grateful for the opportunity that the Schweitzer Fellowship has provided to me, in building a relationship to a community site and using my skills to benefit others. I have definitely learned much more from my site staff and the students than I could ever teach them. I am excited to push forward with the fall pilot program that I am currently planning, and believe that the time invested this summer has resulted in increasing the students' interest in science. It was the best reward to hear students ask me with pure excitement each day whether or not they were having science, as piquing their interest in science and health has been one of the foremost goals of my project.

-Carmen Cancino, UIC Medical Student

Fellow Promotes Compassionate Care and Provides Language Services for Local Survivors of Torture



Francois Blumenfeld, current Fellow, and his site mentor, Marianne Joyce, at the Kovler Center

There is scarcely a more humbling and yet rewarding task than working with refugees. Survivors of torture have come to the Marjorie Kovler Center from over seventy countries since the center opened in 1987. Both the clients and the volunteers and staff providing them with a range of services, from psychological and medical to occupational therapy or tutoring, frequently describe the Heartland Alliance's Marjorie Kovler Center as a home. My work as a Schweitzer Fellow this year is helping me continue and expand a five-year long history with Kovler as a volunteer French-English interpreter, and reinforces the strong sentiment I have of the importance of the work done on behalf of, and together with (former Kovler clients serve on an advisory board), an often-overlooked population.

While there is no standard or typical profile of the torture survivor, an overwhelming majority of the clients I worked with had been working peacefully towards the establishment of a transparent democracy in their home countries. Having been subjected to torture almost never seems to affect their desire to work towards peace and democracy. Hearing about what they underwent, and how they nevertheless continue their political activities, or sometimes simply how they

return to meaningful, albeit uprooted lives, is truly inspiring. When I mention my volunteer work with survivors of torture, people often imagine it to be frightful and depressing. In fact, while being confronted to the narratives of the atrocities willingly perpetrated by others is never a pleasant experience, the realisation of the overcoming of unparalleled hardships and of the continuing modesty and optimism for humankind of the survivors is immensely soothing.

Cont. on p. 6

Fellows for Life Serve Abroad

Mark Stoltenberg (right) is working as a clinical coordinator at the Centro Medico Humberto Parra in Palacios, Bolivia for the 2010-11 year. Mark was a 2008-09 Chicago Fellow from Loyola University, Stritch School of Medicine and is continuing to serve abroad before completing his fourth year of medical school. Mark has been busy coordinating patients and volunteers and will also begin to see patients in the clinic. View his blog at http://web.me.com/mnmark77/A_Year_in_Bolivia/Home.html



Landscape in Lambarene, Gabon

Sophie Hermann is the first Chicago Fellow to also become a Schweitzer Lambarene Fellow, spending the summer in Lambarene, Gabon. She was excited for the opportunity to practice what she has learned in medical school and has been sharing her experience through a blog. "There is a French medical student working

with me in pediatrics and we are seeing patients all by ourselves all day long. We do the newborn visits in the morning, help with rounds, see patients in the

late morning and develop the treatment plans together. We even admit our patients and follow them in the hospital now." In her blog, Sophie contrasts the healthcare and culture in Gabon with that in the U.S. and cites Dr. Schweitzer as her inspiration to remain dedicated in her course of service. View her blog at <http://lambarenefellow.blogspot.com/>.

Fellow Promotes Compassionate Care *(Cont.)*

Kovler staff and volunteers work towards re-establishing trust and re-empower clients by creating a safe, warm community where professional boundaries are modified and traditional, rigid, hierarchies are absent. Working in this environment is an enriching experience for any life; it casts a different light on personal relationships, and leads us to understand and value simple gifts. In the meantime, it is a profound call to disseminate knowledge of what torture is, how unfortunately common it can be, and how necessary it is to take action to stop it from happening any- and everywhere it happens.

Part of my responsibility as a Kovler volunteer and Schweitzer Fellow is to accompany Kovler clients and advocate or interpret for them at various external appointments, from medical visits to asylum interviews. While torture survivors usually have suffered

or are suffering from a particular type of post-traumatic stress disorder, and are particularly vulnerable to being re-traumatized in the course of interactions involving humiliation or dis-empowerment (two common modes of action of torture), genuine compassionate care and respect of the patient as should be the standard in any circumstance goes a long way towards preventing such re-traumatization.

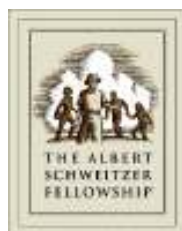
My original project for the Schweitzer Fellowship was concentrating on helping develop the recruitment of volunteer interpreters for Kovler; I have since realised that in the process of presenting Kovler's work at professional schools, I should not solely focus on trying to recruit interpreters, but also on raising awareness of the presence of torture survivors in the patient populations of various providers, and on specific ways to help better their experience of the healthcare system. Simple details, like the way we approach touching a patient, can make a vast difference in the outcomes of encounters with torture survivors. It is all too easy for a healthcare provider to forget during the course of a busy day how unnatural a physical examination is in general, and how terrifying it might be for someone who has been subjected to atrocities at the hands of others. Some clients are also unfamiliar with the settings or procedures of, say, a modern dental office, and may mis-interpret the intentions of providers if not made very explicit before the procedure is attempted.

Being enrolled in medical school currently at the Chicago College of Osteopathic Medicine, I am particularly attentive to the emphasis placed by my professors on the necessity to make sure the patient understands fully and approves of any intervention before carrying it out. Working with Kovler clients puts such principles in a very clear light. Interactions with sensitive and caring providers does not simply impact the outcome of the specific treatment or procedure for Kovler clients; it also participates in their regaining trust in others. The so genuinely expressed gratefulness of the clients for providers acting with care and compassion reminds us of the true privilege and impact our professions might have. I try to remember to always question my interactions with patients to make sure I am respecting the principle of *First, do no harm*, placed at the entry of the medical professions, and its modern incarnation in patient advocacy.

Kovler has worked with over fifteen hundred survivors of torture since its inception. The healthcare provider community should consider past traumatic history when working with someone who might be a survivor of torture, and to be especially conscious of the need to emphasise patient empowerment and shared decision-making. Presumably, applying those principles in general would not simply benefit torture survivors, but any patient population, helping us “experienc(ing) the destinies of others as (our) own, (helping) as much as (we) can and realis(ing) that there is no greater happiness than to participate in the development and protection of life,” to borrow Schweitzer's words.

Kovler is always looking for volunteer providers (especially bilingual ones)—feel free to contact me at hypotyposis@me.com if you would like more information! Visit <http://www.heartlandalliance.org/kovler/> for more information about the Kovler Center.

-Francois Blumenfeld-Kouchner, Midwestern Univ. Medical Student



The Chicago Area Schweitzer Fellows Program, a collaborative effort of The Albert Schweitzer Fellowship™ and the Health and Medicine Policy Research Group, provides service learning opportunities and support for graduate level students in health and social service fields interested in working with individuals and communities who are underserved by the health care system. The Program envisions that the Fellows are embarking upon a lifelong commitment to serve the most vulnerable members of our society. The Chicago Area Program is one of eleven nationwide, and is administered by Health and Medicine Policy Research Group. For further information, visit <http://www.hmprg.org>, or contact Program Director Ray Wang at 312 372-4292 ext. 24

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<http://hmprg.org/2010/03/09/funder-awards-matching-grant-for-chicago-schweitzer-program/>

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Chicago Area Schweitzer Fellowship Events

**September 23, 2010 (Thurs.)– Fellows For Life Wine &
Cheese Fundraiser**

**October 14, 2010 (Thurs.) – Fellows for Life Leadership by
Example Lecture by Dr. John P. Galvin**

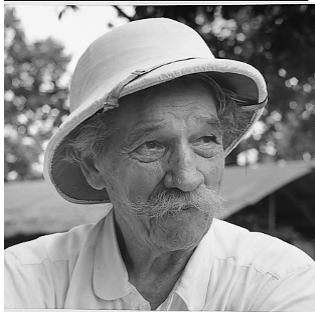
**October 21, 2010 (Thurs.) – Fellows Fall Service/Outreach
Activity on Violence Prevention**

**October 16-17 (Sat. – Sun.) – National Fellows For Life
Conference, Baltimore**

**November 3, 2010 (Wed.) – Schweitzer Fellows Winter
Symposium on Health Disparities**

**February 1, 2011 (Tues.) – Deadline to apply to the 2011-
2012 Chicago Area Schweitzer Fellows Program**

Save the Date: April 13, 2011 (Wed.) – Annual Event



“The only ones among you who will be really happy are
those who will have sought and found how to serve”

- Albert Schweitzer

We express our gratitude to:

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