

AME Education and Innovation Symposium Abstract

Title: Integration of Advocacy and Service Learning Through Community Engagement in a Longitudinal Integrated Clerkship (LIC)

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Learning Objectives:

1. Reduce health disparities among marginalized persons who inject drugs by engaging medical students with a local needle exchange and health education organization in the design and implementation of a service or advocacy project.
2. Compare different approaches to community engagement through service learning and advocacy projects in a Longitudinal Integrated Clerkship.
3. Develop leadership skills, teamwork, intrinsic commitment to underserved care, and orientation towards altruism in medical students.

Setting and Participants: Ten medical students enrolled in the Denver Health LIC (DHLIC) at the University of Colorado School of Medicine, which immerses them in a safety-net setting for their clerkship training with an added focus on health equity. The DHLIC collaborates with the clients and staff of the Harm Reduction Action Center (HRAC), which works to reduce the harms associated with drug use in Denver, Colorado.

Description: The DHLIC built a robust service learning curriculum over the past two years. However, this program struggled due to competing demands placed on students and variable commitment from community partners. Recognizing the power of community engagement to instill values and skills such as teamwork, leadership, service, and community partnership, this project seeks to maximize learning and benefit for both students and community partners. Capitalizing on a strong partnership between the DHLIC and HRAC, students are required to perform a needs assessment with HRAC prior to the development of a project in the areas of advocacy, service learning, quality improvement, or research. Students are expected to complete their project by year's end with a presentation and written reflection about their experience.

Evaluation: Students completed pre-curricular surveys measuring attitudes, knowledge, and skills related to service, leadership, community engagement, and teamwork. Post-curricular surveys will be administered upon project completion. Results will be compared to past cohorts who participated in community engagement projects focused solely on service learning. Rubrics are used to evaluate student progress throughout the project, and evaluations of students will be collected from the community partner. Interim analysis demonstrates high levels of engagement from students and the community. Full project evaluation will be completed in March 2021.

Discussion: As medical students meaningfully partner with a community-based organization to meet community needs, a commitment to service is emphasized, and there is also integration of advocacy, quality improvement, and research into the community engagement projects. This provided an opportunity for students to pursue broad areas of interest and develop as student physicians while also engaging with a marginalized population to positively impact social determinants of health. The development of rubrics for each project component, the

implementation of a structured timeline, and coaching around the projects added further value to this project for medical students in the form of leadership development, meaningful partnership and teamwork, and critical consideration of health disparities.

Reference:

1. Ard, C., Tomcho, M., & J. Adams. Developing Medical Student Leadership, Teamwork, and Community Engagement through a Longitudinal Service-Learning Curriculum in the Denver Health Longitudinal Integrated Clerkship (DH-LIC). Oral presentation at: Consortium of Longitudinal Integrated Clerkships 2019 Meeting; October, 2019; Vancouver, BC.