



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

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Background

- The Denver Health LIC (DHLIC) had a robust service learning curriculum, but challenges arose from competing demands placed on students and variable commitment from community partners.
- Community engagement instills values and skills including teamwork, leadership, service, and community partnership.
- Revisions to curriculum aimed to maximize learning and benefit for students and community partner.
- Project work expanded beyond service learning to include advocacy, quality improvement, or research.
- The entire LIC cohort focused their partnership with a single community organization.

Learning Objectives

- 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.
- Compare different approaches to community engagement through service learning and advocacy projects in a Longitudinal Integrated Clerkship.
- Develop leadership skills, teamwork, intrinsic commitment to underserved care, and orientation towards altruism in medical students.

Setting and Participants

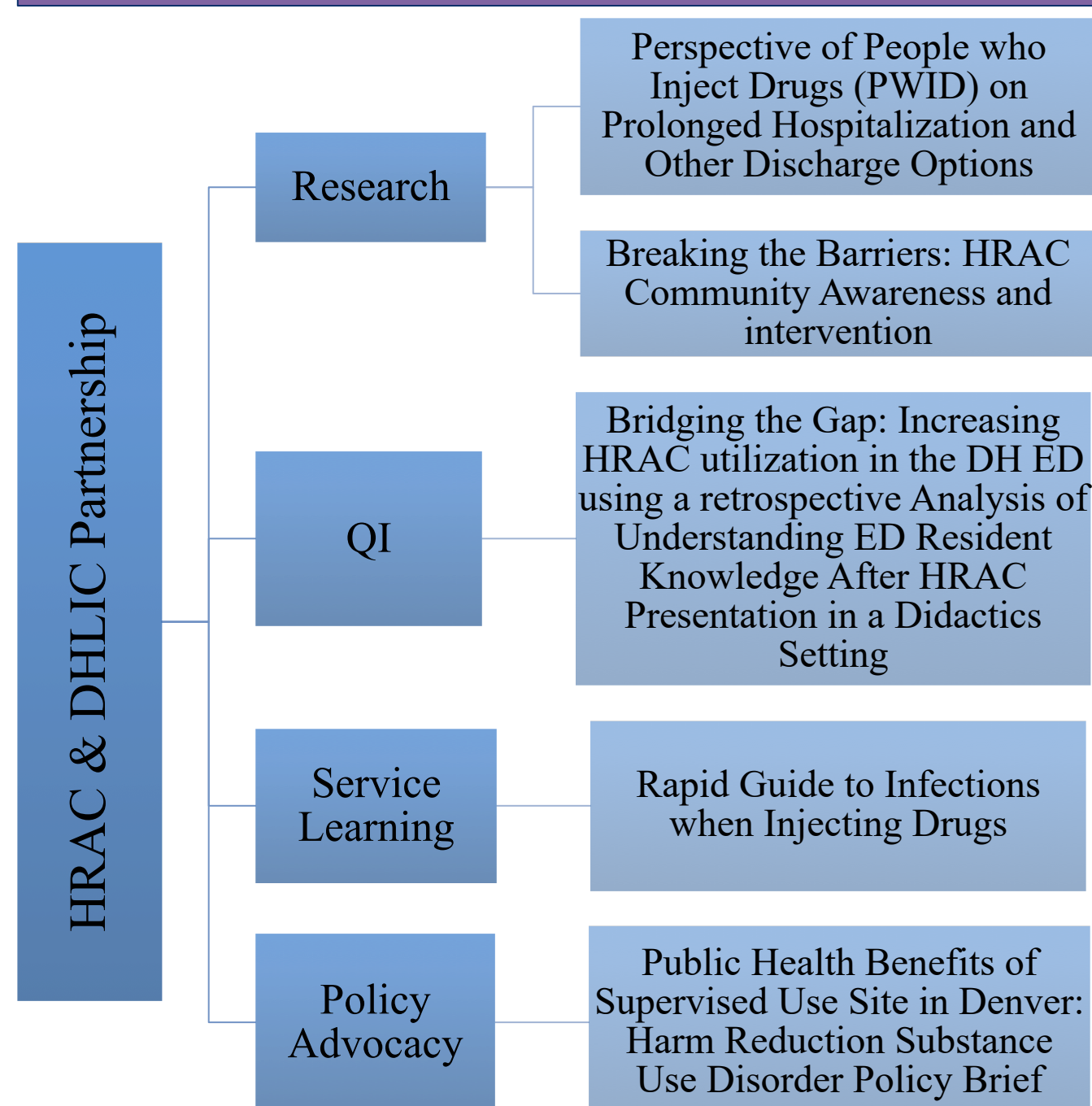
- Ten medical students enrolled in the Denver Health LIC (DHLIC) at the University of Colorado School of Medicine
- Clients and staff of the Harm Reduction Action Center (HRAC), which works to reduce the harms associated with drug use in Denver, Colorado.



Curriculum Description



Outcomes



Evaluation

- Pre-curriculum surveys measuring attitudes, knowledge, and skills related to service, leadership, community engagement, and teamwork.
- Post-curricular surveys at end of year.
- Results will be compared to past cohorts who participated in community engagement projects focused solely on service learning.
- Rubrics to evaluate student performance will be collected from the community partner.
- Interim analysis demonstrates high levels of engagement from students and community partner.
- Full project evaluation will be completed in March 2021.

Discussion

- A re-imagined community engagement curriculum emphasized commitment to service with integration of advocacy, quality improvement, and research projects.
- This provided an opportunity for students to pursue broad areas of interest 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 in the form of leadership development, meaningful partnership and teamwork, and critical consideration of health disparities.
- Partnering with a single organization supported increased input and perspectives from the community as the collective student engagement was substantially greater.

References

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.



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