

Community Partners' Experiences Collaborating with Medical Students via Longitudinal Service-Learning: A Qualitative Exploratory Study

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COLORADO SPRINGS BRANCH

Leadership. Curiosity. Commitment.



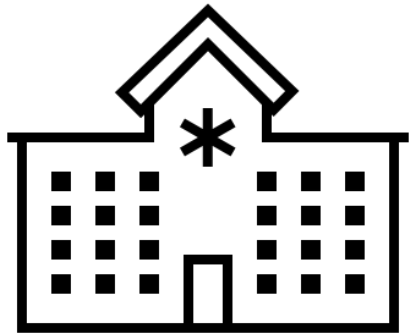
What is Service-Learning?

Service to the community:

- Responsive to community-identified concerns
- Supported by pedagogical frameworks
- Distinct from community service



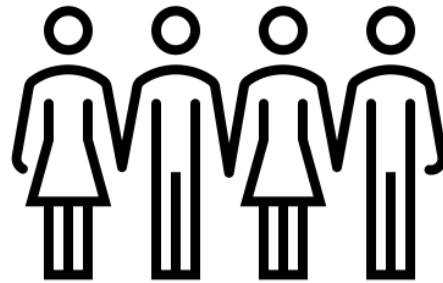
Who are the stakeholders in service-learning?



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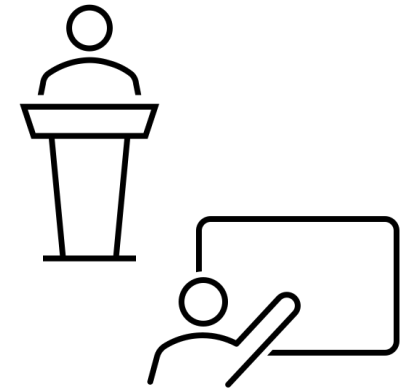
Community



Community
Members



Medical Student



Teacher



Stakeholder Perspectives on Service-Learning

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- Program description and evaluation

Students

- Physician leadership
- Civism
- Committed to underserved populations

Community Partners

- ?



A Qualitative Exploratory Study

Semistructured interviews with community partners

Audio recorded and transcribed verbatim

Iterative, qualitative analysis using a grounded theory approach



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Colorado Springs School District 11

PENROSE
Elementary

THINK FORWARD



Themes Identified

Motivations for Engagement

Experiences

Outcomes

Aspirations for the Future



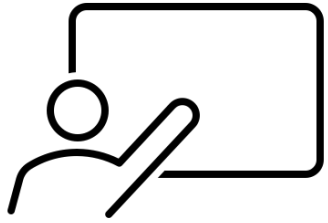
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Motivations for Engagement

To influence trajectory of future doctors

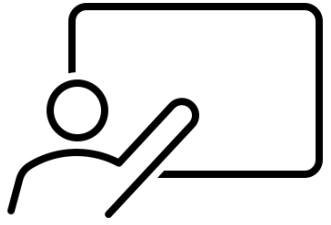
- *“Maybe having physicians that have more understanding of the barriers. . .the people in this community [have] to get the help they need.”*



Experiences

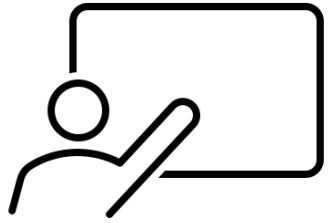
Bidirectional

- *“Making it a win-win situation, as a good learning experience, and also as a benefit to whatever facility [CBO] they might be working at.”*



Outcomes

Community Partner	Client	Medical Student
Solutions	Changed perspective	Knowledge
Recognition		Skill development
Partnerships		Cultural competency



Aspirations for the Future

Development of physician leaders in their community

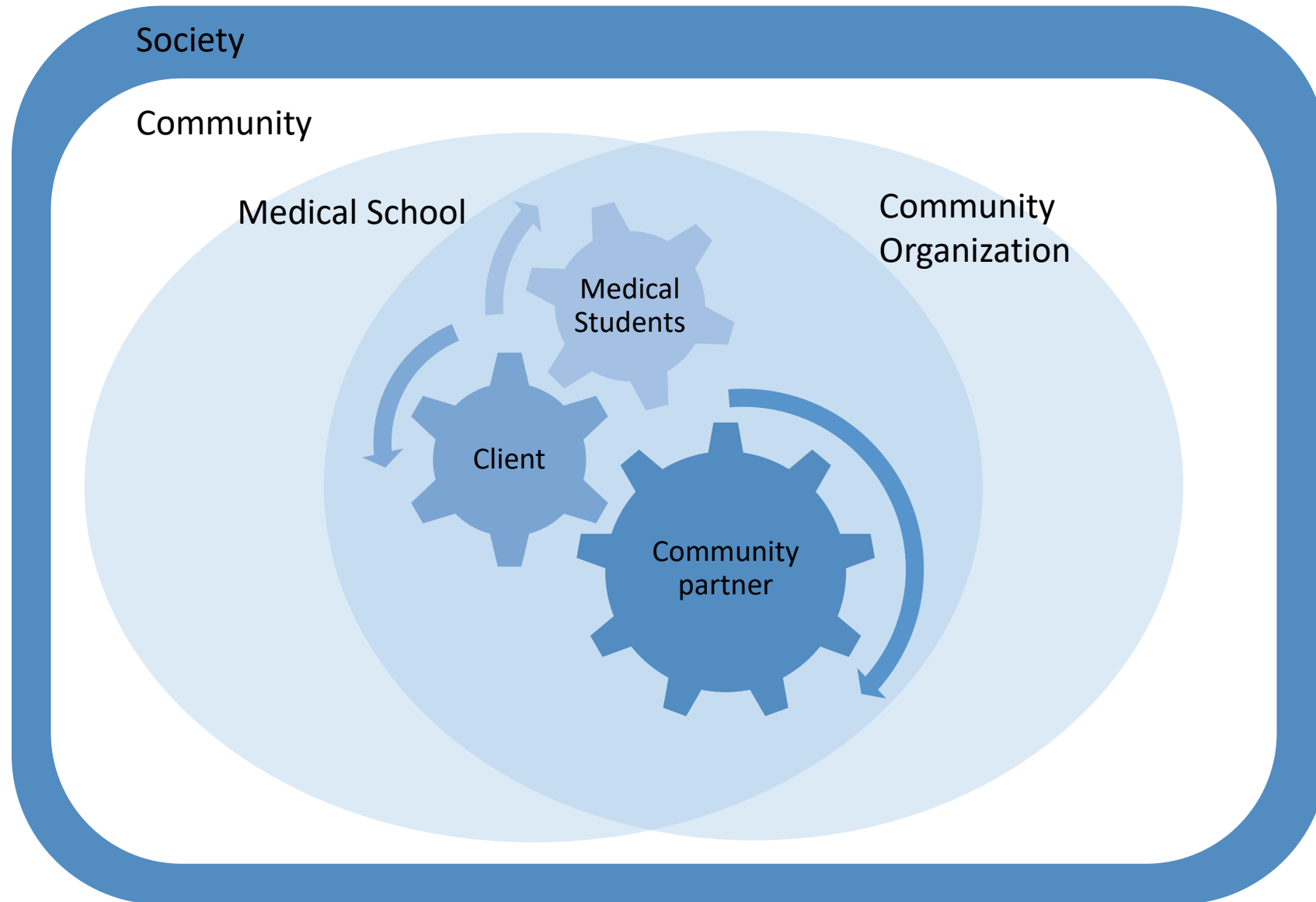
“We’ve got docs being docs, we got insurance people being insurance people, we got patients being patients. Where is there an integration across those communities of humans to support the elevation of health as a policy practice and research matter in this country?”

Participation in assessment of medical students

“You have put virtually no barriers on the organizations’ use of the students. I think it’s okay for you to say, and would you do this evaluation for the students and here are the sort of things that we really want.”

“At the end of the day, we always have to keep reminding ourselves that it’s a living breathing animal that we’re trying to cultivate here. It changes from year to year. It’s a group of people, working with a group of people, working with a group of people. All three of those are going to overlap, but they’re going to overlap in different ways.”

Service-Learning as a Socio-Ecological Model



Lessons Learned

Clearly define roles and responsibilities of stakeholders

Improve matching between medical student and community partner

Multi-level, multi-generational curriculum

Acknowledgements

