

Plains Year Exchange Program: An Innovative Approach to Collaboration Amongst Campuses

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Objective & Background

The objective of this program was to provide students the opportunity to attend classes and foster relationships with students from their sister campus.

- Regional campuses are a common way for medical schools to expand their geographic reach and admit more students – 53/155 schools have at least one branch
- Students at these campuses can feel separated from their home institution and isolated from the greater student body.

Methods

- To pilot the program, two dates were chosen for students to exchange campuses
- 10 students, 6 from AMC and 4 from FCB, spent the day at the opposite campus
- Students self-elected to participate, and found the program through word of mouth
- Administrators from each campus adjusted student schedules to grant access to PowerPoint presentations and assign students to appropriate small groups for discussions
- A 5 question survey was sent to participants to evaluate their experiences

Results

- 8/9 surveys sent were completed
- 100% of survey respondents said they would recommend the exchange program to a classmate
- 88% (7/8) of survey free-responses highlighted that social interactions/relationships went well during the exchange program

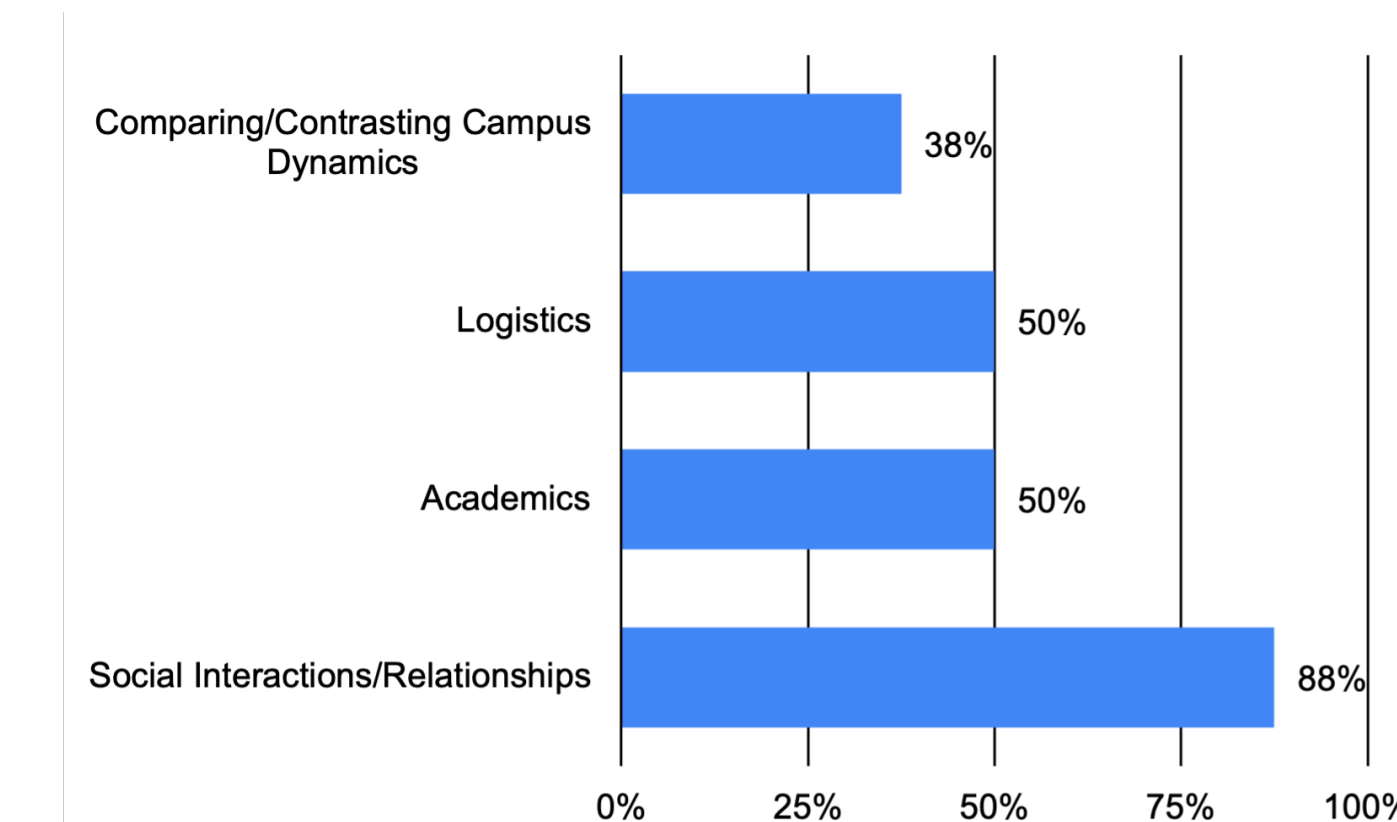


Fig. 2 FCB and AMC students play ping pong together at lunch



Fig. 3 FCB and AMC students pose together before a pathology lab

Fig 1. Survey responses to the free-response question “What went well during the campus exchange program?”



Examples of Positive Responses

“I felt very welcomed by several of the students at the Anschutz campus. We played ping pong and chatted during lunch and I feel like I got to know them and get an insight into what their medical school experience is like. It was interesting seeing what life and school looks like at the Denver campus.”

“The lectures experience was SO good. Getting to be in small group the entire day is seriously game-changing. Everyone was super welcoming, including the faculty who were presenting that day.”

“I don't think I can overstate how valuable I feel like this experience was. I hope the FCB students felt similarly. If CU wants to continue fostering a sense of connection between the FCB program and AMC, I can't think of a better way to do so than this. Thanks for pushing to get this done.”

Examples of Areas for Improvement

“There were some discrepancies between the material taught in the Fort Collins slides and the AMC slides. Specifically related to the renal neoplasms where the pediatric cancers were less emphasized in the FCB slides.”

“I was counted absent by the AMC because of the missed QR code and had to explain my exchange and absence.”

“(I) wished for more time post school/hanging with students at AMC”

Conclusions

- The campus exchange was socially meaningful and helped connect communities across campuses.
- The potential for a program like this to have a positive impact on educational practices should not be overlooked
- Students noted differences in delivery of course material between campuses

Implications

- An exchange program, even within an institution, provides a unique opportunity for students to gauge best practices and advocate for the methodology they see as most valuable to their education.

Future Plans

- Work with administrators at both campuses to make the exchange program a more permanent fixture in the Plains Year and continue fostering relationships between the campuses
- Develop a more robust and quantitative survey to evaluate long term effects of program