



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

Madeline Huey BA, and Heather Cassidy MD
 Tai Lockspeiser MD, Vanessa Munoz PhD, Chad Stickrath MD



School of Medicine
 UNIVERSITY OF COLORADO
 COLORADO SPRINGS BRANCH

Background

What is service-learning?

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

Who are the stakeholders in service-learning?



Why is service-learning valuable?

- Majority of literature is focused on medical student outcomes
 1. Nuanced views of physician leadership
 2. Sustained higher levels of civism
 3. Commitment to underserved populations
- Limited data on community partners' perspectives

Methods

1. Semistructured interviews with CSB community partners
2. Iterative, qualitative analysis of interview transcripts using a grounded theory methodology

Findings

Motivations

- Community partners were motivated to influence the trajectory of future doctors

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

Experiences

- The bi-directionality of partnership best explains the experiences of the community partners

"Making it a win-win situation, as a good learning experience, and also as a benefit to whatever facility [community partner] they might be working at."

Outcomes

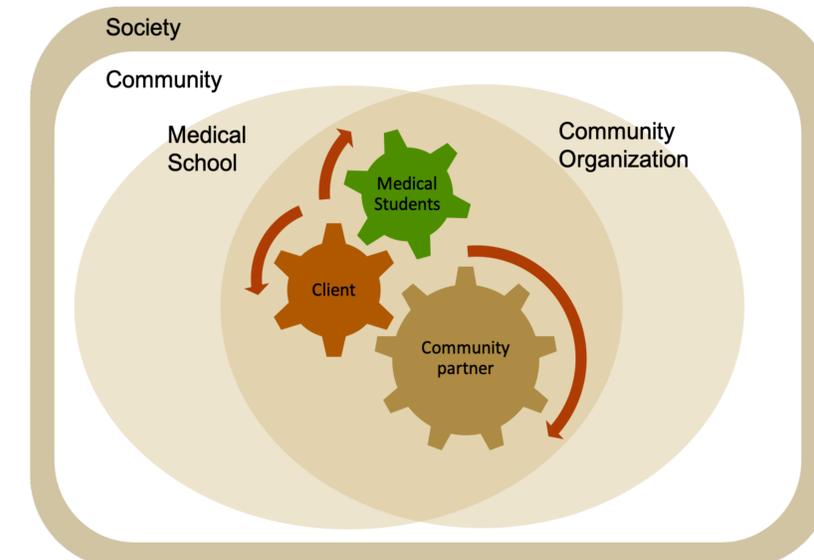
Community Partner	Client	Medical Student
Solutions to long-standing problems	Changed perspective	Knowledge of community resources
Recognition by the SOM		Skill development
Additional partnerships		Cultural competency

Aspirations

- Community partners expressed a desire to continue to engage in service-learning with expanded roles in assessment and feedback
- Partners want to see physician leaders using their voices to improve the health of the communities they serve

Conclusions

- Actions, experiences, and outcomes of stakeholders in service-learning partnerships are interconnected



Implications for Curricular Design

- Dedicate time to clearly define responsibilities
- Develop methodology for matching
- Design multi-level, multi-generational projects
- Decision-making includes community partner

Acknowledgements

Thank you to all who made this work possible – community partners, community members, medical students, and Ben Harnke at the Strauss Health Sciences Library

Disclosures

*The authors have no conflicts of interest to disclose.
 This work was IRB exempt.
 Funded by a Rymer Education Grant.*