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

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Client</th>
<th>Medical Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solutions to long-standing problems</td>
<td>Changed perspective</td>
<td>Knowledge of community resources</td>
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<tr>
<td>Recognition by the SOM</td>
<td>Skill development</td>
<td></td>
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<tr>
<td>Additional partnerships</td>
<td>Cultural competency</td>
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</tbody>
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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

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