



Community-Campus Partnerships in Medical Education: Teaching, Research, and Service

Association of American Medical Colleges

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Community-Campus Partnerships for Health

www.ccph.info



Agenda

- **Short introduction to CCPH**
- **Overview of community-based education and scholarship**
- **Group Discussion**
- **Questions**



Objectives

By the end of the session participants will:

- Be familiar with CCPH as an organization and the resources we offer
- Be able to identify examples of community-based education and scholarship
- Identify the CCPH Principles of Partnership and understand how they apply to community-based education and scholarship



Community-Campus Partnerships for Health

Our Mission

To foster partnerships between communities and educational institutions that build on each other's strengths and develop their roles as change agents for improving health professions education, civic responsibility and the overall health of communities



Overview

- **Nonprofit organization launched in 1996**
- **Based at the Center for the Health Professions, University of California-San Francisco**
- **13-member board of directors**
- **Network of over 1000 communities, health professional schools, colleges and universities**
- **Major funders: Corporation for National Service, Helene Fuld Health Trust, WK Kellogg Foundation, and others.**
- **8 staff, 4 student assistants**



Major Strategies

- **Create and expand opportunities for collaboration and information sharing**
- **Promote awareness about the benefits of community-campus partnerships**
- **Advocate for policies that facilitate and support community-campus partnerships**
- **Promote service-learning as a core component of health professions education**



Community-Based Education and Scholarship

Three primary examples addressed in today's
discussion

- Service-Learning
- Community-Based Curriculum Deliberation
- Community-Based Participatory Research

For each of the above, CCPH Principles of
Partnership can provide guidance



The Power of Partnerships

- Establish missing but critical connections
- Identify new/better way to solve problems
- Link complementary skills and resources of diverse people and organizations
- Plan and carry out comprehensive actions that coordinate reinforcing strategies and systems



Principles of Partnership

- **Partners have agreed upon mission, values, goals and measurable outcomes for the partnership**
- **The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment**
- **The partnership builds upon identified strengths and assets, and addresses needs**
- **Power is balanced among partners and resources are shared**



Principles of Partnership

- **There is clear, open and accessible communication between partners**
- **Roles, norms and processes for the partnership are established with the input and agreement of all partners**
- **There is feedback to, among and from all stakeholders in the partnerships**
- **Partners shared the credit for accomplishments**
- **Partnerships take the time to develop and evolve**



What is service-learning?

Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens.

Citation: Seifer SD. (1998). Service-learning: Community-campus partnerships for health professions education. *Academic Medicine*, 73(3):273-277.



Service-Learning

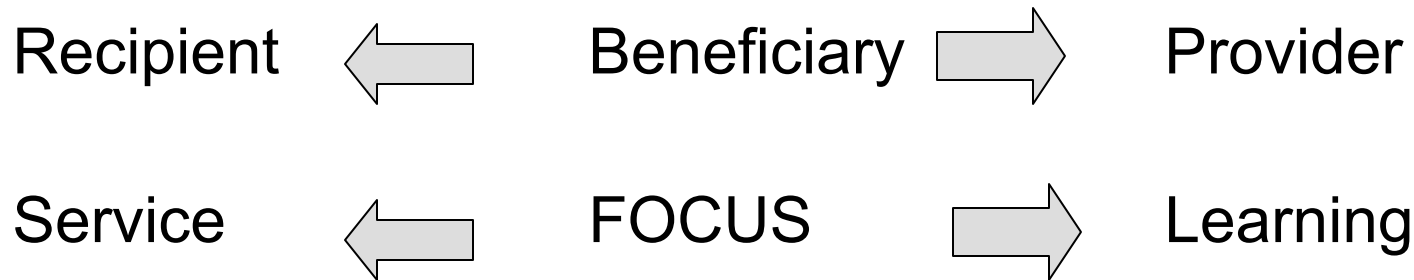
Academically-based community service

A structured learning experience that combines community service with preparation and reflection

Service-learning students not only provide community service but also learn about the context in which the service is provided, the connection between the service and their academic course work, and their roles as professionals and citizens



SL is a type of experiential education



SERVICE-LEARNING

COMMUNITY-SERVICE
VOLUNTEERISM

FIELD EDUCATION
PRACTICUM
INTERNSHIP
CLERKSHIP



Points of Departure: SL and Other Forms of Experiential Learning

Balance between service and learning

Emphasis on addressing community-identified concerns and broad determinants of health

Integral involvement of community partners

Emphasis on reciprocal learning

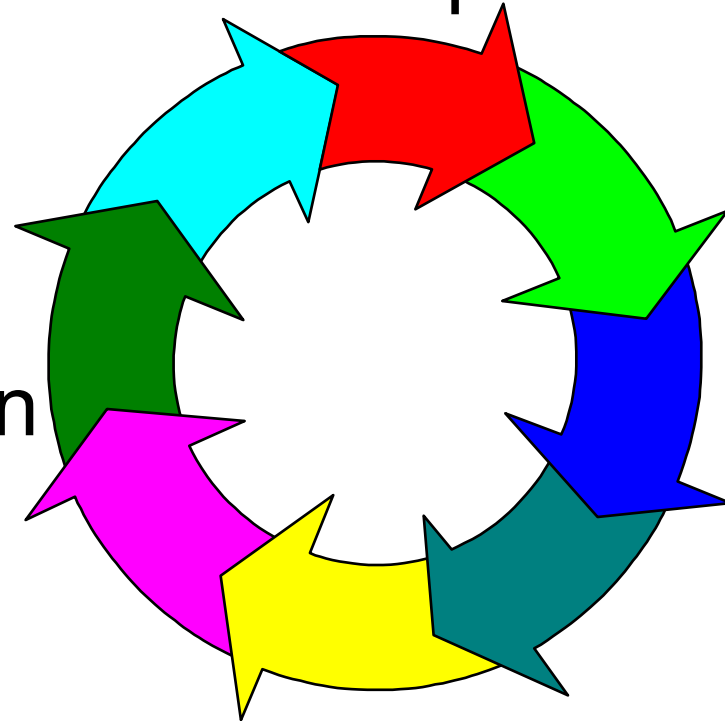
Emphasis on reflective practice

Emphasis on developing citizenship skills and achieving social change



Theoretical Underpinning of SL: Experiential learning theory D. Kolb, 1984.

Concrete Experiences



Reflective
Observation

Abstract Conceptualization

Active
Experimentation



Service-Learning Across the Disciplines

Some Titles of AAHE Series

Accounting—Learning by Doing

Biology—Life, Learning & the Community

Communication Studies—Voices of Strong Democracy

Composition—Writing the Community

Environmental Studies—Acting Locally

History—Connecting Past and Present

***Medical Education—Creating Community Responsive
Physicians***

Nursing—Caring and Community

Peace Studies—Teaching for Justice

Sociology—Cultivating the Sociological Imagination

Spanish—Construyendo Puentes (Building Bridges)



Key Concepts in Service-Learning

- Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- Links to academic content and standards
- Involves students in helping to determine and meet real, community defined needs



Building Partnerships into Service-Learning

- **The idea of “Partnerships” vs. “Placements”**
- **Service-learning components as opportunities to build relationships:**
 - **Student recruitment**
 - **Student orientation**
 - **Reflection**
 - **Service results**
 - **Faculty development (community-based & campus-based)**
 - **Curriculum development**
 - **Assessment and improvement**



Community-Based Curriculum Deliberation

Provides an avenue for community partners to work collaboratively with students and faculty to identify curriculum priorities

Of particular importance when integrating content on culture or health disparities



Background

Surveys of students indicated that much of what students were learning about culture was from unplanned or co-curricular activities. The Office of Education commissioned a committee to review the current curriculum and make recommendations for curriculum change, focusing both on issues of culture and issues of privilege and oppression. The goals were to develop a strategic, coherent curriculum on cultural issues, and to use the curriculum development process as a means to deepen our relationships with our community partners.



Approach

Emphasize overlaps and interconnections among various aspects of culture. Consider all questions within the context of ethnicity and class.

Interweave cultural and anti-oppression issues throughout entire curriculum, rather than developing separate courses on cultural issues.

Seek out the expertise that exists outside of the university.



Process

Approximately 100 students, faculty, and community members met in 10 subcommittees over the course of seven months to develop recommendations for curriculum change.

Subcommittees were chaired by either a faculty member or a community member. Each subgroup developed recommendations. A content analysis was conducted to identify themes in the recommendations.



Subcommittees

Ethnic Communities

Class and Economics

Gay, Lesbian, Bisexual, Transgender and Intersex Issues

Women, Culture, and Health

Immigration Issues

Youth Cultures

Elders

Religion, Spirituality, and Cultural Healing

Disability Cultures and Communities

Rural/Reservation Issues



Committee Charge

What should students know about this aspect of culture?

What should students know about the unique health needs related to this aspect of culture, including issues of access to care?

Are there areas of the curriculum that should be problematized? That is, differences in biomedical and community perspectives that should be highlighted?

What curriculum and faculty development must be done?



Building Partnerships

Three key aspects to building university-community partnerships in curriculum development:

Committee membership

Ensuring community members' access to the process

Creating avenues for community members to shape the process



Committee Membership

Students, faculty, and community members on each subcommittee

Balance of subcommittee chairs from faculty and community
Interdisciplinary membership

Avoiding tokenism--critical mass of community members on each subcommittee

Ethnic, gender, class, disability, sexual orientation diversity on each subcommittee



Community Participants Shaping the Process

Individual interviews with community activists to lay the groundwork for committee

Community-campus advisory group to plan committee process

Meetings with chairs to refine committee process and implementation strategy

Ongoing conversations with community participants

Quarterly updates to all members



Access

Meeting location--held meetings at community sites

Transportation--reimbursed members for parking, cab vouchers, mileage, air fare

Meeting times--were mindful of religious holidays, work schedules when scheduling

Disability access--accessible locations, alternate formats, interpreters available

Financial access--provided stipends



Curriculum Outcomes

Curriculum development principles

Strategies for integrating content

Initial group of pilot projects have been implemented, additional projects have been targeted



Outcomes: Community Participation

50 community members participated, with affiliations to some 25 community organizations.

Roughly half of co-chairs were community members.

Meetings hosted by a variety of community groups, including a church, a youth center, and a tribal council.

Students, faculty, and community members engaged in self-reflection and sharing stories about their own cultural backgrounds.



Current Community Involvement Strategies

Community-based faculty development program in which community members and faculty meet together to discuss culture and health.

Committee members from community organizations serve as advisors to specific curriculum development projects.

Committee members host site visits for first year medical students or are partners in service-learning course



Conclusions

It is possible to productively and authentically engage a large, diverse group of community members, faculty, and students in a curriculum deliberation process that provides guidance for future curriculum development and paves the way for deeper, more long-term community partnerships.



Community-Based Participatory Research

Community-based participatory research is a "collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities."

WK Kellogg Foundation Community Health
Scholars Program



CCPH Resources Related to CBPR

<http://www.futurehealth.ucsf.edu/ccph/commbas.html>

- Definitions
- Examples
- Reports and Presentations
- Syllabi and Course Materials

Additionally, we have CCPH Fellows actively engaged in CBPR work.

<http://www.futurehealth.ucsf.edu/ccph/fellows.html>



Discussion Questions

What do you think the challenges would be in your institution, for implementing a community-based educational activity?

What are the resources in your institution for implementing a community-based educational activity?



Questions?



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