

NAPCRG 52nd Annual Meeting — Abstracts of Completed Research 2024.

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Title

Better Together: Pre-Existing Community Partnerships Assist in Development of Community-Based Service-Learning Curriculum

Priority 1 (Research Category)

Education and training

Presenters

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Abstract

Context: Knowing that social determinants of health are responsible for up to ninety percent of patients' overall health, physicians require understanding of the resources available in the community and the ability to connect with patients to be able to provide care that aids patients within the confines of the clinic or hospital and in the community. Community-based service learning is a proposed way to develop resident proficiency in core competencies and addressing and exploring social determinants of health. In 2015, there was a noted shortage of community-based service-learning opportunities for residents with the barriers listed as lack of access, underestimation of educational benefit, and time limitations.

Objective: The curriculum was created to encourage residents to connect with the community on a personal level through community service and build skills in community leadership through strong community partnerships with existing resources to improve access. Study Design and Analysis and Intervention: This is an exploratory mixed methods study partnering with community resources to develop community-based service-learning opportunities for residents that benefit the community and resident education and leadership development. Setting: The Children's Museum of Southern Minnesota was chosen as there was an existing partnership with Mayo Clinic for community education by healthcare providers. Population Studied: Starting in 2020, 15 residents annually from the Mankato Family Medicine Residency Program were included. Outcome Measures: Throughout implementation, feedback was sought from both residents and Children's Museum staff with corresponding changes being made to the curriculum. After two years, residents completed an online survey using a 5-point Likert scale assessing comfort with curriculum, perception of impact on community, and plans for future community service. Community stakeholders from the Children's Museum also provided qualitative feedback. Results: All residents perceived a positive impact on the community from the curriculum and are planning to continue community-based service in their future practices. Children's Museum staff found benefit from working with resident physicians as having professional input strengthened

programs to increase health literacy. Conclusions: This study shows that community-based service-learning opportunities can be effectively introduced through partnership with pre-existing community resources.

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