COMMUNITY PARTNERS' EXPERIENCES COLLABORATING WITH MEDICAL STUDENTS VIA LONGITUDINAL SERVICE-LEARNING: A QUALITATIVE EXPLORATORY STUDY.

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When service-learning is aligned with community goals, it can cultivate deep engagement between learners and their communities. Medical students engaging in longitudinal service-learning develop a more nuanced view of physician leadership, sustain high levels of civism, and reinforce intrinsic motivations core to their professional identity. Community partners' experiences of collaborating with medical students via service-learning has not been well-characterized. The University of Colorado School of Medicine (CUSOM) integrated a year-long service-learning curriculum into a longitudinal integrated clerkship for third-year medical students. In the third year of this program, we undertook a qualitative study of community partners' motivations for and experiences with this collaboration.

This is a qualitative exploratory study utilizing seven semi-structured interviews with the primary liaisons at seven community-based organizations that had partnered with CUSOM medical students via service-learning for at least two academic years. Interviews were conducted by a faculty-student dyad from CUSOM. Interviews were audio recorded, transcribed verbatim, and analyzed by five investigators using a grounded theory framework.

Interviews explored community partner motivations for partaking in longitudinal service-learning, their experiences collaborating with medical students, outcomes achieved, and their aspirations for future collaborations. Community partners reported

engaging in service-learning with the hope of influencing professional identity development of medical students. Partners aspired to impact medical students' attitudes and professional goals by increasing students' knowledge of the challenges faced by individuals served by their organizations. Partners identified meaningful outcomes for their organizations, clients and communities. Challenges related to curricular structure, student variability, communication, and scheduling; many partners were eager for expanded roles in student assessment.

Findings demonstrate that longitudinal service-learning can be understood via a dynamic socio-ecological model involving academic institutions, medical students, community-based organizations, clients, and communities. The actions, experiences, and outcomes of stakeholders in service-learning partnerships are interconnected, each impacting the others.