Service Learning in Interprofessional Education: Evaluating the Impact of a Dedicated Program

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Acknowledgements

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Presentation Outline

- Introduction
- Current Curriculum
- Service Learning Projects
- Study Design
- Results
- Conclusions
Mission of VTCSOM

- To develop physician thought leaders through inquiry, research and discovery, using an innovative curriculum based upon adult learning methods in a patient-centered context. Our graduates will be physicians with outstanding clinical skills and significantly enhanced research capabilities who will remain life-long learners. They will have an understanding of the importance of interprofessionalism to enable them to more effectively function as part of a modern healthcare team.

- IPL is one of the four founding domains of VTCSOM
Longitudinal Ambulatory Care Experience

• Students are assigned to an ambulatory clinic to work with a clinical faculty member

• Goal is to provide students with a longitudinal, real, clinical experience from the start of their medical education

• The program emphasizes clinical skills development, creates a positive physician role-model, and encourages interprofessional health care relationships

*Important for survey instrument
## Interprofessionalism Domain Map

<table>
<thead>
<tr>
<th>Block I</th>
<th>Block II</th>
<th>Block III</th>
<th>Block IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprofessional Leadership</td>
<td></td>
<td></td>
<td><img src="image" alt="Service Learning Project" /></td>
</tr>
<tr>
<td>Interprofessional Teamwork and Roles for Collaborative Practice</td>
<td>Patient Safety, Quality Improvement and Team Science</td>
<td>Collaborative Leadership in the Healthcare Environment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block V</th>
<th>Block VI</th>
<th>Block VII</th>
<th>Block VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience and Assessment of Interprofessional Healthcare Teams</td>
<td>Ethical and Legal Issues in Practice</td>
<td>Issues in Medicine &amp; Culture</td>
<td>Public Health &amp; Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block X (Year 3)</th>
<th>Clinical Clerkships</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Block XI (Year 4)</th>
<th>Clinical Clerkships</th>
</tr>
</thead>
</table>

*Service Learning Project spans Blocks I-IV*
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Length</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 – Interprofessional Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IP Public Health Walk</td>
<td>3 Hours</td>
<td>Medical Students</td>
</tr>
<tr>
<td><strong>IPL Block I: Interprofessional Teamwork and Roles for Collaborative Practice</strong></td>
<td>4 weeks</td>
<td>Medical Students, Physician Assistant Students, Accelerated Nursing Students</td>
</tr>
<tr>
<td><strong>IPL Block II: Interpersonal Teamwork and Roles for Collaborative Practice</strong></td>
<td>8 weeks</td>
<td>Medical Students, Physician Assistant Students, Accelerated Nursing Students</td>
</tr>
<tr>
<td><strong>IPL Block III: Collaborative Leadership in the Healthcare Environment</strong></td>
<td>7 weeks</td>
<td>Medical Students, Physician Assistant Students, Accelerated Nursing Students</td>
</tr>
<tr>
<td><strong>IPL Block IV: Community Service Learning Project as Practicum for Demonstrating Teamwork Skills</strong></td>
<td>9 weeks</td>
<td>Medical Students, Physician Assistant Students, Accelerated Nursing Students</td>
</tr>
</tbody>
</table>
## Interprofessionalism Courses & Students – Year 2

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Length</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience and Assessment of Quality and Leadership in Interprofessional Health Care Teams</td>
<td>6 weeks</td>
<td>Medical Students</td>
</tr>
<tr>
<td>Ethical and Legal Issues in Practice</td>
<td>6 weeks</td>
<td>Medical Students</td>
</tr>
<tr>
<td>Issues in Medicine and Culture: A Course in Medical Humanities</td>
<td>6 weeks</td>
<td>Medical Students</td>
</tr>
<tr>
<td>Public Health and Medicine</td>
<td>6 weeks</td>
<td>Medical Students</td>
</tr>
</tbody>
</table>
# Interprofessionalism Courses & Students – Years 3-4

<table>
<thead>
<tr>
<th>Clinical Years (3&amp;4)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Days</td>
<td>Ongoing</td>
<td>Medical Student</td>
</tr>
<tr>
<td>IP Disaster Day</td>
<td>Ongoing</td>
<td>Medical Students</td>
</tr>
<tr>
<td>All Clerkship Rounds &amp; Evaluations</td>
<td>Ongoing</td>
<td>Medical Students</td>
</tr>
<tr>
<td>IP Letters of Distinction</td>
<td>Ongoing</td>
<td>Medical Students</td>
</tr>
</tbody>
</table>
Curriculum Over Four Years

**Personal values**
- Respect for other professions in healthcare

**Communication & Teamwork**
- Public Health Walk

**Observation of practice**
- Roles and scopes
- Ethics and professionalism
- Patient and family perspective
- Public health and policy

**Practicing in IP teams**
- Functioning in IP simulations/cases
- Domain Day
- Disaster Day

**Affordable Care Act**

- Practicing in IP teams
- Functioning in IP simulations/cases
- Domain Day
- Disaster Day
Ratings of Alumni by Core Competency

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems-Based Practice</td>
<td>3.8</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>4.0</td>
</tr>
<tr>
<td>Patient Care</td>
<td>4.0</td>
</tr>
<tr>
<td>Practice-Based Improvement</td>
<td>4.1</td>
</tr>
<tr>
<td>Communication</td>
<td>4.1</td>
</tr>
<tr>
<td>Professionalism</td>
<td>4.2</td>
</tr>
</tbody>
</table>
Year 1 IPL: The Student Experience

Strengths
• Early emphasis
• Classroom interactions
• Domain integration

Areas for Improvement
• Intergroup variability
• Early anchoring
Service Learning Projects: Getting Started

Value Assessment & Understanding
- Backgrounds and Career Goals
- “This I Believe”

SLP Planning
- Team Responsibilities
- Team Contracts
Service Learning Projects: Execution
## 2017 Service Learning Projects

<table>
<thead>
<tr>
<th>Team #</th>
<th>Team Name</th>
<th>Organization Name</th>
<th>Team's Project/Poster Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>House Gainz</td>
<td>Alzheimer's Association</td>
<td>Physician Outreach for the Alzheimer's Association</td>
</tr>
<tr>
<td>2</td>
<td>Team Estrogen</td>
<td>Roanoke Valley Garden Club with Boys &amp; Girls Club SWVA</td>
<td>Parks, Plants, and Playgrounds</td>
</tr>
<tr>
<td>3</td>
<td>Jenny &amp; The Slushies</td>
<td>St. John's CYP</td>
<td>Community Youth Program: A Lesson in Teamwork</td>
</tr>
<tr>
<td>4</td>
<td>No Scrubs</td>
<td>St. Francis</td>
<td>Service Learning with Service Dogs</td>
</tr>
<tr>
<td>5</td>
<td>Roanoke Med</td>
<td>Healing Strides</td>
<td>Roanoke Med &amp; Healing Strides</td>
</tr>
<tr>
<td>6</td>
<td>The Flu Fighters</td>
<td>Bradley Free Clinic</td>
<td>Spreading Hope in Roanoke</td>
</tr>
<tr>
<td>7</td>
<td>Interprofessional Hokies</td>
<td>West End Center for Youth</td>
<td>West End Center for Youth, Inc.</td>
</tr>
<tr>
<td>8</td>
<td>Tequila Mockingbird</td>
<td>Jefferson Center</td>
<td>Humanism in Medicine: Engaging the Community</td>
</tr>
<tr>
<td>9</td>
<td>Hemoglobin Trotters</td>
<td>Science Museum of Western VA</td>
<td>Reaching the Future &quot;Mines&quot; of Roanoke</td>
</tr>
<tr>
<td>10</td>
<td>The Quickies</td>
<td>Rescue Mission</td>
<td>Roanoke Rescue Mission</td>
</tr>
<tr>
<td>11</td>
<td>Gryffindorphins</td>
<td>Ronald McDonald House</td>
<td>Serving the Ronald McDonald House</td>
</tr>
<tr>
<td>12</td>
<td>The Scrubs</td>
<td>Roanoke Outside</td>
<td>Adventuring Outdoors</td>
</tr>
<tr>
<td>13</td>
<td>DOPE-AMINES!</td>
<td>Bradley Free Clinic</td>
<td>Optimizing Medication Reconciliation in the Free Clinic Setting</td>
</tr>
<tr>
<td>14</td>
<td>Team America</td>
<td>Roanoke Stormwater</td>
<td>Keeping the Greenway Green</td>
</tr>
</tbody>
</table>
Service Learning Project Posters

Optimizing Medication Reconciliation in the Free Clinic Setting

Special thanks to Janine Underwood, James Black, Brenda Jones, and Chelsea Kunkel for their incredible commitment to the patients they serve.

Assessment
Our team spent a span of three weeks observing and learning more about the patient medication reconciliation and visit process in order to best assess the most actionable points of intervention.

Our team found that forms involved in the reconciliation process and physician education could be improved to increase efficiency and consistency across each patient visit.

Medication Reconciliation
The Bradley Free Clinic (BFC) serves the Roanoke Valley's underserved populations without adequate insurance and affordable healthcare. Consistently high patient volume and volunteer leadership has made implementing initiatives challenging. Our team addressed the need for improved medication reconciliation process at Bradley Free Clinic.

Implementation
Service Learning with Service Dogs
No Scrubs, Team 4 St Francis Service Dogs

Our Process
Initially, host organization approved on seeing to work with animals, but also discussed back preferences if this was not possible.

Collaboration
Through a collaborative effort, the project was refined.

Identified various projects/positions needing to work with service dogs and their trainers.

Our goals as a group could be merged with the St. Francis needs.

Our project proposal which aligned perfectly for the St. Francis Board of Directors and our goals.

Our project proposal included all aspects of the project and the responsibilities.

Maintained constant communication with each other.

Service Learning with Service Dogs

Project Description
Responsible for coordinating service dogs that are in St. Francis service dog training.

Focusing on the dogs' different environments and situations involved in training.

Working together to create a schedule for caring for the dogs and selecting them.

We were required to maintain agency protocol concerning the dog behavior, and in accordance with the rules and regulations of their training.

Impact on the Community and Student Learning
"The fastest way to make a wheelchair disappear is to put a service dog next to it." -

- It takes years and amounts money that is difficult to raise.
- The service dog works only to the extent that the client cares.
- Our project provided unnecessary services were never requested by the client.
- Our project provided necessary services were never requested by the client.

- Our project provided services were never requested by the client.
- Our project provided services were never requested by the client.

- The benefits of having a service dog are more integrated into the community, which increases the chances of graduating the program.
- At the 2017 Poppie Graduation, we were able to see firsthand the impact that a service dog makes on an individual's life.

- While at the facility, we worked together to help alleviate unnecessary stress and pain for the patient.

- The needs of people with disabilities are often overlooked. It is important to increase the number of service animals that graduate the program and are assigned to patients in need.

- Our service project will help healthcare workers to better understand ways to aid people with disabilities in creating partnerships with service dogs.

Project Goals
- Our project will help healthcare workers to better understand ways to aid people with disabilities in creating partnerships with service dogs.

Carilion Clinic
Jefferson College of Health Sciences
VTC Virginia Tech Carilion School of Medicine
Survey Distribution
• All current and former VTCSOM students provided the survey (238)
• M1 student responses were taken from mandatory End of Block Evaluations

Responses
• 168 M1 student responses collected over 4 years (2015-2017)
  – Not all items were surveyed every year
• Received responses from 87 current and former students (37%)
  – M2: 15 students (33%)
  – M3: 12 students (32%)
  – M4: 13 students (31%)
  – Alumni: 43 former students (37%)
Overall, my experience with the IPL SLP was...

I am involved in community service activities and/or volunteering in my current community

I have used some of the skills and/or strategies I developed through my participation in the SLP while on my LACE.

Participating in the SLP helped me to identify some of the potential obstacles that IP health teams may face in a clinical setting.

I have witnessed interprofessional conflicts during my LACE that are similar to the obstacles that I dealt with during my SLP.

Navigating obstacles as a part of the SLP helped to improve my conflict resolution skills.

Participating in the SLP was an effective means by which to develop and practice teamwork and leadership skills.

Participating in the SLP has motivated me to get more involved in my community.
Methodology: Survey Instrument

(4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree)

- Discussing similarities and differences between group member values helped facilitate easier selection of a SLP.

- Working to develop team contracts prior to beginning the SLP helped to facilitate group communication and accountability.

- Discussing similarities and differences between group member values helped me to learn more about other health professions students in my group.

- Working with an organization whose mission aligned with my group's values deepened my sense of community involvement and impact.

- Participating in the SLP helped me discover other opportunities that are available to give back to my community.

- Executing the SLP helped to improve my communication skills and interactions with other health professions students.

- Participating in the SLP helped me to become more comfortable with students from other health professions.

- I felt like I contributed to the betterment of my community through my group's SLP.
(5 = strongly agree 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree)

• Only items that paralleled questions asked in the survey were used

• The process of selecting my group’s SLP helped me to
  – negotiate and collaborate with others from different backgrounds and pursuing other career goals
  – negotiate and collaborate with others from different backgrounds and pursuing other careers and goals

• Beginning the process of selecting my group’s SLP allowed me to apply relationship building skills and the principles of team dynamics

• Working on the development of the SLP team contract helped my TAG group begin to communicate about accountability to each other in the group

• The SLP was an effective method for learning teamwork and leadership skills
RQ1: How do M1 students at VTCSOM perceive their Service Learning Projects (SLP)?
The process of selecting my group’s Service Learning Project helped me negotiate and collaborate with others from different backgrounds and pursuing other careers and goals.

The process of selecting my group’s Service Learning Project helped me appreciate the roles, scopes of practice, and contributions of the other healthcare professions.

Beginning the process of selecting my group’s Service Learning Project allowed me to apply relationship-building skills and the principles of team dynamics.

Response Frequencies by Item and VTCSOM Graduating Class

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 Class of 2020</td>
<td>42</td>
<td>3.4 (1.01)</td>
</tr>
<tr>
<td>M1 Class of 2019</td>
<td>42</td>
<td>3.1 (1.27)</td>
</tr>
<tr>
<td>M1 Class of 2018</td>
<td>42</td>
<td>3.8 (0.79)</td>
</tr>
</tbody>
</table>
Working on the development of the Service Learning Project Team Contract helped my TAG group begin to communicate about accountability to each other and to the group.

<table>
<thead>
<tr>
<th>Class of 2020 (Collected in AY 16-17)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean (SD)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2019 (Collected in AY 15-16)</td>
<td>12%</td>
<td>60%</td>
<td>17%</td>
<td>7%</td>
<td>5%</td>
<td>3.6 (0.95)</td>
<td>42</td>
</tr>
<tr>
<td>Class of 2018 (Collected in AY 14-15)</td>
<td>14%</td>
<td>64%</td>
<td>19%</td>
<td>2%</td>
<td>0%</td>
<td>3.9 (0.66)</td>
<td>42</td>
</tr>
</tbody>
</table>

Note: F = 1.92, p > 0.05
The Service Learning Project was an effective method for learning teamwork and leadership skills.

<table>
<thead>
<tr>
<th>Class of 2020 (Collected in AY 16-17)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean (SD)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12%</td>
<td>37%</td>
<td>24%</td>
<td>15%</td>
<td>12%</td>
<td>3.2 (1.21)</td>
<td>41</td>
</tr>
<tr>
<td>Class of 2019 (Collected in AY 15-16)</td>
<td>17%</td>
<td>41%</td>
<td>22%</td>
<td>12%</td>
<td>7%</td>
<td>3.5 (1.14)</td>
<td>41</td>
</tr>
<tr>
<td>Class of 2018 (Collected in AY 14-15)</td>
<td>29%</td>
<td>50%</td>
<td>12%</td>
<td>7%</td>
<td>2%</td>
<td>4.0 (0.96)</td>
<td>42</td>
</tr>
<tr>
<td>Class of 2017 (Collected in AY 13-14)</td>
<td>12%</td>
<td>57%</td>
<td>17%</td>
<td>12%</td>
<td>2%</td>
<td>3.6 (0.93)</td>
<td>42</td>
</tr>
</tbody>
</table>

Note: F = 3.41, p < 0.05, Class of 2018 vs. 2020
Strengths

• “I really enjoyed our service learning project and felt I got the most out of that experience. I would have enjoyed more dedicated time [for] volunteering at the West End Center and less time scheduled in the classroom.” – Block 4, Class of 2020

• “Really appreciate the chance to interact with my TAG group outside of structured class time. We've had a positive experience planning our service learning project.” – Block 3, Class of 2018

Areas for Improvements

• “This I Believe [was] interesting and engaging, but I felt the last few sessions could have been a little more clear in terms of what the students were expected to learn and demonstrate.” – Block 2, Class of 2019
RQ2: How do VTCSOM students perceive the SLP as they progress through their medical education and beyond?
### Academic Year 2017-18 Survey Results: Strengths by Class

<table>
<thead>
<tr>
<th>Item</th>
<th>Group</th>
<th>4: Strongly Agree</th>
<th>3: Agree</th>
<th>2: Disagree</th>
<th>1: Strongly Disagree</th>
<th>Mean (SD)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt like I contributed to the betterment of my community through my group's SLP. **</td>
<td>M4 (Class of 2018)</td>
<td>25%</td>
<td>67%</td>
<td>8%</td>
<td>0%</td>
<td>3.2 (0.58)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Alumni</td>
<td>32%</td>
<td>55%</td>
<td>10%</td>
<td>3%</td>
<td>3.2 (0.71)</td>
<td>40</td>
</tr>
<tr>
<td>Working with an organization whose mission aligned with my group's values deepened my sense of community involvement and impact.</td>
<td>M4 (Class of 2018)</td>
<td>25%</td>
<td>67%</td>
<td>8%</td>
<td>0%</td>
<td>3.2 (0.58)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Alumni</td>
<td>23%</td>
<td>65%</td>
<td>5%</td>
<td>8%</td>
<td>3.0 (0.77)</td>
<td>40</td>
</tr>
</tbody>
</table>

**The M2 class of 2020 actually rated this item as an “opportunity” (i.e. mean < 2.5).**
### Academic Year 2017-18 Survey Results: Opportunities by Class

**The M2 class of 2020 actually rated these items as strengths (i.e. >3.0)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Group</th>
<th>4: Strongly Agree</th>
<th>3: Agree</th>
<th>2: Disagree</th>
<th>1: Strongly Disagree</th>
<th>Mean (SD)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have witnessed interprofessional conflicts during my (clinical clerkships/LACE) that are similar to the obstacles that I dealt with during my SLP. **</td>
<td>M3 (Class of 2019)</td>
<td>8%</td>
<td>17%</td>
<td>67%</td>
<td>8%</td>
<td>2.3 (0.75)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Alumni</td>
<td>5%</td>
<td>43%</td>
<td>40%</td>
<td>13%</td>
<td>2.4 (0.78)</td>
<td>40</td>
</tr>
<tr>
<td>I have used some of the skills and/or strategies I developed through my participation in the SLP while on my (clinical clerkships/ LACE). **</td>
<td>M3 (Class of 2019)</td>
<td>8%</td>
<td>67%</td>
<td>17%</td>
<td>8%</td>
<td>2.3 (0.75)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>M4 (Class of 2018)</td>
<td>25%</td>
<td>58%</td>
<td>17%</td>
<td>0%</td>
<td>2.0 (0.67)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Alumni</td>
<td>7%</td>
<td>46%</td>
<td>41%</td>
<td>5%</td>
<td>2.4 (0.71)</td>
<td>41</td>
</tr>
</tbody>
</table>
RQ3: Do student perceptions of SLP differ between years in medical education program?
Academic Year 2017-18 Survey Results: Differences by Class

Ho: There will be no significant differences in student perceptions across academic years.

1. Overall, my experience with the IPL SLP was... \( F_{(3,79)} = 6.69, p < 0.05 \)
   M2 Class of 2020 rated this significantly lower than M4 and Alumni.

2. I have witnessed IPL conflicts during my LACE/Clinical Clerkships that are similar to the obstacles that I dealt with during my SLP. \( F_{(3,76)} = 3.71, p = 0.02 < 0.05 \)
   M2 Class of 2020 rated this significantly higher than M4.

3. I have used some of the skills and/or strategies I developed through my participation in the SLP while on my LACE/clinical clerkships. \( F_{(3,75)} = 3.38, p < 0.02 < 0.05 \)
   M2 Class of 2020 rated this significantly higher than M3 and M4.
Academic Year 2017-18 Survey Results: Differences by Class

Ho: There will be no significant differences in student perceptions students across academic years.

4. I felt like I contributed to the betterment of my community through my group’s SLP. \( F(3,75) = 10.37, p < 0.05 \)

M2 Class of 2020 rated this significantly lower than M4 and alumni.

5. Working with an organization whose mission aligned with my group’s values deepened my sense of community involvement and impact. \( F(3,75) = 4.11, p < 0.05 \)

M2 Class of 2020 rated this significantly lower than M4 and Alumni.

6. Participating in the SLP helped me discover other opportunities that are available to give back to my community. \( F(3,75) = 4.20, p < 0.05 \)

M2 Class of 2020 rated this significantly lower than M4.
Overall, my experience with the IPL SLP was...

- **M2**:
  - Very Positive: 47%
  - Positive: 33%
  - Negative: 15%
  - Very Negative: 8%

- **M3**:
  - Very Positive: 8%
  - Positive: 38%
  - Negative: 50%
  - Very Negative: 8%

- **M4**:
  - Very Positive: 85%
  - Positive: 15%
  - Negative: 0%
  - Very Negative: 0%

- **Alumni**:
  - Very Positive: 2%
  - Positive: 63%
  - Negative: 14%
  - Very Negative: 2%

I am involved in community service activities and/or volunteering in my current community.

- **M2**:
  - Yes: 53%
  - No: 47%

- **M3**:
  - Yes: 62%
  - No: 38%

- **M4**:
  - Yes: 55%
  - No: 45%

- **Alumni**:
  - Yes: 51%
  - No: 49%
Strengths

• “I have gained more appreciation for IPL since graduation seeing graduates of other medical schools interact with other members of the healthcare team” - VTCSOM Alumnus/Alumna

• “One of many nice memories from my time at VTC. Enjoyed the change to get more involved with the extra-academic Roanoke community that makes up patients, staff, etc. at the school.” - VTCSOM Alumnus/Alumna

Areas for Improvement

• “Students were frustrated that the projects were tricky to set up/organizations weren’t responding to us…”

• “SLP had a lot of potential; however this potential was severely diminished by unresponsive organizations…”

- various M2 students
Noteworthy Items

• “The project was an awesome experience. We were able to become closer to students at the different schools in Roanoke and make new friends. We were also able to become closer with the community. I felt like I made a lasting contribution.” – M2 student

• “The Service Learning Project was an excellent opportunity for me to gain experience working in an interprofessional environment with members of different healthcare teams. As a third year student, I find myself frequently using the skills I learned to navigate obstacles in the hospital and in the clinic.” – M3 Student

• “The conflicts one could encounter during the service learning project are completely different from the day-to-day potential interprofessional conflicts once can encounter in the hospital. However, the lessons on conflict resolution between are paramount.” – VTCSOM Alumnus/Alumna
Conclusions

• Significant differences in student perceptions of the SLP do exist across academic years
  – Younger academic classes found more parallels between their SLPs and clinical experiences
    • Both in regards to skills learned/honed and obstacles encountered
  – Older academic classes view their SLP experience and their community contribution more favorably
    • Particular emphasis on the importance of value negotiation and selecting a SLP that aligned with group values
Block I Objectives

1. Appraise one’s personal value set and respect that of other team members when working together toward a common goal.
2. Consider one’s own personality/leadership profile and that of others to work more effectively in teams.
3. Critique one’s own knowledge, skills, and attitudes toward working within interprofessional teams.
4. Reflect upon one's own personal and professional journey, values, self-awareness, beliefs and behaviors related to teamwork, collaboration and personal goals.

Assessments: Attendance & participation

Block II Objectives

1. Develop awareness and appreciation for the roles, scope of practice and contributions of the other healthcare professions
2. Appraise the significance of teamwork in healthcare quality improvement, patient safety, patient perspective, and achievement of positive patient outcomes.
3. Apply relationship-building values and the principles of team dynamics to plan a service learning project.

Assessments: Attendance, participation, & service learning project
Blocks III – IV

**Block III Objectives**

1. Demonstrate effective communication skills with patients, family members and the healthcare team to provide safe, quality care.
2. Provide appropriate feedback to individuals and groups using the four domains of teamwork (information exchange, communication delivery, supporting behavior, team leadership/followership) to achieve effective communication.
3. Model leadership practices that support collaboration and teamwork effectiveness to promote patient safety, cultural diversity, prevention of medical errors in simulation experiences and completion of the SLP.

**Assessments:** Attendance, participation, & SLP progress report

**Block IV Objectives**

1. Demonstrate effective communication skills with patients, family members and the healthcare team to provide safe, quality care.
2. Provide appropriate feedback to individuals and groups using the four domains of teamwork (information exchange, communication delivery, supporting behavior, team leadership/followership) to achieve effective communication.
3. Model leadership practices that support collaboration and teamwork effectiveness to promote patient safety, cultural diversity, prevention of medical errors in simulation experiences and completion of the SLP.
4. Describe experiences of effective and ineffective teamwork and provide reflective introspection to examine self/team performance in simulation experiences and SLP.
5. Develop further awareness and appreciation of the roles and contributions of various healthcare professionals in providing quality, safe patient care.

**Assessments:** Attendance, participation, SLP project presentation & individual reflection paper