

A Translation Of First-Year Medical Education Into Service Learning

Coby Menard^{1*}, Kion Gregory, MS^{1*}, Cathy Lazarus, MD¹

¹Louisiana State University Health Sciences Center, School of Medicine, New Orleans, LA
*authors contributed equally



Introduction

Camp Tiger is a service-learning project established at LSU New Orleans School of Medicine in 1985.

- Organized and fundraised by our rising second-year medical students.
- Staffed by rising second-year and incoming medical students volunteering as counselors.
- 1-week summer day camp
- For local children (6-15 years old) with varying disabilities.

Methods

Learning Objectives

- Written for a Summer Camp Grant from the Joe W. and Dorothy Dorsett Brown Foundation.
- Rising second-year Objectives:
 - LO1: Use basic knowledge and skills of first-year medical education to enhance interactions with campers with various genetic, physical, and/or mental differences
 - LO2: Apply first-year clinical and BLS knowledge gained to provide campers with a safe and secure environment with opportunities for fun and enrichment.
 - LO3: Learn advocacy mechanisms to assist campers who lack full ability for self-advocacy; explain how this will apply to interactions with and treatment of future patients.
 - LO4: Apply learned team/group working skills to interactions with other camp counselors and camp faculty.
- Incoming first-year objectives were written (not listed).

Survey

- Post-camp assessment.
- 10-questions: six Likert scale, two Yes/No, and two Free Responses.
- Distributed to counselors (n = 189) via email.

Participants

- Rising second-year medical student counselors (n = 40)
- Incoming first-year medical student counselor (n = 57)

Results

Q: I FOUND THE KNOWLEDGE FROM MY FIRST-YEAR MEDICAL EDUCATION TO BE USEFUL IN UNDERSTANDING THE CLINICAL DIAGNOSIS OF MY CAMPER

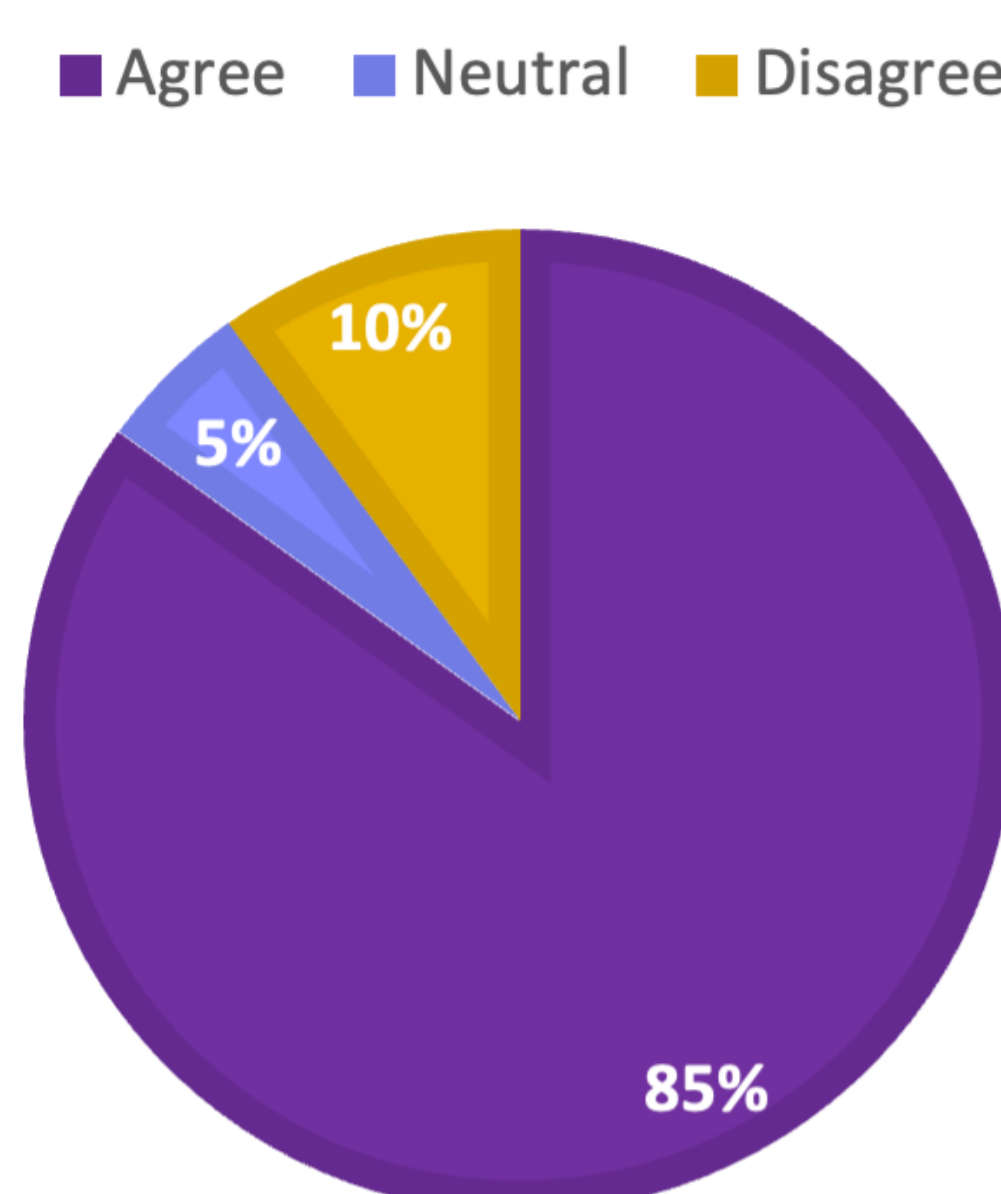


Figure 1: 85% of rising second year medical students felt able to apply their didactic first-year medical education while volunteering as counselors.

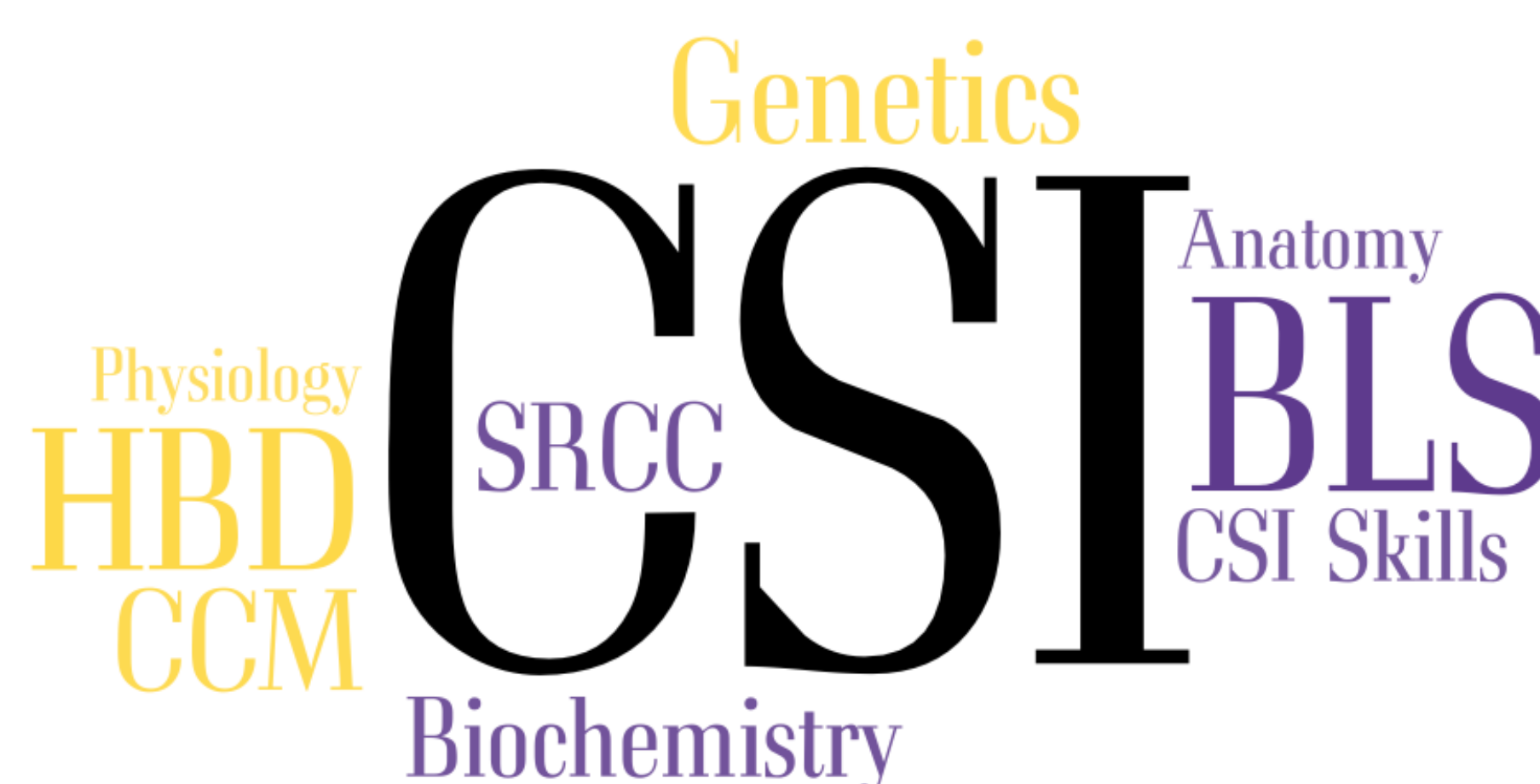


Figure 2: Rising second year medical students' responses to a question about where the knowledge and skills used during camp were obtained.

Table 1: Rising Second-Year Medical Students Likert Scale and Yes/No Questions		Percentages:
LO1 Questions	I found the knowledge from my first-year medical education to be useful in understanding the clinical diagnosis of my camper	See Figure 1
	I was able to understand the various genetic, physical, and/or mental conditions I learned in my first-year medical education and how their various manifestations presented in campers	Agree: 80% Neutral: 15% Disagree: 5%
LO2 Questions	I felt confident in my ability to apply patient care skills learned in my first-year medical education to assist my camper when/if needed	Agree: 90% Neutral: 7.5% Disagree: 2.5%
	I was able to understand the various genetic, physical, and/or mental conditions I learned in my first-year medical education and how their various manifestations presented in campers	Agree: 90% Neutral: 7.5% Disagree: 2.5%
	Did you feel capable to step-in and assist the physicians and/or EMS when/if needed?	Yes: 97.5% No: 2.5%
LO3 Questions	Over the course of Camp, I learned to advocate for my camper despite any communication barrier to ensure their need(s) were met	Yes: 97.5% No: 2.5%
	When needing additional assistance from the physicians, psychologist, EMS, and/or a committee member I knew how to express my camper's need(s)	Agree: 82.5% Neutral: 15% Disagree: 2.5%
LO4 Question	When faced with difficulty, I was able to apply my learned team/group working skills to diffuse the situation	Agree: 97.5% Neutral: 2.5% Disagree: 0%

- 94.7% of incoming first-year medical students felt prepared to be counselors after attending orientation, with 92.9% feeling confident in filling their role.
- 94.7% of incoming first-year medical students were hopeful that the skills learned during Camp Tiger would be applicable to their medical education.
- These students further reported an enhanced confidence in matriculating into medical school after being counselors at Camp Tiger (96.5%).

2023 Camp Tiger Images



Campers and Counselors at City Park (A and B) and at Carnival Day (C).

Discussion

- The first-year medical education curriculum at LSUHSC New Orleans enables rising-second year medical students to apply their didactic knowledge to serving children with a variety of disabilities.
- Service-learning early in a medical student's training is important to the future practice of medicine.
- Working in teams/groups alongside colleagues prior to matriculation can improve the morale of an incoming cohort.

Future Directions

- Further observe the crossover of our medical education training to service-learning with Camp Tiger.
- Improve the incoming first-year medical student learning objectives for Camp Tiger and create a more focused questionnaire.

Resources

- Beck, J., Chretien, K., & Kind, T. (2015). Professional Identity Development Through Service Learning: A Qualitative Study of First-Year Medical Students Volunteering at a Medical Specialty Camp. *Clinical pediatrics*, 54(13), 1276–1282. <https://doi.org/10.1177/0009922815571108>
- Billig, S.H. (2000). Research on K-12 school-based service-learning: The evidence builds. *Phi Delta Kappan*, 81, 658–664