



What's in it for me?
Perspectives from
Community
Participants in an
Inter-professional
Service Learning
Program

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Introduction

- Service Learning
- Interprofessional Education
- Interprofessional Service Learning



What's missing from the literature?

- How does service learning affects the community members?



Aims

- To examine participants' perceived health outcomes associated with their participation in an interprofessional service learning program.

Putting Families First



- Beyond Flexner Conference: Received Josiah Macy Jr. Foundation Awards for Excellence in Social Mission in Health Professions Education
- Clinical Health Psychology, Dentistry, Health Administration, Medicine, Nursing, Nutrition, Pharmacy, Physical Therapy, Veterinary Medicine



Methods

- Recruitment
 - Participation in Putting Families First for 3 years or more
 - 97 invitations to participate sent
 - 21 interviews completed
- Semi-Structured Interviews
 - 8 items
 - participants' most memorable experiences with the students
 - how students were impacted by program participation
 - how participants' health was impacted by the program
- Grounded Theory Approach



Results

- N=19
 - 2 lost due to poor audio quality
- Participants
 - 17 females, 2 males
 - Mean age = 66 years old (Range: 49 to 90 years old)
 - Socioeconomic Status (SES)
 - *Low SES (n=12)*
 - *Middle SES (n=5)*
 - *High SES (n=2)*



Results

- Themes and Subthemes
 - Overarching Theme: Bridging Generations
 - Social Support
 - *Informational Support*
 - *Emotional Support*
 - *Tangible Support*
 - *Companionship Support*



Bridging Generations

“We think it’s wonderful to have this opportunity to talk to young people and it is so encouraging to talk to young people who have a goal; who have purpose; who are focused and they’re going somewhere. It’s just delightful to me, on the whole, to invest my time with young people that are actually engaged in life.”



Informational Support

“I don’t have to worry that I don’t have soda to offer these young people because they’re a step ahead of me. They make me conscious, aware of living a healthy lifestyle.”

“They’re like a road map, they could show you, and they can tell you about where to go. Help you through, you know. Make sure you get what you need.”



Emotional Support

“I don’t go a whole lot of places; maybe go to the grocery store, shopping, church. And, um, I look forward to them coming because, like I said, they, they seem like they’re a little but like a family. And, uh, and then, like I said, I’ve been helped with them by being able to talk with them when I don’t want to talk with family or friends. I know it’s going to, you know, pretty much stay right with them or with program.”



Tangible Support

“Uh, they’ve helped with a lot of things, not only the door. Um, they were talking with me one time about what I needed, and I told them that I needed some... Didn’t know if they could help, but that I wanted a computer, a laptop computer that I could use in the living room with my daughter, so that I didn’t have to go to another part of the room... and they didn’t know how they could help me because that’s, that’s a huge thing, and uh, one of the boys went back and was talking to one of his roommates, and his roommate was fixing to get a new computer, so he sent me his old computer.”



Companionship Support

“We just had really good times... We’ve had barbecues, we’ve... once we went to the beach, once we all, um, went on a... where did we go, did we go to Disney World? We went somewhere. That was a long time ago (laughter). We’ve just done different things, whatever they wanted to do, too, you know.”



Conclusions

- Perceptions about aging
- High SES vs. Low SES participants
- Families volunteer not based on typical “health” needs
- Improves education for students about program participants needs