

THE NETWORK: TOWARDS UNITY
FOR HEALTH & FACULTAD DE MEDICINA,
UNAM, PRESENT



THE NETWORK
TOWARDS UNITY FOR HEALTH



Facultad de Medicina



TUFH2020 MEXICO

VIRTUAL CONFERENCE

"PRIMARY HEALTH CARE: A PATH
TOWARDS SOCIAL JUSTICE"

SYSTEMS AND COMMUNITY BASED
RESPONSES TO COVID-19

SEPTEMBER 23-25, 2020

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Title	Responsive Action: Considerations for Engaging Community Partners in Evaluating and Improving a Community-Based Educational Initiative for Health Profession Students
Type	Oral Presentation <i>Intersectoral Collaborations and the Social Determinants of Health</i>
Presenting Author	Karen Cook
Co-Authors	Ian Whetter, Chelsea Jalloh
Country	Manitoba
Abstract N°	TUFH151
Content	<p>Community-based service learning experiences can be a meaningful way for health profession students to engage with and apply principles of health equity, social determinants of health, social justice and social accountability. During service learning experiences, students engage with community partners who work with under-resourced populations, such as Indigenous communities, newcomer, immigrant and refugee communities, and individuals affected by social determinants of health. Educational program evaluations often focus on student perspectives. Community partners also have unique and highly valuable perspectives to share, yet formalized mechanisms to collect this feedback are often not in place. Hearing from and responding to community partner feedback regarding health education and community health priorities is imperative to inform program improvements and to ensure that service learning partnerships are meaningful, equitable, and reciprocally beneficial for university and community partners. Following a brief presentation of results from a recent survey of 36 community partner organizations involved in service learning with undergraduate medical students at a Canadian university, whole group and small group discussion will address the following workshop learning objectives:</p> <ol style="list-style-type: none"> 1. Highlight how community-based educational experiences can direct the roles and practices of future health care practitioners. 2. Identify important considerations when designing and implementing approaches to seek feedback from community partners. 3. Discuss the importance of institutions seeking, and responding to/applying, community partner feedback re: educational initiatives such as service learning. 4. Discuss how universities can build and strengthen reciprocal working relationships with community partners that contribute toward improved health outcomes and social accountability.



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