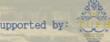
"Enhancing Interprofessional Collaboration and Learning for Strengthening Primary Health Care"

TUFH THE NETWORK: **TOWARD UNITY** 2021 FOR HEALTH

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## TUFH 2021 ABSTRACTS

| Title                   | EXPLORING COMMUNITY COMPENSATION IN COMMUNITY-<br>UNIVERSITY PARTNERSHIPS: WHAT DOES "RECIPROCITY"<br>REALLY MEAN?   |
|-------------------------|--|
| Туре                    | Oral Presentation<br>Innovative Ways for Community Mobilization and Engagement of<br>Stakeholders  |
| 1st Author              | KAREN COOK   |
| Co-Authors              | Chelsea Jalloh, Liam Fullerton, Ian Whetter  |
| Country                 | CANADA   |
| Abstract N <sup>o</sup> | TUFH568  |
| Content                 | Background: Increasingly, medical education related to learning experiences such as service learning, population health and interprofessional education draws upon collaborations with community partners in capacities such as guest lecturers, placement supervisors and subject matter experts. This project explored ways in which community partner contributions are acknowledged and compensated (monetary and non-monetary approaches) within community-university collaborations (CUC). Methods: In 2019/20, we conducted 12 interviews with community partners involved in CUC. Individuals were recruited to represent various roles in CUC and with diverse lived experiences/identities. To supplement these interviews, in 2021 we conducted a literature scan specifically about financial compensation for community partners. Results: All interview participants expressed interest in a form of university "nil appointment," including ideas of what that role might involve, how people would come to hold the role and for what duration. In addition, inclusion on university email lists, supports such as subsidized transportation to/from campus, access to university libraries, and access to meeting space on campus were identified as valuable to differing degrees. The value of reciprocity in CUC was prominent in the literature; however, specific best practices re: (non)monetary compensation for community partners were largely absent. Conclusion: As schools of medicine commit to providing students with socially accountable educational experiences, acknowledging community partners for their educational contributions is an essential part of this commitment. In developing and maintaining CUC, we explore how to conceptualize and move towards reciprocity, and the role of (non)monetary compensation for community partners, as integral components of the conversation. |

The Network: Towards Unity For Health (TUFH) secretariat@thenetworktufh.org | http://thenetworktufh.org