



Measuring social accountability, patient-centredness, empathy and resilience in a cohort of final year medical students in a longitudinal rural programme

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15 students spent the whole year in this rural district and we interviewed them 3 times

January



July



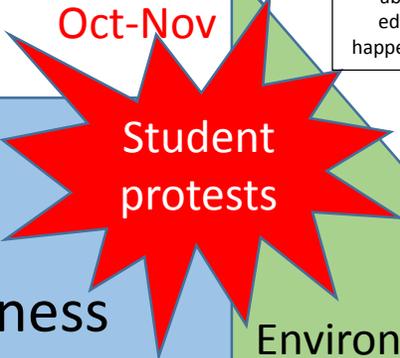
Sept



Oct-Nov

Nation-wide student protests about decolonizing tertiary education and student fees happened at the end of the study

EDEN DISTRICT



Student protests

These are the major themes that students experienced over the course of the year

Relationships -----> Inclusiveness

Student identity -----> Junior doctor

Responsibility -----> Trust

Confidence -----> Agency

Teamwork -----> Respect

Role models -----> Empathy

Racial 'othering' -----> Power

Oudtshoorn experience

Environment
Flat hierarchy
Small teams
Peer debriefing
ENABLERS

INHIBITORS
Block rotations
Over-assessment
Social exclusion
Patient load
Language

These are the elements that we want to measure quantitatively

MEASUREMENT

- ✓ Social accountability
- ✓ Patient centredness
- ✓ Empathy
- ✓ Resilience

CAPE TOWN

This is the site of the traditional curriculum based at a tertiary hospital

This is the sense that we made of the data

Oudtshoorn is a small rural district hospital where each student spent 6 weeks

not just because you can't speak the language but with all the feelings that come with that ... so that really makes it difficult to feel like ... I can actually be a good doctor today ... if you are feeling oppressed you don't think you have a responsibility to anyone ... feeling 'other' really impacts negatively".

"how to hold power in situations, to know when to use power to empower a patient or colleague"

"social responsibility happened without one's even noticing it"

"left alone on a ward and you are suddenly doing what an intern does and don't even notice it ... learning is in your own hands ... you grow in confidence when colleagues trust you like that"