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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EDEN DISTRICT

Relationships --------------> Inclusiveness
Student identity --------------> Junior doctor
Responsibility --------------> Trust
Confidence --------------> Agency
Teamwork --------------> Respect
Role models --------------> Empathy
Racial ‘othering’ --------------> Power

Environment
Flat hierarchy
Small teams
Peer debriefing

ENABLERS

INHIBITORS
Block rotations
Over-assessment
Social exclusion
Patient load
Language

MEASUREMENT
✓ Social accountability
✓ Patient centredness
✓ Empathy
✓ Resilience

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

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

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

These are the elements that we want to measure quantitatively.

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

These are the elements that we made of the data.

CAPE TOWN

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

Student protests

Student protests

Oudtshoorn experience

Jan
July
Sept
Oct-Nov
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”.

“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”

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