#SCOD4.5: SCOD - Curriculum - General

SCOD4.5.16 Social Accountability Level of a Medical School from the Students Point of View (8419)

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ABSTRACT:
Background: In 1995, Social Accountability (SA) was defined as the willingness and ability to adjust to the needs of patients and healthcare systems. Since then, in order to implement SA, both educators and medical students took responsibilities. In 2017, The International Federation of Medical Students Association (IFMSA) published a toolkit that guides medical students to take the lead on implementing SA measures in their local communities. To understand students perception about SA of their school, we questioned medical students of Gazi University by using the assessment survey from IFMSA Students Toolkit.
Summary of Work: Medical students from all grades (1-6) participated (n=494) in the study. The data collected through Google Forms with an online-survey consisting of 12 questions to be rated from 0-3 (0:No, 1:Somewhat, 2:Good, 3:Excellent). Students between 1st-4th grade (n=274, Group-1) had limited exposure to the clinical environment due to distance education caused by pandemic, 5th-6th grade students (n=220, Group-2) had completed several clerkships in previous years. We calculated overall and question-based mean scores and also analyzed the mean score difference between Group-1 and Group-2 by conducting Independent-Samples T-Test.
Summary of Results: Between 0-36, the overall mean score given to the school was 19.01±6.01. Does your school encourage you to undertake generalist specialties? had the lowest score (0.77±0.88), Does your school have a positive impact on the community? had the highest score (1.98±0.73). While the overall mean score from Group-2 was 18.38±5.71; Group-1 was 19.52±6.20, and the difference was statistically significant (p<0,05).
Discussion and Conclusions: According to these results, SA in Gazi University is classified as well but not strong, supporting that the school has some strategies working well along with weaknesses. For this level, Toolkit recommends students to look for areas of weakness and ways to advocate to improve SA by raising awareness and building capacity. Starting from the weakest, first area to focus would be consistent encouragement to work in rural areas.
Take-home Messages: Both for educators and students to assess their schools SA level, there is an accountable toolkit available. Even though the general overview of the school has a positive impact on the community, faculty members should encourage their students to work in rural areas.