

How do contextual issues influence social accountability in medical education?

Context: from Latin contextus a putting together, from contexere to interweave, from com- together + texere to weave, braid (The Free Dictionary)

Ms Robyn Preston^{1,3}, Dr Judy Taylor^{1,2}, A/Prof Sarah Larkins¹ & Dr Jenni Judd³

1. School of Medicine & Dentistry, James Cook University (JCU), Townsville, northern Queensland 2. Spencer Gulf Rural Health School, University of South Australia/ University of Adelaide, Whyalla, South Australia 3. Anton Breinl Centre, School of Public Health, Tropical Medicine & Rehabilitation Sciences, JCU, Townsville

1. SUMMER/AUTUMN 2014 COLLECTION (PhD Research Project*)

The **aims** of this research study are to:

- Investigate the progress towards socially accountable medical education in four medical schools in two countries
- To analyse and compare key contextual factors that influence the planning, implementation and outcomes of socially accountable medical education within these sites

The specific **questions** are:

- What are the key contextual factors that have impacted upon progress towards socially accountable medical education in these medical schools?
- What is the theoretical and historical background to socially accountable medical education and how has it been defined and evaluated in these settings?
- Could theory or conceptual frameworks be developed from this research that will be applicable to other contexts?

Methodology

- A prospective multiple case study design using qualitative research methods (semi-structured interviews, document analysis, Photo Voice and non-participant observation)

3. ROUGH SKETCHES (Early Results)

Literature Review:

- The global health workforce crisis has renewed focus on the outcomes of medical education through a professional and social movement for socially accountable medical education
- A socially accountable medical school aligns its activities to meet the needs of communities and the health care systems it serves (Training for Health Equity Network 2008 with reference to Boelen & Heck 1995).
- All medical schools are unique and external and internal factors influence how they train doctors.
- There is a need to understand how these contextual factors influence the social accountability aspirations and practices of medical schools.
- There are diverse definitions of context in the social research literature.
- Methods to analyse context in case study research are informed by disciplinary and methodological approaches

Consultation Session :

- 2011 Australian and New Zealand Association of Health Professional Educators (ANZAPHE) conference (see diagram 2)
- 15 conference attendees representing diverse professions, Schools and countries participated at the session
- Macro, Meso and Micro level contextual factors were readily identified
- Individuals' influences were also noted
- There contextual issues may vary between newer medical schools and more established schools
- Another **consultation session** will be held at the **Poster Reception** of the PHC Research Conference (see panel four)

5. INSPIRATION (References)

Boelen, C., & Heck, J. (1995). Defining and measuring the social accountability of medical schools. Geneva: World Health Organisation.

Bronfenbrenner (1979) in Thomas, G. (2011). How to do your Case Study: A guide for students and researchers. London: Sage Publications Inc.

The Free Dictionary. (2011). Context. *TheFreeDictionary.com* Retrieved 5 July 2011, 2011, from <http://www.thefreedictionary.com/context>

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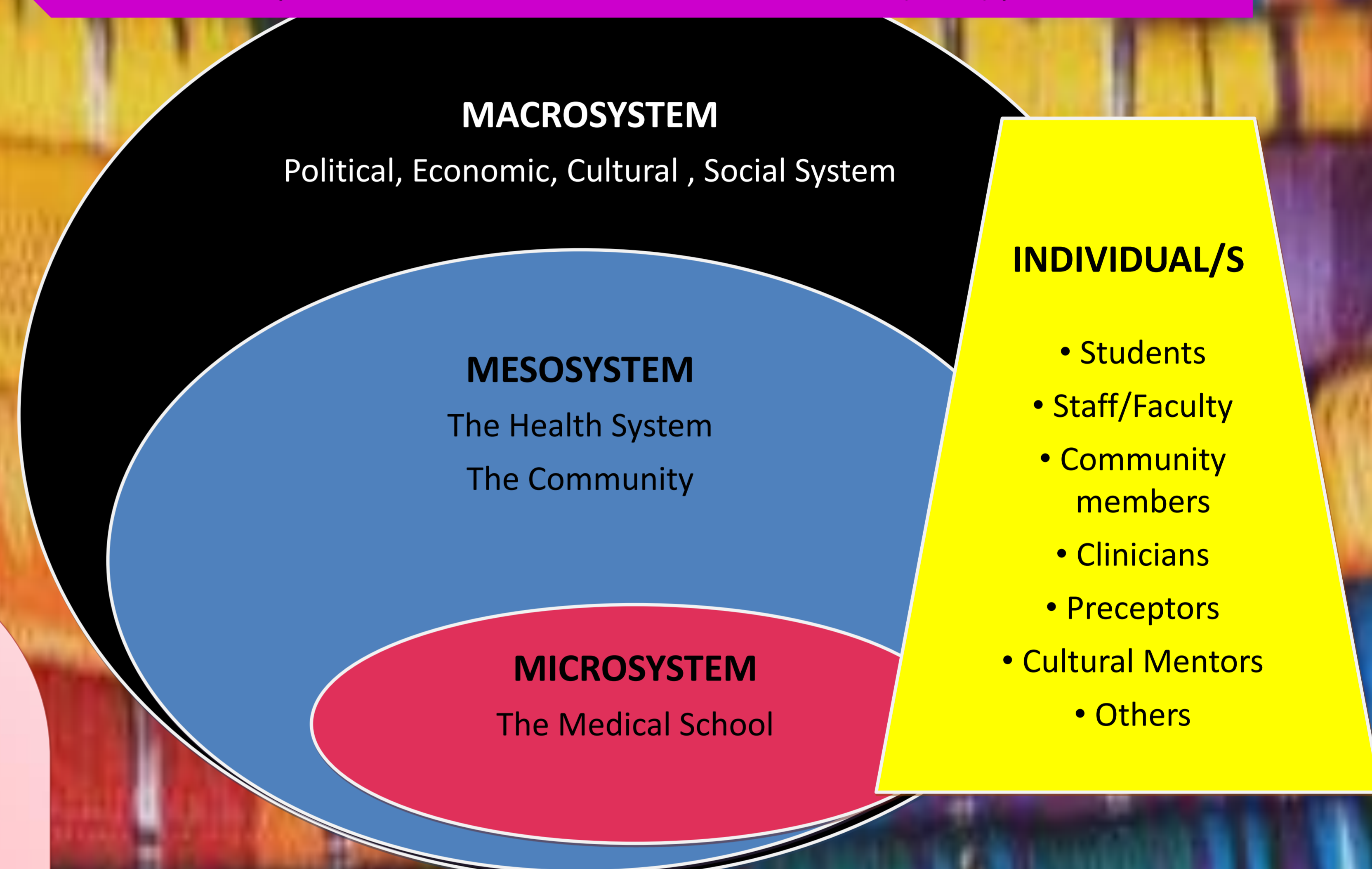
Photo & Dream Catcher: Dr Rebecca Evans, 2011 ANZAPHE Conference, used with permission.

2. DESIGN IDEAS

(Preparation for Confirmation#)

- **Literature Review:** Historical and conceptual development of social accountability in medical education and 'Context' and "Analysing Context" in social research
- Development of a **working conceptual framework/model** based on Bronfenbrenner's Ecological Approach (See diagram 1)
- **Consulting Experts to uncover** which contextual factors are most pertinent to social accountability in medical education and are able to be captured in diverse settings

Diagram 1: Context and Medical Schools: A working model
Adapted from Bronfenbrenner 1979 in Thomas (2011) p.58



4. COMMISSIONING EXPERT WEAVERS (Poster Reception Activity)

- Identify the **contextual factors** that have **facilitated** progress towards the social accountability of medical schools.
- "Weave" their **inter-relatedness** on your dream catcher.
- Note down how these contextual factors have **influenced** social accountability in medical schools on post-it notes or discuss with author.
- Factors identified in the literature and by experts will be analysed to further develop the working conceptual frameworks (diagram 1)

Diagram 2: Weaving Context (JCU School of Medicine & Dentistry)



6. BOUQUETS & AGENT (Thanks & contact details)

- THEnet Evaluation and Research Groups
- JCU OT students at Koolkuna Pre-Prep (dream catcher idea)
- Participants at 2011 ANZAPHE Conference, 29/06 Alice Springs

PHC Research Conference, Brisbane, 12-15/06/11

Contact: robyn.preston@jcu.edu.au

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