

ONLINE TRAINING PROPOSAL

The goal of this proposal form is to help you define the objectives and outlines of the Online Training Course/Workshop as well as use it as a communication tool with the IT contact person. Please fill out this template as concretely and specifically as you can.

Once the proposal is approved you will be granted access to the Online Platform and introduced how to use it. When the preparations are completed, the course will be checked and added to the Online Training Tracking Sheet before putting it online. If you have any questions, please don't hesitate to send an email to vpcb@ifmsa.org.

TITLE: SOCIAL ACCOUNTABILITY WORKSHOP

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- IT contact person (if applicable): Ahmed Lateef (scomed@ifmsa.org), Adèle Bichaoui (cbda.scome@ifmsa.org)
- Level of Online Course: Online Workshop

BACKGROUND

Having the urge to serve the community and be part of reshaping global health is an integral aspect of being a competent future physician.

This is why the World Health Organization (WHO) defined the Social Accountability (SA) of medical schools in 1995 as "the obligation to direct their education, research, and service activities towards addressing the priority health concerns of the community, region, and/or nation they are mandated to serve."

As medical students, we should possess the knowledge required to be socially accountable, recognize the diverse needs of different communities at various levels, acquire the necessary skills to implement these initiatives, and exhibit the proper attitude and values when engaging with the community.

This workshop serves as a tool to assist medical students in enhancing the social accountability of medical schools and maintaining it.

It is the responsibility of medical students to transition towards a more socially accountable education system, and this workshop will provide multiple resources to help build medical students' skills in using evaluation tools and assessments, as well as developing their abilities to design and execute activities aimed at improving the social accountability of their respective medical schools, medical education systems, and the global community.

Furthermore, the social accountability workshop will go beyond honing specific skills of its members; it will also focus on enhancing their mindset and attitude towards various issues, empowering them to lead proactive initiatives to address these problems.

To be inclusive, this oSAW will be conducted in English but as well in Spanish and French.

THEMES, OVERALL TOPICS & RELATED STANDING COMMITTEES

The **Agenda** follows the SAW guidelines and the CB IOGs, which are available upon request. The workshop will occur over 2 weeks and a total of 18 hours with no more than 4 hours per day.

Agenda for 3 streams: English, Spanish, and French streams:  oSAW Agenda 2025

TARGET GROUP

- Number of participants: 15-20 per language (up to 60 participants total)
- Primary target: SCOME members
- Secondary target: other IFMSA members with an interest in Medical Education
- Exclusion criteria: prior participation in a SAW

OBJECTIVES

Goal 1: Enable participants to understand the importance of Social Accountability as a tool to mitigate the gap between the health needs of populations and resources provided by healthcare systems.

Objective 1.1: Participants are able to define Social Responsibility, Social Responsiveness, and Social Accountability, identify levels of social accountability and present examples of applying SA at the different levels.

- At least 75% of the participants report a higher score of their understanding of Social Accountability between the Pre and Post Assessment.
- At least 60% of participants report an increase in their confidence to raise awareness about Social Accountability.

Objective 1.2: Participants are able to assess the Social Accountability of their Medical School

- At least 75% of the participants are able to assess the Social Accountability of their Medical School.
- At least 3 different assessment methods are introduced during the Online Workshop such as the WHO Grid, the CPU Model, IFMSA Students' Toolkit and THENet Framework
- All the working space sessions have at least a real-life situation to reflect on.

Objective 1.3: Increase the participants' awareness about strengthening health systems and the role of a socially accountable school to achieve it.

- At least 2 health system-related topics are delivered within the workshop.
- At least **75%** of the participants are able to identify the common Social Determinants of Health and their influence on the general population.
- At least **75%** of the participants are able to link the concepts of Social Accountability, Primary Healthcare and Universal Health Coverage.

Goal 2: Empower participants to apply their knowledge, skills, and attitudes to enhance the Social Accountability of their medical schools and education systems, from assessment methods to actively improving the status quo.

Objective 2.1: Enhancing participants' skills to advocate for Social Accountability

- At least **75%** of participants report better understanding and how to analyze the social accountability of their medical curricula.
- At least 3 working groups are established within the workshop to enhance interaction and soft skills development for advocacy.
- At least **75%** of the participants report increased confidence to advocate for social accountability at the post-assessment than the pre-assessment.

Objective 2.3: Clarifying the needed values and reflecting them on the proper attitude needed to improve social accountability of medical schools and medical education systems.

- Stating the values and reflecting on the passive and active attitude of the participants.
- At least **60%** of the participants report on better awareness on the needed attitude to improve social accountability.

Objective 2.4: Improve the participants' activity management and leadership skills to act actively within the community.

- Integrating at least 2 topics related to activity management and execution within the workshop.
- At least **50%** of the participants report an increase in confidence to take on leadership roles in their faculty/student organizations.
- At least **50%** of the participants report an increase in confidence to design social accountability in MedEd activities

Goal 3: Constructing a healthy working environment for the participants to maintain a safe space within the workshop.

Objective 3.1: Stating the American Association of Critical Care Nurses AACN standards for the healthy working environment as a preference of the participants' mutual safe space.

- All participants recognize the standards and act according to them during the whole workshop either online or in person.
- At least **90%** of the participants report satisfaction on the level of inclusion and safety within the workshop.

Objective 3.2: Conceptualizing continuous growth and learning of the participants.

- At least one open space is held with participants to develop their understanding of the continuous learning and personal growth concepts.
- Reflecting the social accountability concepts within the workshop for the participants to act accountable with their peers.

Goal 4: Preparing a defined engagement plan for the participants and trainers to work as an onboarding and familiarization tool to the workshop as well as using outcome and competency-based concepts for the workshop and follow-up plans.

Objective 4.1: Preparing an engagement plan for the trainers and participants to serve as an onboarding tool for a more impactful outcome-based workshop.

- Producing a 3 phase Engagement plan including trainers and participants.
- All trainers report a high level of satisfaction working on the workshop.
- At least **75%** of the participants report meaningful engagement during the workshop

Objective 4.2: Developing a competency-based document to serve as an outcome-oriented tool for the participants to recognize the intended end result of the workshop.

- Producing a Competency-Based document to the participants before the beginning of the workshop.
- At least **80%** of the participants report on the alignment of the workshop with the pre-defined Competences, outcomes, and Intended Learning Outcomes.

Objective 4.3: Preparing a suitable follow-up plan on both short and long terms to utilize the graduated capacity.

- Developing a follow-up plan that is aligned with the SCOME CB Regulations current adopted version.

METHODOLOGY

The workshop different methods as:

- **Presentations**: This method shall be used to address the knowledge required during the workshop.
- **Problem-based learning**: the purpose of this methodology is to put participants into real cases related to the problems addressed through the knowledge-based sessions. In a way, they apply the knowledge and frame it into real contexts.
- **Reflection cycles**: Participants get to learn from their past experiences either through reliving the experiences they have each day in the workshop or from their own past experiences. This can be done in small circles at the end of each day of the workshop.
- **Brainstorming**: This shall allow participants to share their experiences and reflect on the past in order to better understand the present as well as provide some grounds for solutions in the future.
- **Small group discussions**: The purpose of this methodology is to create an environment for common ownership of the discussions and solutions, as well as to engage participants into sharing and reflecting.
- **Feedback, briefing, debriefing, and reflection circles**: These facilitation methods will introduce the participants into the continuous development of their critical thinking.
- **Storytelling and discussions**: These facilitation methods allow participants to imagine situations and reflect on them, as well as to create a debate in order to find a common understanding of the status quo.
- **Role-playing**: Allowing participants to experience real-life situations and thus create an environment to apply skills acquired throughout the workshop.
- **Preset assignments**: The participants will be given specific tasks before several specific sessions in order to optimize their learning experience. These tasks could be in the form of reading a document, watching a video, or conducting a specific search query.
- **Implementing Gamification**: Adding more fun and emotional connections with the attendees will help in easing the environment and create a safe space where we can all develop and improve the impact.

TIMELINE OF THE ONLINE COURSE

Date	Action
1st December	- Finalizing the proposal - Submitting the proposal to the VPCB for approval
12th December	- EB approval for the workshop
13th December	- Preparing the call for facilitators and participants
14th December	- Sharing the call for facilitators and participants

20th December	- Closing the call for facilitators
23rd December	- Selection of facilitators and sending trainers list for approvals - Invite MedEd externals to facilitate a potential session.
1st January	- Sending trainers' acceptance emails
5th January	- 1st OLM with trainers - Closing the call for participants
10th January	- Selection of participants and sending them confirmation emails
12th January	- Deadline for the 1st draft of the sessions' outlines
15th January	- Deadline for the Input to the session outlines
19th January	- Finalizing the sessions' outlines and presentations - Sharing the pre-assessment form with participants
20th January	- Starting day of the workshop
1st February	- Ending day of the workshop

FACILITATORS SELECTION CRITERIA

Open call with, at least, 2 spots for trainers per stream (per language). The selection criteria will be based on the applicants' previous experience in session facilitation as indicated in their Trainers Portfolio, medical education experience and motivation, by the demonstration of a session outline and the following:

- At least two of the trainers must be part of the IFMSA Trainers pool and approved by the SCOME Director.
- All trainers must have sufficient experience in facilitation and have significant knowledge on the topic.
- At least one trainer shall be a Medical Education Trainer.
- At least one trainer must have facilitated at least 10-hours of sessions related to medical education.
- At least two of the trainers must have attended an SAW before.
- Had at least one term as a Local Officer on Medical Education (LOME), as a National Officer on Medical Education (NOME), or in the SCOME International Team.

PARTICIPANTS SELECTION CRITERIA

Participants will be selected through an open call on relevant servers by an objective criterion balanced by subjective interpretation.

They will be evaluated according to their availability, experience, motivation, follow-up plans, and level of accountability.

FOLLOW-UP PLAN

Follow-up is crucial that can build or break trainers after the workshop. That's why the workshop will have a short-term evaluation consists of:

1. The pre and post-assessment to measure the development in their knowledge, skills, attitude in a certain period.
2. The workshop report assesses the impact of the workshop and the competencies provided by the trainers to build SCOME's capacity.
3. The short term follows up till the participants' graduation sessions and their application to the trainer's community.
4. Trainers joining Medical Education Trainer's community on Facebook and WhatsApp.
5. Trainers applying for the Trainers' Pool.
6. Encouraging trainers to apply for the Advanced Continuous Development Course.

Adding to these points a more consistent base of follow-up, monitoring, and evaluation:

1. The pre and post-assessment will assess the different types of knowledge; factual, conceptual, and procedural.
2. Daily self-assessment to determine the understanding and to track the individual development.
3. Daily feedback with different methodologies to improve the workshop on an instant and proper basis.

Trainers also need follow-up plans to maintain their active recognition of their developed skills and this will be as follow:

1. Creating Drive Folder with a proper Master sheet, tracking system, and accountability Board.
2. Documenting all the efforts to act as a preference for their future contributions as sessions designs, agenda, ppts, used resources.
3. Conducting Reflection groups at the end of each day to recognize the participants feedback and instant improvement of the trainers.
4. Reporting their level of satisfaction and experience to state their growth and provide proper guidance and capacity development before, during, or after the workshop.