Socially Accountable Health Workforce Education
Reflective Exercise

Instruction

Based on your "first thought", rate your school's own education program and research activities on 2 to 3 of the illustrative social accountability standards listed in the table below. If you are not currently involved with health workforce education/research, consider the education institution you attended.

What is the current status for each of the illustrative social accountability standards at your school or department?
What "domain" are you most involved with?
What practical action can you take tomorrow to shift the rating towards a "greater extent" for this domain?

Please consider sharing some of your key reflections in the final discussion.

Domains	Illustrative social accountability standards[1]	No	Hmm	Yes (kind of)
Students	The school's student body reflects the socio-demographic and other characteristics of the communities and regions the school serves, including underserved populations.			
Curriculum	Our curriculum prepares graduates to address priority health and social needs of the communities the school serves and who demonstrate a community-based service orientation and positive intention to address local health inequities.			
Governance	A fully-defined social accountability mandate is evident in the school's vision, mission and values, with metrics and benchmarks, and is being implemented.			
Engagement	The school actively partners with students, faculty, health sector stakeholders, policy makers and communities to design, manage and evaluate education and research activities that address the priority health and social needs of the communities the school serves.			
Faculty	The school recruits and deploys community-based clinicians and health workers as faculty, to teach students.			
Practice	Our students are placed in primary care settings - including clinics, district hospitals and communities - in underserved communities, with the opportunity for an extensive, immersive experience during the years when most clinical learning takes place.			
Research	Our school has an integrated research program that focuses on health outcomes, social determinants of health, health equity, gender parity and community health needs.			
Outcomes	Our school is able to track graduates to assess the impact of the school's SA efforts and quantify the number of our school's graduates who deploy and are retained in areas where they are needed, including underserved areas.			

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[1] Adapted from the Training for Health Equity Network (THEnet) framework for socially accountable health professions education and THEnet's Institutional Self-Assessment Tool for Health Workforce Education Institutions (ISAT). The standards assessed by the ISAT fall within nine education elements linked by evidence to effective and community-relevant pre-service medical, nursing and midwifery education and graduate outcomes. These standards are a consolidation of the WHO Global Standards for the Initial Education of Professional Nurses and Midwives, the World Federation for Medical Education Global Standards for Basic Medicine, Training for Health Equity Network Framework for Socially Accountable Health Professions, International Council of Midwifery Global Standards for Midwifery Education, and the African Quality Rating Mechanism Survey Tool for Higher Education.

	Education, research, and service programs are designed to meet the health and social needs of underserved communities.			
	Students are selected from the communities that have the greatest health needs.			
	Programs are located in or near the communities they serve.			
	A significant part of the learning experience takes place in primary care settings.			
	The curriculum integrates basic, clinical, population, and social science, including the social determinants of health.			
	Teaching methods are student-centered and service-based, emphasizing teamwork and benefiting from information technology.			
	Schools recruit and train community-based practitioners as teachers and mentors.			
	Programs emphasize a commitment to public service, with faculty members serving as role models.			
	Social accountability is reflected across all departments and in the commitment from school leadership.			