

**“Enhancing Interprofessional  
Collaboration and Learning for  
Strengthening Primary Health Care”**

July 21-23, 2021

Faculty of Medicine, Public Health and Nursing  
Universitas Gadjah Mada  
Yogyakarta, Indonesia

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## TUFH 2021 ABSTRACTS

Title	USING A SOCIAL ACCOUNTABILITY APPROACH TO PROMOTE HIGH QUALITY LEARNING THROUGH INTER-PROFESSIONAL STUDENT OUTREACH
Type	Oral Presentation High-Quality Learning and Collaborations in the Health Workforce
1st Author	TOMLIN PAUL
Co-Authors	MARJAN DE BRUIN
Country	JAMAICA
Abstract N <sup>o</sup>	TUFH795
Content	<p>Background The Faculty of Medical Sciences (FMS) at The University of the West Indies, Jamaica has six professional programmes training nurses, physicians, dentists, radiographers, physical therapists and pharmacists. To support its vision of social accountability, the Faculty has promoted student outreach to provide community service with the involvement of all disciplines. Social accountability refers to the obligation of the school to respond to the priority health problems of the community it serves. We have explored the adoption of the social accountability vision to promote learning in the community among students across disciplines. We describe the contribution of the social accountability vision to promoting high quality learning among students of various disciplines. Methods Feedback was received through discussions with students and faculty taking part in the social outreach activities over the past three years. Results The experience highlights 3 aspects of high quality learning: 1. Learning that is meaningful Providing direct care to patients and communities using skills being developed. A service learning model that approximates future experience. 2. Learning that is deep and creative Immersion in real community problems such as poor access to care associated with advanced disease. 3. Learning that is metacognitive. Opportunity to look at self and other disciplines providing a framework for self-reflection on analysis of the content and context of learning. Conclusion Operationalizing the vision of social accountability through social outreach for a multi-professional health training institution provides an opportunity for high quality learning of health professional students.</p>