BACKGROUND

Accountability
- Broadly applicable from self-awareness and management, to patient and family care using partnerships with patients and their family caregivers to enhance care experiences and outcomes
- Requires acquisition and maintenance of appropriate knowledge and skills, collective interdependencies of team based care, interactions at the systems level from credentialing to quality improvement, and a commitment to consider the needs of others before self

OBJECTIVES
- To articulate the relevance of accountability as a key leadership attribute necessary for achieving results
- To identify opportunities to develop skills in accountability
- To identify methods to assess accountability in healthcare education settings

INTENDED LEARNING OUTCOMES
- Knowledge - Explain the concepts of accountability in different environments/situations and as it applies to self and system
- Skills - Apply accountability concepts in leadership scenarios
- Attitudes and Behaviours - Engage with and learn from team based care (including patients, families and caregivers) and alternate perspectives
- Integration - Assimilation of the required knowledge, skills, attitudes and behaviours in order to demonstrate practical application of exemplary approaches to achieve overall accountability on multiple levels, including personal and system levels

CASE

You are in a busy and crowded emergency department reviewing a case with a resident.

During the discussion, you are interrupted by a consultant from the Medicine service who wishes to discuss a patient you referred to him.

_The patient was a homosexual man with a significant pneumonia who was febrile, tachypneic & hypoxemic._

The consultant informs you that he agrees that the patient is in need of hospitalization, but he is frustrated at having to deal with patients who are suffering from the consequences of the “bad lifestyle choices” they have made.

He comments on how the burden of caring for them makes his life intolerable as “they are never going to learn or change their behaviours”.

Questions for discussion
- What accountability issues can be identified in the vignette?
- Who are the relevant stakeholders in this case from an accountability perspective?
- What are the challenges and opportunities to teach accountability skills in this setting?

INSTRUCTIONAL METHODS
- Case-based teaching
- Small group facilitated discussion
- Large group - audience response system
- Role play
- Simulation
- Online discussion board
- Webinar
- Portfolio

ASSESSMENT METHODS
- Pre/Post encounter knowledge assessment questionnaire
- Case based discussion participation
- Situational judgment testing scenarios
- 360/Multisource feedback
- Confidence Based Marking/Script concordance
- OSCE station
- Portfolio

TEACHER’S GUIDE
- Review the case and learning objectives and clarify outstanding concerns
- Establish timelines for the activity based on selected assessment format
- During case based discussion/activity debrief use the following guiding questions: _How does this case relate to the following phrases related to accountability?_
  - “Physicians take responsibility for our activities and interactions within the health care system, specifically with patients and their families, colleagues, and other health care professionals."
  - “Physicians identify the need for, and take action for change, both at the personal and system levels."
- Have learners evaluate the session before leaving

OTHER RESOURCES
- Assessment and accountability in higher education
  https://net.educase.edu/ir/library/pdf/fh0707s.pdf
- Authentic Accountability: The Education Profession at a Crossroads
  http://www.sedl.org/pubs/sedl-letter/v19n01/authentic-accountability.html
ACCOUNTABILITY REFERENCES


Krieger N. On becoming a public health professional: reflections on democracy, leadership, and accountability. J Public Health Policy. 1990; 11 (4); 381-90.
