Map of Actors, Interpretation of the Diagram Elaborated and Sequencing of Their Actions

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

Stakeholder mapping is a analysis strategy studied reality forming an interweaving interesting.
Objetive: To investigate the type of information selected by fourth-year students of the Medicine Career of a privately managed university in the city of Mar del Plata, Argentina for the elaboration of a map of actors, interpretation of the diagram elaborated and sequencing of their actions based on a case of motorcycle accident.
Materials and Methods: Longitudinal descriptive research recording data weekly for one month. Sample of 55 medical students, non-probability sampling for convenience. The variables subject to analysis were: type of actors, role of actors, interactions, moment of intervention, context of participation.
Results: A diagram where they will locate an actor, selecting from those proposed according to the sector they consider to belong,Later they agreed on the type of relationships that are established between the actors, reflecting the information in a diagram, justifying the decisions. An online form was sent to see the perception of the experience. 50% indicated that they were able to identify actors, 60% examined the role of each one, 40% the visualization in the diagram, although they

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presented some difficulties in loading the data. 60% found it interesting to establish relationships between the actors and carry out the temporal sequence.

Conclusions: The generation of experiences that favor the dialogic exchange and the reflection of the students is the key to strengthen/develop competences.

1. INTRODUCTION

The Research Methodology chair establishes different strategies during the course, among which the creation of an original research protocol stands out where students transfer the traditional theoretical contents addressed in every course that addresses this subject but applying them to an original topic. But in addition, other activities are proposed annually that promote interrelationships between students, active and collaborative work that they always indicate enriches their perspectives.Stakeholder mapping is a analysis strategy studied reality forming an interweaving interesting The objetive of the experience was to investigate the type of information selected by fourth-year students of the Medicine Career of a privately managed university in the city of Mar del Plata, Argentina for the elaboration of a map of actors, interpretation of the diagram elaborated and sequencing of their actions based on a case of motorcycle accident.

2. LITERATURE REVIEW

Alomá Bello, Crespo Díaz, González Hernández, y Estévez Pérez [1]. in their article indicate that active learning is associated with the student selecting the information they need and thus being able to address a problem that has been presented to them. Guerrero, y del Campo Lafita [2] in their proposal refer that in collaborative learning, group activities are identified where the teacher interacts with the participants to address projects.As previous antecedents in the use of Mapping of Actors, it is recognized that of Figari, y Pereira [3]. in a study conducted in Uruguay identify four sectors for their study but respect the three circles where the closest to the center is associated with the greatest relationship with the situation raised and the outermost the furthest away.

3. DEVELOPMENT

The experience developed longitudinal descriptive research recording data weekly for one month. 55 medical students, non-probability sampling for convenience. The variables subject to analysis were: type of actors, role of actors, interactions, moment of intervention, context of participation.

With the teaching team, a script about a motorcycle accident is prepared and later the video is prepared, incorporating recordings and editing it later.
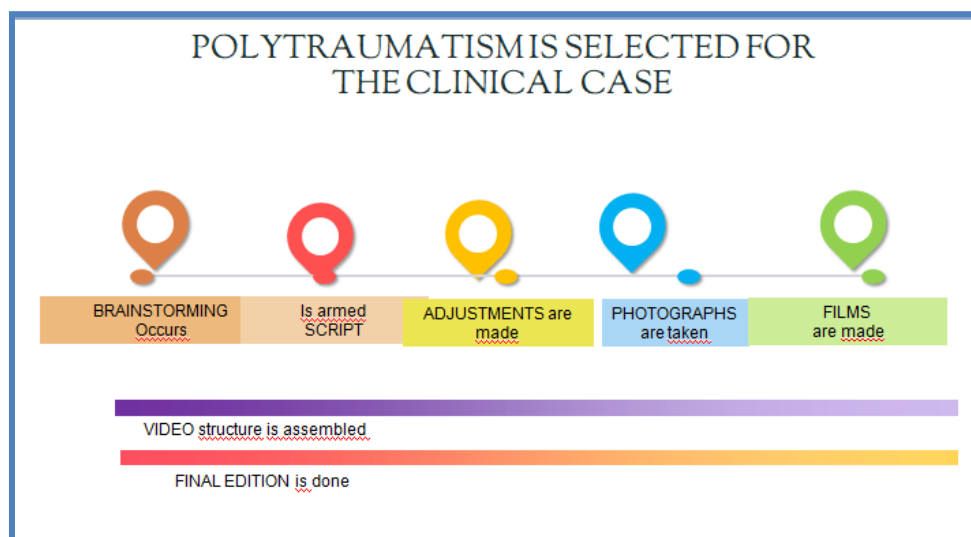

Fig. 1. Sequence in the elaboration of the video

First divides students into working groups and present them the video Subsequently, in a shared document with a table with four columns, each member of the group Will identify actors who could participate in that scenario, the role they would play and if they belong to the private, state or society management sector. Also presents a diagram where they locate an actor, selecting from those proposed according to the sector they consider to belong, this is individual. This diagram can be presented in this format or in the form of a rainbow.

Later they agreed on the type of relationships that are established between the actors, reflecting the information in the diagram, justifying the decisions [4-7].
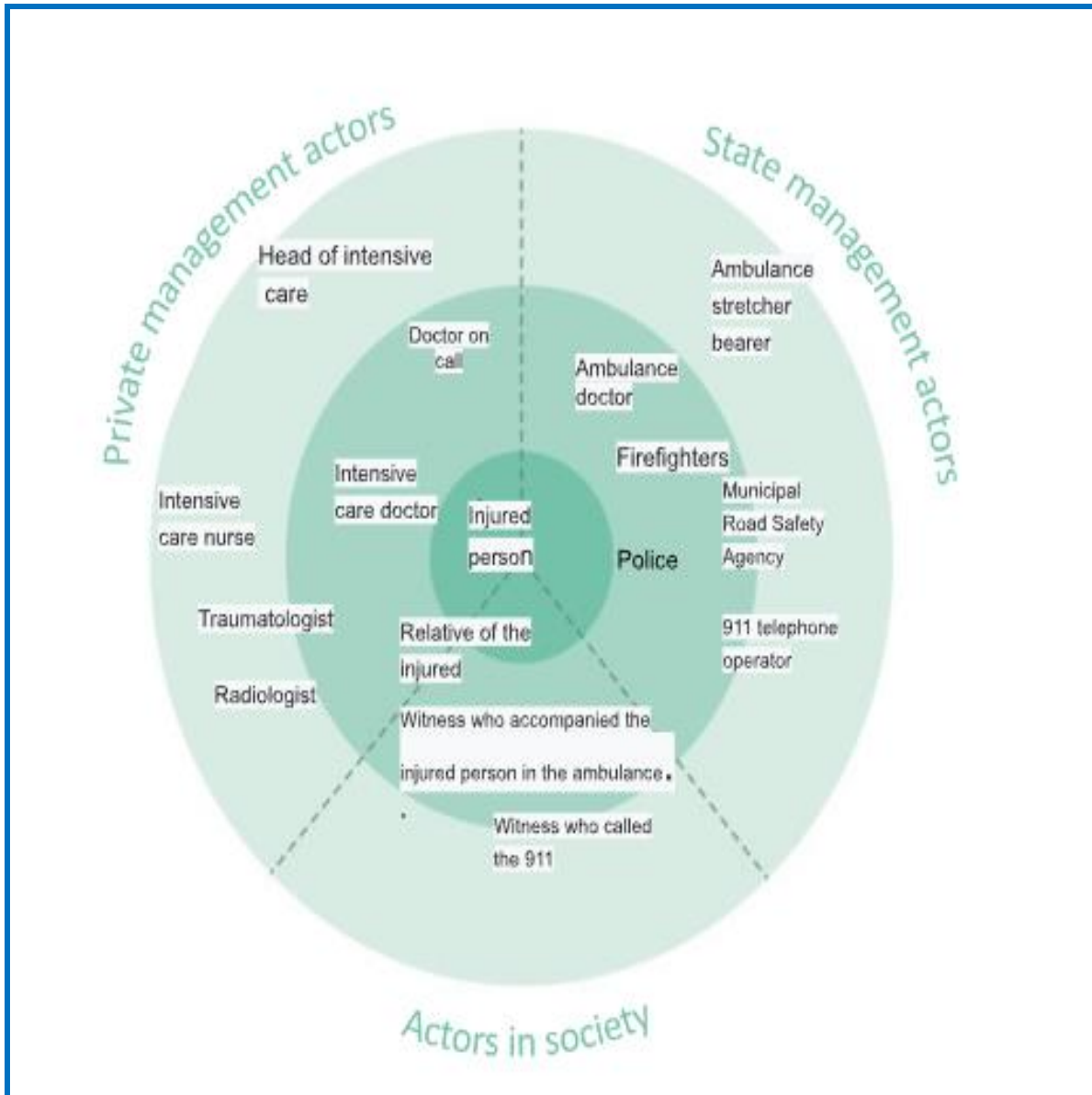
Fig. 2. Location of the participating actors of the scenario in the diagram[1]

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[1] *The diagram was adapted from the proposal presented in C40 Cities Finance Facility. Taller de mapa de actores [Internet]. Mexico City, Mexico. C40 Cities Climate Leadership Group; Julio 2017. Available en: https://cff-prod.s3.amazonaws.com/storage/files/BxuvhXdjwvzfBG0QDnQH9jUF5b91QtfnA863WwPb.pdf*
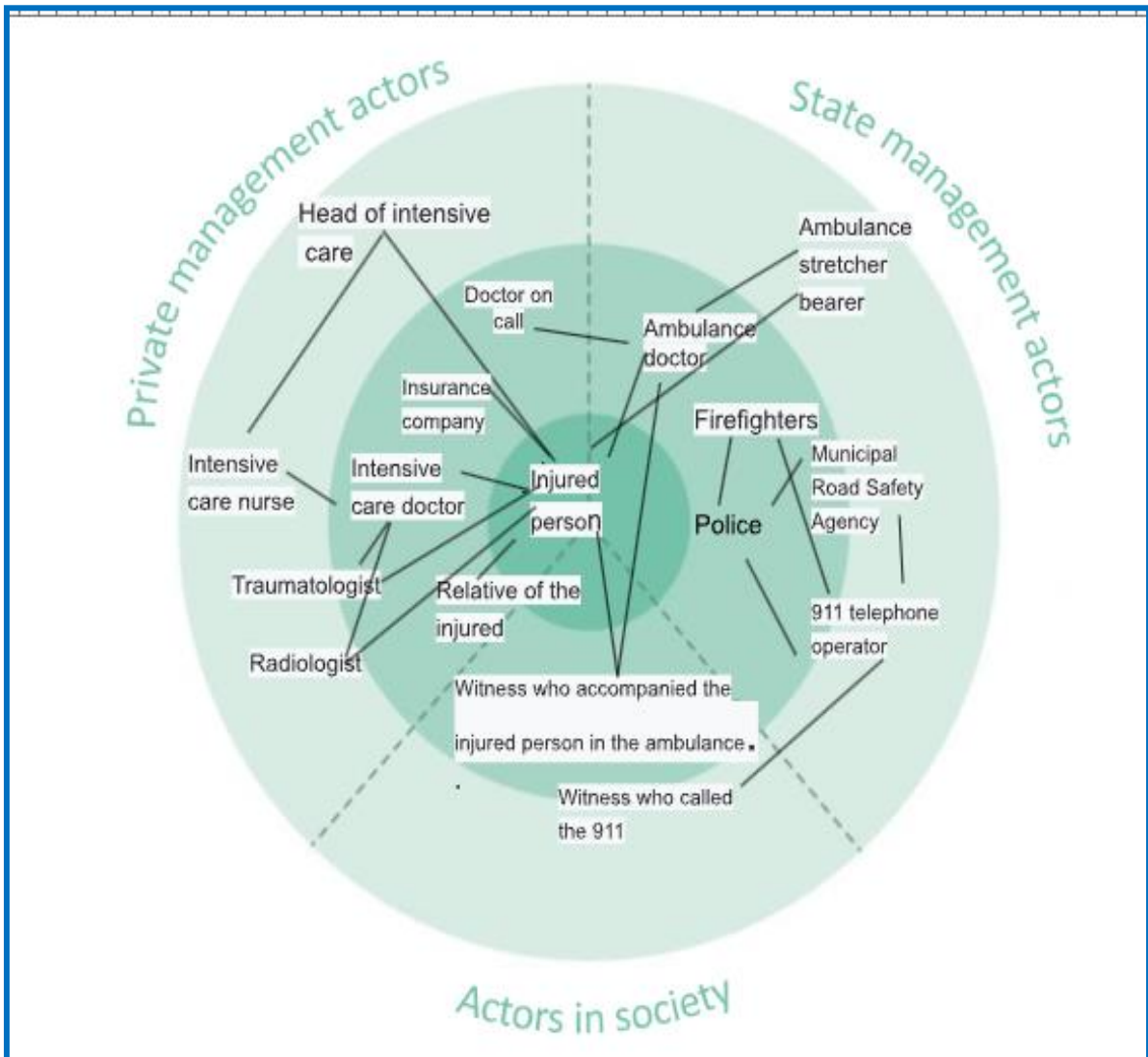
Fig. 3. Relations that refer between the actors who participate in the scenario
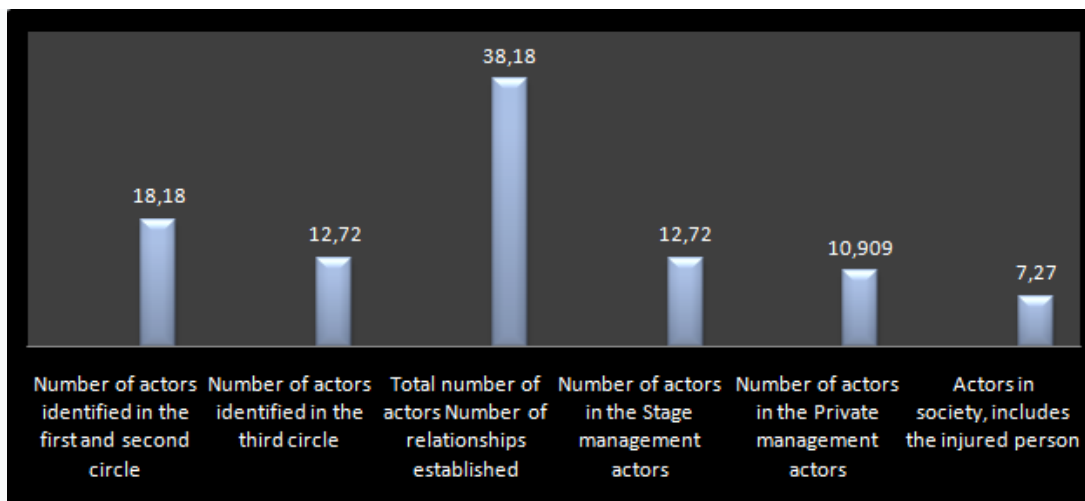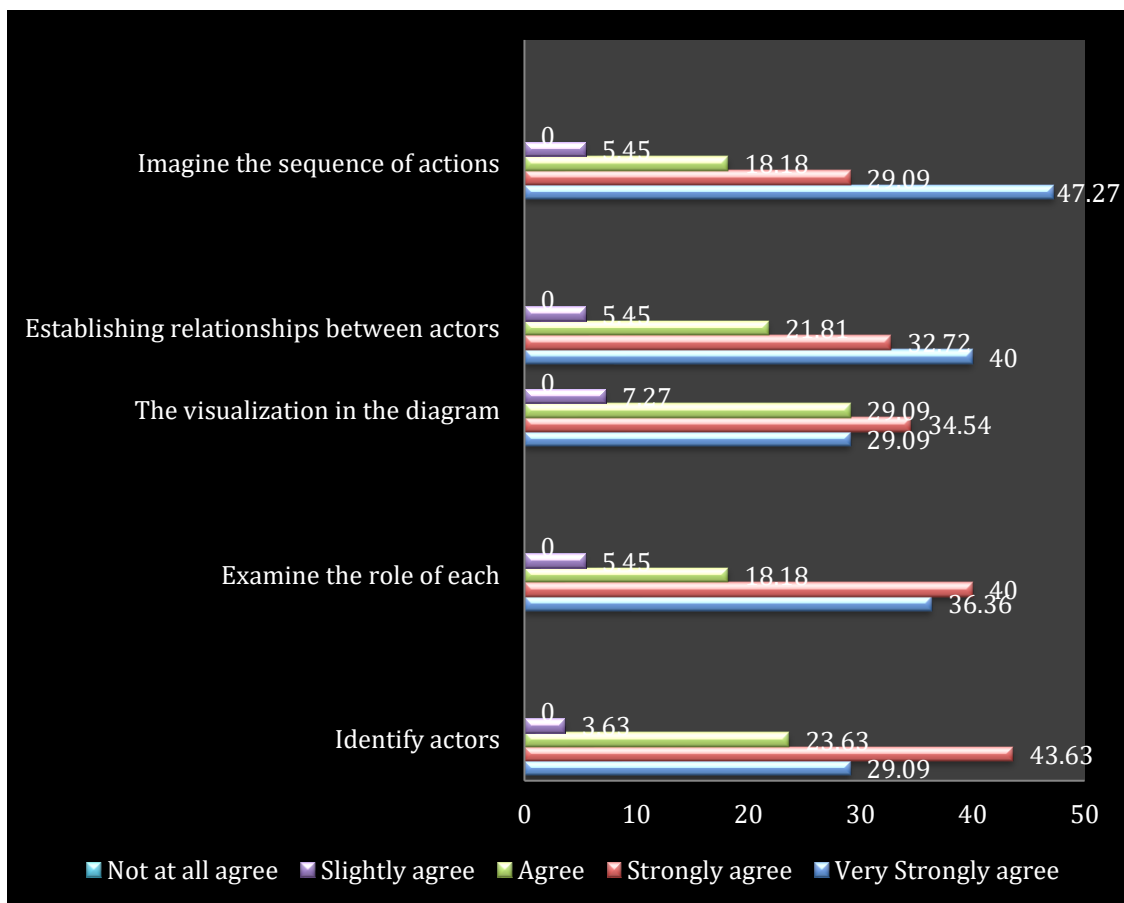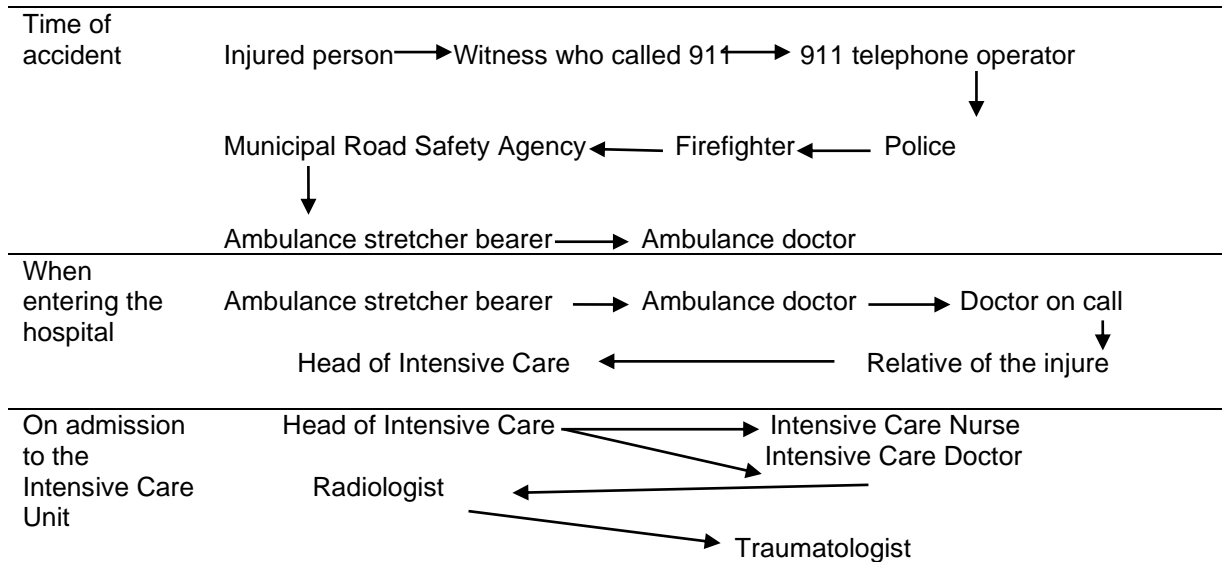

Fig. 4. Analysis of the total data of the number of actors identified in the diagram

Table 1. Stakeholder mapping

Time of accident	Injured person → Witness who called 911 → 911 telephone operator
	Municipal Road Safety Agency ← Firefighter ← Police
	Ambulance stretcher bearer → Ambulance doctor
When entering the hospital	Ambulance stretcher bearer → Ambulance doctor → Doctor on call
	Head of Intensive Care ← Relative of the injure
On admission to the Intensive Care Unit	Head of Intensive Care → Intensive Care Nurse / Intensive Care Doctor
	Radiologist ←
	→ Traumatologist

Fig. 5. Degree of agreement with different aspects of the experience expressed as a percentage

The information that is visible in the diagram is deepened and the number of actors and their location in the different sectors are observed.

Then, the students sequenced the actions into time lines, noting the context in which they occur. One of the lines is associated with the place of

the event, the second with the hospital ward, the third with the ICU and with the room.

Finally, an online form was sent to see the perception of the experience.

Some of the comments about the Perception of the students of the experience

"*The activity is good to share with other races.*"
I would like to say that these activities are very dynamic and that sometimes putting them into practice is much more useful and fruitful than reading a bibliography.
I.liked.a lot the activity
I found the proposal interesting.
Good activity to integrate the different careers and to be able to see different points of view.

4. CONCLUSIONS

The generation of experiences that favor the dialogic exchange and the reflection of the students is the key to strengthen/develop competences. The proposal can be adapted to different cases in different subjects like Neurological Clinical Pathology,Bioethics, Legal Medicine; Ethics,Community Health, Anatomy, Theology,Semiology Medical Psychology, and Physiology are just some examples. It is also possible to implement it by proposing a case to analyze the scenarios and actors but with the participation of students from different disciplines.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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