

# Map of factors, interpretation of the diagram elaborated and sequencing of their actions

## Abstract

Stakeholder mapping is an analysis strategy studied reality forming an interweaving interesting

**Objective** 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 factors, 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 factors, role of factors, 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 factors, 60% examined the role of each one, 40% the visualization in the diagram, although they 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.

Key Words: Map of factors, Creativity, Medicine Career

## Introduction

Alomá Bello, Crespo Díaz, González Hernández, y Estévez Pérez, (2022) 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, (2019:134) 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, (2020:7) 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.

## Development

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

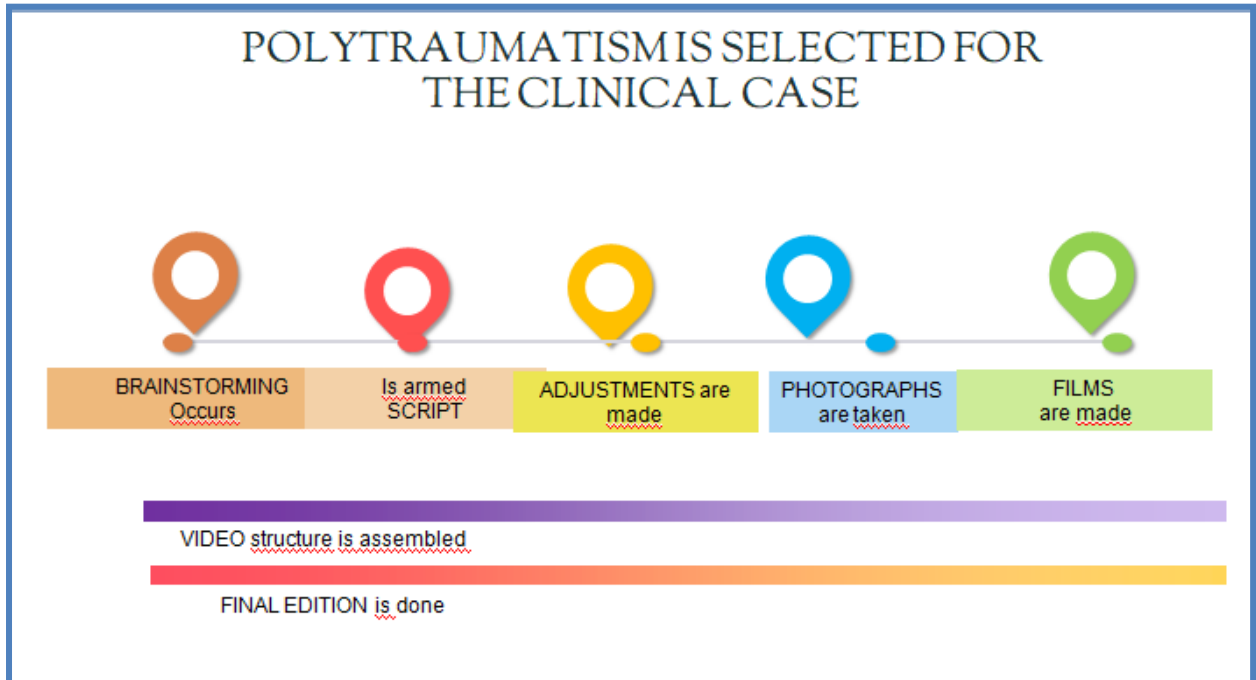


Figure 1: Sequence in the elaboration of the video

First, divide 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 factors 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 individual. This diagram can be presented in this format in the form of a rainbow.

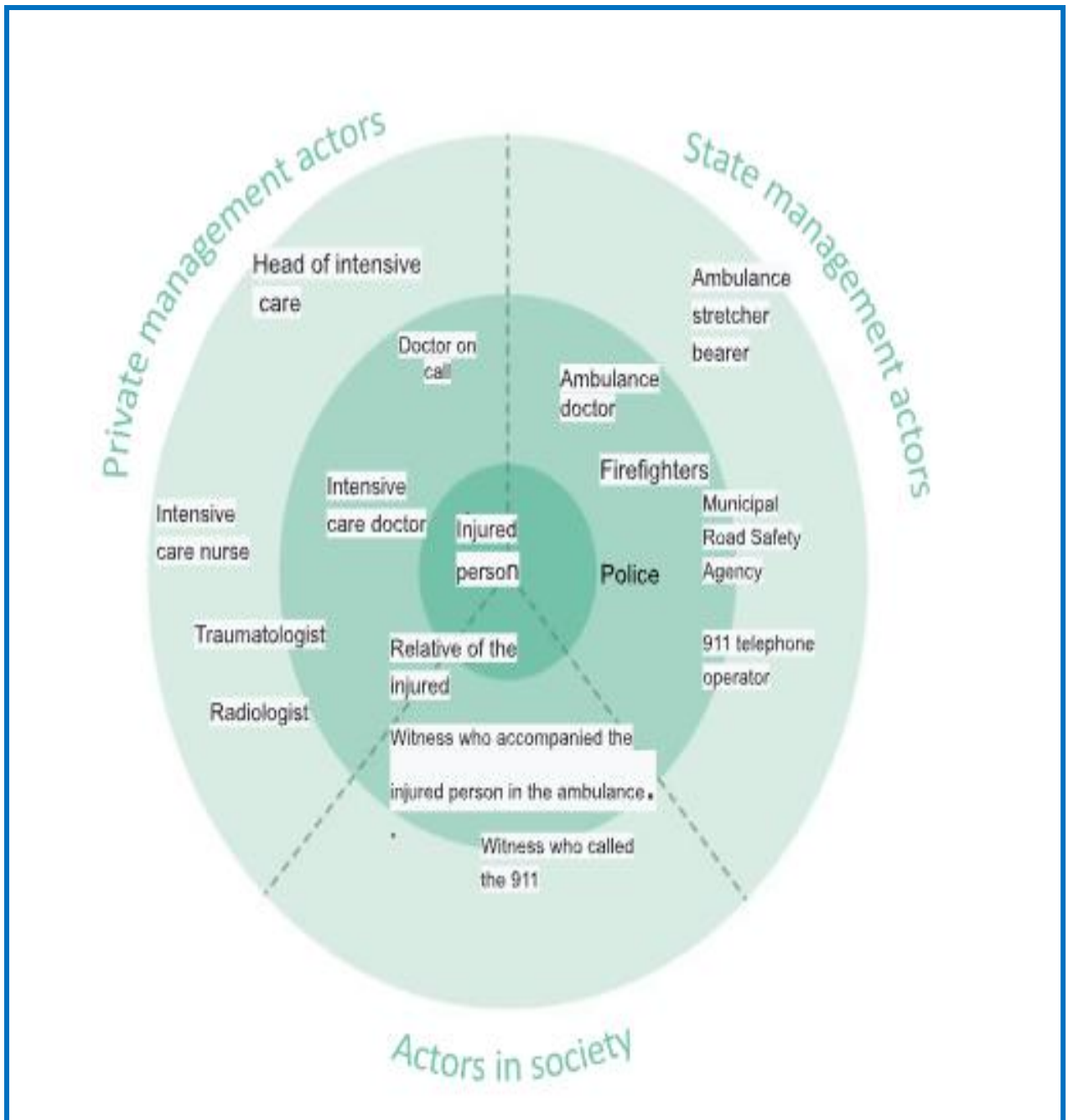


Figure 2: Location of the participating actors of the scenario in the diagram<sup>1</sup>

Later they agreed on the type of relationships that are established between the actors, reflecting the information in the diagram, justifying the decisions.

<sup>1</sup>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>

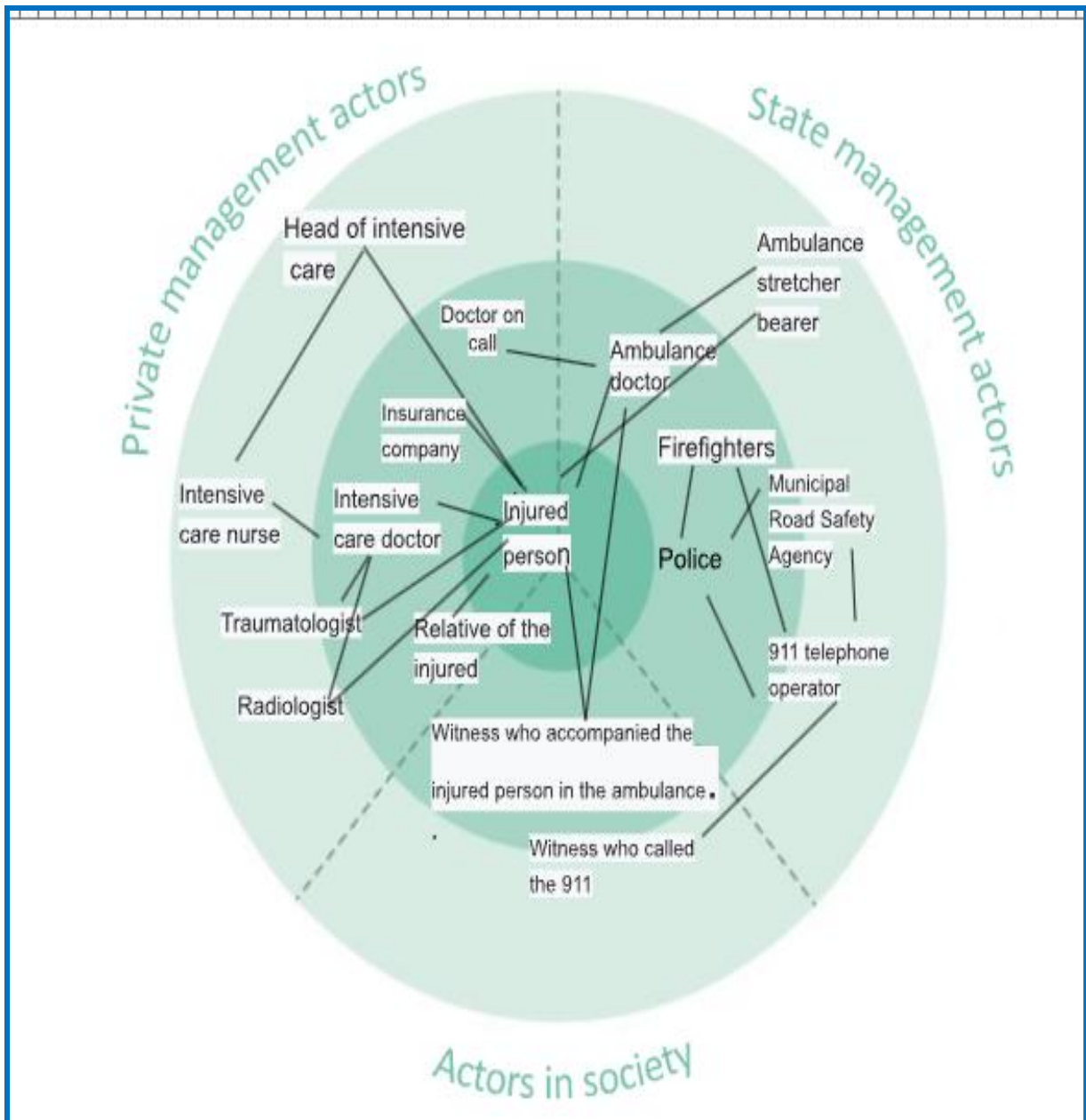


Figure 3: Relations that refer between the actors who participate in this scenario

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

Table 1: Results of the stakeholder map analysis

Total number of factors identified	Number of factors identified in the first and second circle	Number of factors identified in the third circle	Total number of factors and number of relationships established	Number of actors in the Stage management actors	Number of actors in the Private management actors	Actors in society, including the injured person
17	10	7	21	7	6	3 + 1

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.

Table 2. Stakeholder mapping

Time of accident	
When entering the hospital	
On admission to the Intensive Care Unit	

Finally, an online form was sent to see the perception of the experience. 50% indicated that they were able to identify factors, 60% examined the role of each one, 40% the visualization in the diagram, although they presented some difficulties in loading the data. 60% found it interesting to establish relationships between the actors and carry out the temporal sequence.

Table 3: Degree of agreement with different aspects of the experience

	Very Strongly agree	Strongly agree	Agree	Slightly agree	Not at all agree
Identify factors	16	24	13	2	0
Examine the role of each	20	22	10	3	0
The visualization in the diagram	16	19	16	4	0
Establishing relationships between factors	22	18	12	3	0
Imagine the sequence of actions	26	16	10	3	0

Table 4: Perception of the students of the experience

<i>The activity is good to share with other races.</i>
<i>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>
<i>I liked a lot the activity</i>
<i>Good activity to integrate the different careers and to be able to see different points of view.</i>
<i>I found the proposal interesting.</i>

## 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.

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