

PODIUM 3.5 - 2:00-2:15 [10-min presentation followed by 5-min Q&A]

Teaching poverty, social determinants of health, and social accountability

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Over the last decade, the medical community has increasingly recognized the impact of the Social Determinants of Health (SDOH). Faculty at the University of Toronto's Department of Family and Community Medicine faculty have developed and taught two workshops on poverty and health at the undergraduate level and one workshop at the Continuing Professional Development (CPD) level. These courses aim to not only teach about the SDOH, but to engage in transformative education which emphasizes equity, social justice, and social accountability and seeks to inspire learners to become social change agents who will improve societal structures and the culture of medicine. Tutors with lived experience of poverty co-led one of the workshop sessions with a clinical tutor. To evaluate the effectiveness of this course structure, we interviewed past participants from these courses to determine if the experience of these sessions has indeed been transformative for learners, and to identify the factors that influence transformative education. As a group, we used general thematic analysis to code and interpret the interview data, and applied a coding framework to facilitate data coding.

Our data confirms that the contribution of lived-experience facilitators is memorable and, at least in some cases, transformative. We also found that students and providers often feel helpless when facing complex and structural issues such as poverty in clinical situations; a workshop that is solution-focused can engage and empower learners.