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TUFH 2020 Abstracts

Title	Learning about the Social Determinants of Health: Influence of Medical Student Career Intentions on Perceived Utility and Teaching Modality Preferences.
Type	Oral Presentation *Building the Capacity of Future Leaders in a Socially Accountable World*
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Content	Background: Teaching social determinants of health (SDH) in medical education is crucial in training physicians to tackle social inequalities and improve health for populations. Factors influencing students desire to receive SDH content and apply this knowledge in the clinical setting remain elusive. We sought to obtain medical students' perspectives on the perceived utility and preferred modalities of SDH teaching. Method: We piloted an online self-completion survey to collect data and analyzed results using descriptive statistics. Participants included undergraduate medical students in all 4-years of the M.D.,C.M. program at McGill University. Results: Overall, 126 students completed the survey (RR = 126/720; 17.5%). In total, 62% found SDH teaching very or extremely useful for clinical practice, 35% a little or moderately useful, and under 3% not at all useful. Students intending to pursue family medicine (n=39/43, 91%) or internal medicine (n=22/33, 67%) were more likely to find SDH teaching very or extremely useful and enjoyed problem-based learning sessions and service-learning courses. Those interested in surgical specialties were less likely to consider SDH teaching to be very or extremely useful (n=6/27, 22%) and preferred learning about SDH with didactic lectures (77%) and through Simulation Centre-based simulated patient learning activities (74%). Conclusion: This pilot study shows that medical students' career intentions impact their perceived utility of SDH teaching and their preferred teaching modalities. Raising the interest of students who are more "hard to reach" learners could be achieved by integrating more Simulation Centre-based teaching activities into the curriculum.