

Workshop Title What Should We Teach Physician Trainees About Social Care? Core Competencies, Priorities and Exemplars

Workshop Abstract

Background and Rationale

Payers, accreditors, community members, and other stakeholders expect health systems to do more to address health-related social needs (HRSN) and in order to close pervasive health equity gaps. New roles for care delivery include social needs screening, connecting patients to social care resources, adjusting patient care plans to account for social risk and working with community partners to address social and structural drivers of health (SDOH). In order to skillfully and effectively undertake these new roles and to advance health equity, however, physicians and other members of interprofessional care teams need new knowledge, skills, attitudes and values – competencies that have not traditionally been cultivated in medical school, residency programs or other health professions training programs.

This workshop seeks to engage conference participants – a multidisciplinary group on the cutting edge of designing, delivering and researching social care interventions – in a dialogue about what these new competencies should be. Ideas and insights that come out of the workshop will inform the development of a formal consensus process to identify and prioritize social care competencies for physician trainees.

Learning Objectives

1. Review what is known about the current state of medical education in the area of social care, social drivers of health and adjacent fields
2. Identify competencies that physicians and interprofessional care teams must have in order to deliver integrated health and social care and to advance health equity
3. Identify exemplars and potential collaborators in the design and delivery of medical education in this area

Agenda Description

This workshop will begin with a brief overview of recent scoping reviews, consensus panel recommendations and other studies to ground participants in what is currently known about health professions training on HRSN, SDOH and adjacent fields. Workshop participants will then self-select into breakout groups organized around the National Academies of Science, Engineering and Medicine’s “5As” framework for integrated health and social care to generate and discuss ideas for potential competencies in several key domains including awareness of social needs, assistance, adjustment, alignment and advocacy.

Each group will be facilitated by workshop hosts and structured around three key questions:

- What are the critical knowledge, skills, attitudes and values participants think physicians must have in order to undertake this activity?
- Which of these competencies should be considered core vs optional?
- Who are medical education exemplars that you are familiar with in this area and/or what is your institution doing that folks should know about?

Following the conclusion of breakout group discussions, participants will reconvene to share their deliberations and overarching insights.

Participant Interactivity

This workshop will be highly interactive, focusing on idea generation and discussion in breakout groups and dialogue in the full group. Breakout group facilitators will use a facilitation guide and a set of tactics to ensure that all voices are included and diverse perspectives are surfaced.