

Poverty Workshop: Assessment Exercise – Biomedical Influences of Poverty Module

Use this table to plan your assessment for this module of the poverty curriculum as you implement it at your institution.

GOAL 1: Recognize the physiologic consequences of poverty on child health, behavior, and development.

Learning Objective	Domain of Competence (PC, ICS, PROF, MK, SBP, PBLI)	Targeted Learner (resident, medical student, fellow)	Behavior Assessed (Knows, Knows How, Shows How, Does)	Assessment Tool	Resources Needed for Assessment
<i>Describe the pathophysiologic consequences of toxic stress</i>					
<i>Explain how epigenetic forces contribute to health disparities and perpetuate intergenerational poverty.</i>					
<i>Discuss the physiologic consequences of exposure to environmental contaminants that are prevalent in impoverished communities.</i>					

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GOAL 2: Describe the relationship between child poverty and lifelong health disparities using the Life Course Model.

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<i>Explain the role of critical periods, sensitive windows and allostatic load in creating health disparities.</i>					
<i>Analyze existing evidence of the link between adverse health events & adult health inequities.</i>					
<i>Investigate potential interventions that might mitigate the effects of toxic stress during childhood.</i>					
<i>Reflect on how understanding the effects of biologic influences on intergenerational poverty affect one's personal assumptions, biases, and approaches to caring for individual families.</i>					