Biological and clinical factors are not the only determinants of health outcomes, but also depend on the social conditions of living, working, and developing. Social determinants of health (SDH) (income, education, housing, and systemic racism) have a pivotal role in affecting morbidity and mortality. The determinants pose a significant level of persistent racial and socioeconomic inequalities in health outcomes. To promote the delivery of equity in care, SDH must be understood and addressed by future healthcare providers. Incorporation of SDH in clinical training prepares medical students with knowledge and skills of identifying social risk factors, integrating them when making clinical decisions, and eventually minimizing health inequities. Although there has been an increasing awareness of the value of SDH education, its application in medical education has been inconsistent. A 2024 scoping review identified that although SDH content is increasingly being taught in graduate medical education, it tends to be poorly integrated into clinical practice, being both disorganized and fragmented (Nour et al., 2024). Conventional methods, including lecture sessions or short workshops, will be unable to equip students with the ability to handle complex social aspects influencing the care of patients. Students will learn the theoretical framework of SDH but fail to implement the concept under real-life circumstances unless they are meaningfully integrated into the clinical experiences. The mismatch indicates the necessity of teaching strategies that incorporate SDH principles into the work with patients. Clinical clerkships are the best place where such integration can be achieved. It has been demonstrated that the use of trained SDH dialogues during family medicine rotations enhances the confidence of students to tackle food insecurity, transportation issues, and the monetary strain (King & Taylor, 2023). These problems are faced by students in real clinical situations; this is why they learn to assemble social information, integrate it into diagnoses, and implement treatment plans according to it
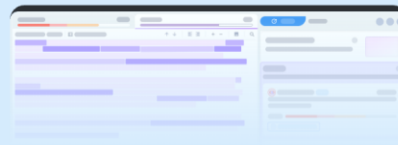
Examinations (OSCEs) and other official tests (Chang et al., 2023). Lack of assessment decreases student responsibility and can be an indication that SDH is subordinate to biomedical knowledge. Incorporating social determinants in assessments highlights their clinical significance and encourages students to continuously implement the concepts in practice. Assessment-based learning makes sure that medical graduates not only know about the social disparities but also are ready to respond to them in a systematic way when treating patients. Another factor that is imperative to successful SDH instruction is faculty preparedness. (Tsai et al., 2021), discovered that faculty training has been a crucial obstacle in meaningful SDH education. Devoid of faculty knowledge, the teaching can be superficial and unsuccessful in focusing on structural factors leading to inequity, such as racism, housing policies, and socioeconomic disadvantage. Faculty development is crucial to investing in as it guarantees that instructors will be able to exemplify socially responsive care, can guide students through the complicated aspects of societal factors, and promote structural competence. Impactful SDH education demands structural competency, which focuses on the ways social systems influence health outcomes. This strategy prompts physicians to participate in advocacy and policy-level actions to improve systemic inequity rather than individual patient actions (Grossman et al., 2021). Through the development of structural awareness and clinical skills, medical education can also generate physicians who are not just effective clinicians but also crusaders of social justice in health care. In conclusion, the incorporation of social determinants of health into clinical training is a crucial approach to the minimization of racial and socioeconomic disparities. Clerkships, meaningful assessment practices, and faculty development are all essential contextual learning methods that prepare medical students to deal with the social factors tha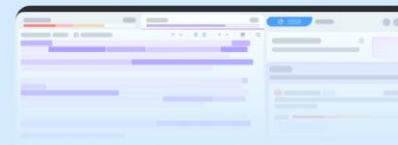t affect health. Medical schools can