



# Kent Academic Repository

Popoola, Adetutu and Younie, Louise (2026) *Flourishing Through Equitable Primary Care*. In: *Society of Academic Primary Care (SAPC) South East Conference January 2026*. .

## Downloaded from

<https://kar.kent.ac.uk/114419/> The University of Kent's Academic Repository KAR

## The version of record is available from

<https://www.phpc.cam.ac.uk/sapc-se-2026>

## This document version

Publisher pdf

## DOI for this version

## Licence for this version

UNSPECIFIED

## Additional information

## Versions of research works

### Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

### Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in **Title of Journal**, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

### Enquiries

If you have questions about this document contact [ResearchSupport@kent.ac.uk](mailto:ResearchSupport@kent.ac.uk). Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).

# FLOURISHING THROUGH EQUITABLE PRIMARY CARE

Prof Louise Younie  
Dr Adetutu Popoola

# Workshop Aims

1

## Introduce

- Introduce academic frameworks defining both human flourishing and health equity

2

## Explore

- Explore the link between flourishing and equitable general practice

3

## Use

- Use creative enquiry as a pedagogical approach to reflect on professional challenges and solutions for health equity

# Introduction

In groups of 3, please, introduce yourselves and share a moment or a story (either from work, study or life) where you saw people flourish together; when voices felt welcomed across roles or differences.

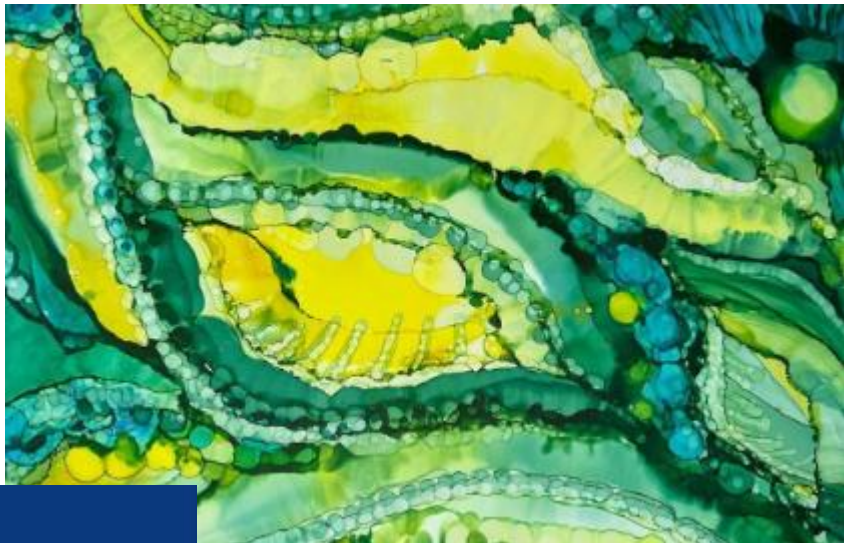


# Gardens and Flourishing Spaces

Faversham Abbey Physic Community Garden

# Flourishing Space

- What are your flourishing spaces at work? We can't pour from empty.
- How might you create more flourishing spaces professionally?



A flourishing space is where people can grow, where different voices are welcomed, and where transformation, justice, creativity, and care can take root.

# Flourishing

- Demand for Resilience



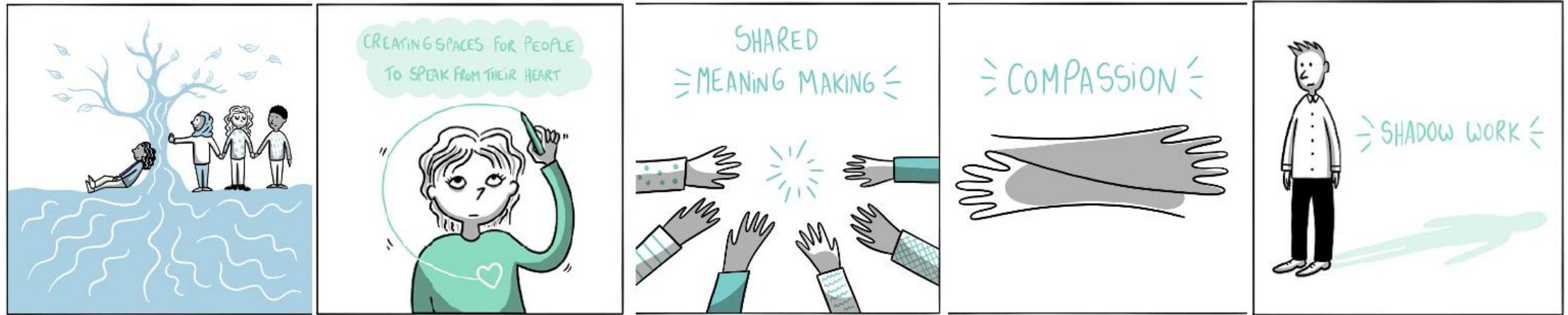
- Individualistic Flourishing (e.g. Vanderweele, 2017, Mansuri & Zelenski, 2025)



- Flourishing Spaces



# Flourishing Model



Ecological

Relational

Meaning making

Compassion

Keeping it real,  
shadow work

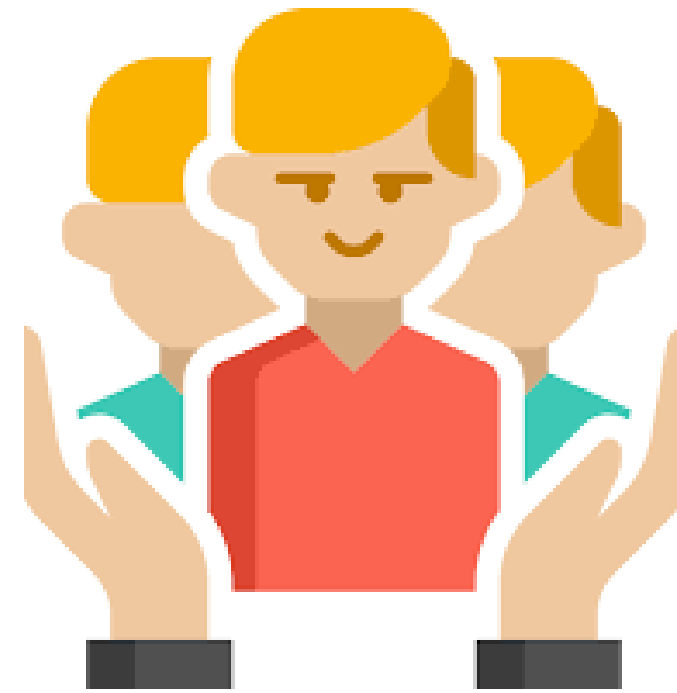
# Flourishing highlights the purpose of equity

- Flourishing is never an individual project. It is developed by relationships, systems, and environments.
- Communities flourish when they feel seen, valued, and supported.
- Health equity initiatives that value trust, cultural humility, and belonging directly contribute to flourishing.
- Flourishing becomes a measure of whether systems are truly inclusive.



# Making sense of Health Equity Framework

- Systems of power
- Individual factors
- Relationships and Networks
- Physiological factors



# ETR's Health Equity Framework.

Health and education outcomes are influenced by complex interactions between people and their environment.

etr.org

## Relationships and Networks

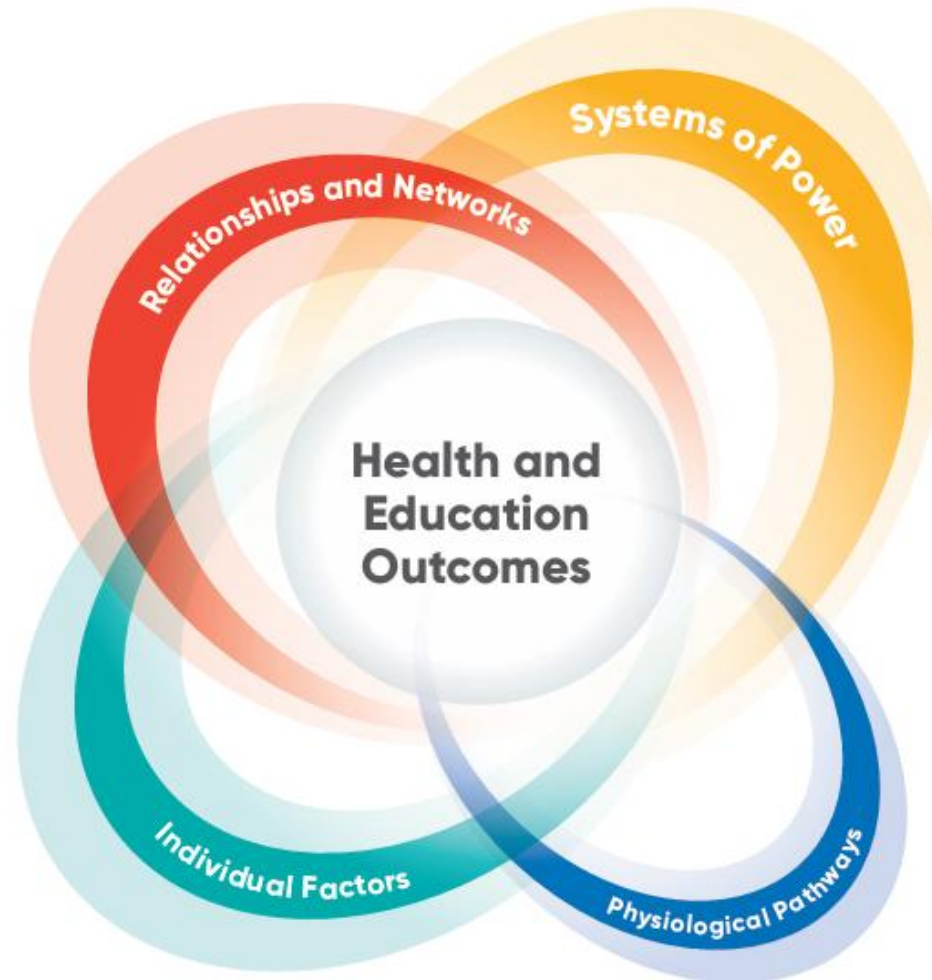
Connections with family, friends, partners, community, school and workplaces that:

- + Promote health equity through support systems that encourage health-promoting choices
- Intensify health inequities through social networks that enable health-harming behaviors

## Individual Factors

A person's response to social, economic and environmental conditions that:

- + Promotes health equity through attitudes, skills and behaviors that enable their personal and community's health
- Intensify health inequities through attitudes, skills or behaviors that cause harm to their personal or community's health



## Systems of Power

Policies, processes, practices that:

- + Promote health equity through fair access to resources and opportunities that enable healthy lives
- Intensify health inequities by allowing unfair social, economic or environmental advantages for some groups over others

## Physiological Pathways

Factors that:

- + Promote health equity when a person's physical, cognitive and psychological abilities are maximized
- Intensify health inequities when a person's environment or experiences has impaired their physical, cognitive or psychological functions

# Why is this important?

Meaning  
making

Dignity  
restoration

Safety and  
belonging

Space for  
every story

# Food for thought- What is my part?

## Relationships

Trust

Belonging

Shared  
responsibility

## Individual factors

Identity

Strength

Vulnerability

## Systems of power

Systemic  
barriers

Enablers

Influence

## Physiological factors

Stress

Exclusion

Overwork

# Workshop Activity – Growing your garden

- Ground rules and setting the scene



# Meaning-making



**Relationships: Bridges**

**Sharing tools**  
**Relationship among gardeners**



**Individual factors: Trees, Seeds**

**Unique needs**  
**Shade, richer soil**



**Systems of power: Fences**

**Rules**  
**Land ownership**



**Physiological factors**

**Soil depletion**  
**Water scarcity**



# Workshop Activity – Growing your garden



**Think of your own primary care  
community garden**

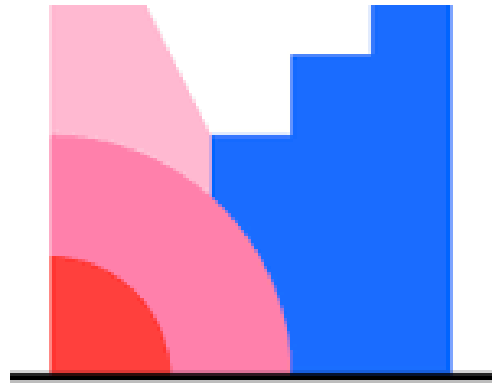


**Pictures that speak to your heart**

Go round the room to reflect on the pictures of  
what you need to grow your garden and select  
one that speaks to your heart



**Reflections using the guide  
questions handed to you**



**Mentimeter**

Join at Menti.com  
2793 3730



- What stood out?
- What will you take away?

# References



- Mansuri, N., Zelenski, A.B. Flourishing as an Aim of Medical Education: Are We Hitting the Target?. *Med.Sci. Educ.* **35**, 1081–1087 (2025).
- Peterson A, Charles V, Yeung D, Coyle K. The Health Equity Framework: A Science- and Justice-Based Model for Public Health Researchers and Practitioners. *Health Promot Pract.* 2021 Nov;22(6):741-746.
- T.J. VanderWeele, On the promotion of human flourishing, *Proc. Natl. Acad. Sci. U.S.A.* 114 (31) 8148-8156, (2017).
- Younie L. Flourishing spaces: purpose, qualities, theoretical roots and implications. *Journal of Holistic Healthcare.* 2025;22(3):3-6.



**THANK YOU**