

]Starfield Summit II: Health Equity Summit
Curriculum Toolkit

Improving Patient Outcomes by Enhancing Student Understanding of Social Determinants of Health

IGNITE presentation by Brigit Carter, PhD, RN, CCRN
and

An Action Learning Approach to Teaching the Social Determinants of Health

IGNITE presentation by Viviana Martinez-Bianchi, MD, FAAFP

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Appropriate Audience: Faculty and fellows for curriculum development on social determinants of health across multiple health professions.

Related modules:

- Identifying and Addressing Patients' Social and Economic Needs in the Context of Clinical Care
- Racism, Sexism and Unconscious Bias
- Communities Working Together to Improve Health and Reduce Disparities & Using Community-Level Social, Economic, and Environmental Data to Monitor Health Disparities and Guide Interventions

Learning Objectives

After engaging with this learning module, the participant will be able to:

1. Describe strategies to increase health professional students' understanding of concepts and measures associated with social determinants of health (SDoH).
2. Link improved patient outcomes to addressing SDoH.
3. Apply community-based and community-driven educational frameworks to create experiential education opportunities for health professional students on SDoH.
4. Identify potential barriers related to the integration of SDoH concepts into didactic and/or simulation curricula and create a proactive plan to address individual student's experiences with SDoH as part of learning opportunities.

Background

There is strong evidence that all health professional students worldwide would benefit from a thorough knowledge base, understanding of the evidence, and the cultural sensitivities and competencies to effectively address health inequities and SDoH.¹ The World Health Organization, in conjunction with the Commission on Health Disparities, has recommended that educational institutions and relevant ministries integrate SDoH into standard and compulsory training of health professional students.

Increasing health professional students' understanding of SDoH requires intentional and ongoing strategies that are intricately woven into the core of each required academic didactic, simulation, scientific, and clinical experience. To successfully promote health and reduce disparities, students should examine SDoH. Such examination provides a broad conceptualization for how health and illness should be factored into assessments of the social and physical environments of individuals, groups and communities. However, before health professional students who come from disadvantaged backgrounds address inequities at a patient or community level, they may find it valuable to address individual level social determinants that may present as learning barriers.



The Unifying Framework for Educating Health Professions to Address SDoH combines “transformative learning, dynamic partnerships and lifelong learning with key aspects of other frameworks such as putting the community in charge, health professional education and collaboration, public health and systems and monitoring and evaluation”.²

Transformative activities include experiential

learning (community engagement), collaborative learning (student engagement), integrated curriculum (longitudinally organized) and continuing professional development (faculty development).³ The community assessment offers both experiential and collaborative learning. Health professional programs should consider the integration of SDoH concepts in each core course. Faculty development should include integrating SDoH concepts into case studies, simulations and theoretical content using culturally sensitive approaches and reducing implicit and explicit biases.

Community-Driven Framework of Service- Learning

The Yoder Framework of service learning community engagement proposes a common language to describe service learning. It emphasizes ten elements that must be present for an experience to be considered community engaged service-learning: Academic Link, Sustained Community Partnerships, Service-Learning Objectives, Broad Preparation, Sustained Service,

Reciprocal Learning, Guided Reflection, Community Engagement, Evaluation and Improvement, and Community Engaged Scholarship.²

Fostering lifelong engagement to address SDoH requires engaging the students' individual passions. The most significant impact occurs when students collaborate with and support the work of community organizations. Community-engaged work requires institutional support to engage community partners for program oversight to ensure community well-being.

Ignite Videos

- Please follow the link below to view the presentation by Brigit Carter, PhD, RN, CCRN (~ 7 min): <https://www.youtube.com/watch?v=RSFv1cscs>
- Please follow the link below to view the presentation by Viviana Martinez-Bianchi, MD, FAAFP: (~11min): <https://www.youtube.com/watch?v=UZSAuoPXpBc>

Accompanying Slides

- Dr. Brigit Carter Slides: <http://www.starfieldsummit.com/s/15-a-Carter-Presentation-REV.pdf>
- Dr. Viviana Martinez-Bianchi Slides: <http://www.starfieldsummit.com/s/15-a-Martinez-Bianchi-Presentation-REV.pdf>

Questions for Group Discussion

After watching the talks, and exploring CDC definitions and readings listed below, consider splitting into smaller groups and facilitate discussion on the following questions:

- 1) How do you define SDoH and how and when do—or could—you introduce it and related concepts to your learners?
- 2) What is the difference between community-based and community-driven educational frameworks of service learning?
- 3) Describe how Yoder's framework for service-learning could intersect with the IOM framework for lifelong learning model about SDoH. Do these frameworks apply to your community and institution? How might they need adaptation?
- 4) What is the difference between cultural competency and structural competency, and what is the value of teaching about structural competency also?
- 5) What are key components for making community engagement beneficial for the communities students engage during their learning? What are important things to incorporate into programs to promote a lifelong engagement in SDoH work?

Applying an Equity Lens in Professional Practice

As you reflect on the material in this module, consider how you will apply it as you revise curriculum and change teaching practices by asking questions based upon the Equity and Empowerment Lens' 5Ps:

PURPOSE: Propose a specific curricular innovation that would promote greater understanding of individual patient and community historical and current social determinants of health. What are your motivation and values around transforming this curriculum?

PEOPLE: Who is positively and negatively affected by this intervention/innovation (consider learners, teachers, patients)? How will health professional students respond to the curriculum differently based upon their own experience?

PLACE: As students research individual and community SDoH information, how do we ensure patients' and community members' emotional safety? How do we ensure their need to be feel valued? How do we protect the community from oversaturation of health professionals/students? What can the institution and students do to ensure the focus is on supporting the organization and the community? What institutional resources do you have available to support disadvantaged students?

PROCESS: How are we meaningfully including patients and community members in developing this curricular innovation? Where in the curricular innovation do health professional students have the opportunity to engage in reflection of experiences and learning?

POWER: How could we better integrate voices and priorities of our patients and communities in curricular redesign? Who is evaluating your innovation? What is your decision-making structure? What protections or agreements, if any, should be in place to ensure that community organizations mutually benefit from the work with a student?

For more in depth discussion explore, read and refer to:

- About Pittsburgh Mercy's Operation Safety Net. Pittsburgh Mercy website. <https://www.pittsburghmercy.org/homeless-services/pittsburgh-mercys-operation-safety-net/>. Accessed July 18, 2018.
- Doctors Without Walls. Santa Barbara Street Medicine website. <https://sbdww.org/>. Accessed July 18, 2018.
 - Pittsburgh Mercy's Operation Safety Net is a medical and social service outreach program for persons who are experiencing homelessness in the local Allegheny County. "House calls" are made to persons who live on the streets at night, in the alleys and under the bridges of the city.
- NCHHSTP Social Determinants of Health: Definitions. Center for Disease Control and Prevention website. <https://www.cdc.gov/nchhstp/socialdeterminants/definitions.html>. Published March 10, 2014. Updated March 21, 2014. Accessed July 19, 2018.
 - NCHHSTP provides a list of definitions related to social determinants of health. Some examples of definitions provided include cultural competency, health, health disparity, health equity, inequality, inequity and literacy.

- National Academies of Sciences, Engineering and Medicine. A framework for educating health professionals to address the social determinants of health. Washington, DC: The National Academies Press. <https://www.nap.edu/catalog/21923/a-framework-for-educating-health-professionals-to-address-the-social-determinants-of-health> Published October 14, 2016. Accessed May 14, 2018.
 - The authors identify the root causes of illness and the importance of addressing them with communities to improve the health care for underserved populations.
- Sharma M, Pinto AD, Kumagai AK. Teaching the social determinants of health: A path to equity or a road to nowhere? *Acad Med*. 2018 Jan 1;93(1):25-30.
 - This article discusses the risks and benefits of training in SDoH and introduces concepts of structural competency.

Resources for Further Exploration

Macro: In Health Care Transformation

1. 2015 National Healthcare Quality and Disparities Report and 5th Anniversary Update on the National Quality Strategy. Agency for Healthcare Research and Quality website.. <http://www.ahrq.gov/research/findings/nhqrdr/nhqrdr15/index.html> Content last reviewed May 2016. Accessed October 1, 2018.
 - This report describes the import and implications of addressing health disparities and SDoH nationally.
2. Camargo KR, Jr. Closing the gap in a generation: Health equity through action on the social determinants of health. *Glob Public Health*.2011;6(1): 102-105.
 - This article reviews the World Health Organization’s global approach to health equity.
3. Koh HK, Piotrowski JJ, Kumanyika S, Fielding JE. Healthy people: A 2020 vision for the social determinants approach. *Health Educ Behav*. 2011;38:551-557.
 - The authors describe the Healthy People national initiative approach to advancing health that includes addressing the SDoH.
4. Kaprielian et al. Teaching Population Health: A Competency Map Approach to Education. *Acad Med*. 2013;88:626–637.
 - This paper provides an institutional approach to defining competence and prioritizing SDoH and population health education that is broadly and successfully applied.

Meso: In Quality Improvement

1. Swain GR, Grande, KM, Hood, CM, Inzeo PT. Health care professionals: Opportunities to address social determinants of health. *WMJ* 2014; 113(6):218-222.
 - This paper provides practical advocacy applications for practicing professionals.
2. Knox KE, Lehmann W, Vogelgesang J, Simpson D. Community Health, Advocacy, and Managing Populations (CHAMP) longitudinal residency education and evaluation. *J Patient Cent Res Rev*. 2018;5:45-54.

- <https://digitalrepository.aurorahealthcare.org/jpcrr/vol5/iss1/6/> Accessed on May 14, 2018.
- This paper provides an example of a longitudinal curriculum that incorporates SDoH and advocacy training in a residency curriculum.
3. Haq C, Stearns M, Brill J, et al. Training in Urban Medicine and Public Health: TRIUMPH. *Acad Med*. 2013 Mar;88(3):352-63.
 - This paper provides an example of a longitudinal curriculum that incorporates SDoH and advocacy training in a medical school curriculum.
 4. Tips for Developing a Community Advisory Board. Solving Disparities website. http://www.solvingdisparities.org/sites/default/files/CAB_tips.pdf Accessed May 14, 2018.
 - This document provides succinct tips and background resources for creating a community advisory board for equity-focused quality improvement efforts.
 5. Carter BM, Derouin AL. Strategies to address individual social determinants of health designed to cultivate the next generation of minority nurse leaders committed to health equity. *Creat Nurs*. 2016 Feb 1;22(1):11-16. doi: 10.1891/1078-4535.22.1.11.
 - This paper provides realistic and effective strategies to assess and address individual social determinants and ensure health professional students excel in rigorous programs and have professional development plans in place to assist them in achieving future goals.
 6. Robert Wood Johnson Foundation, Carger E, Westen D. A New Way to Talk about the Social Determinants of Health. Robert Wood Johnson Foundation website. <https://www.rwjf.org/en/library/research/2010/01/a-new-way-to-talk-about-the-social-determinants-of-health.html>. Published January 1, 2010. Accessed on May 14, 2018.
 - This portfolio reframes SDoH that supports the work of community researchers and offers guidance to create more compelling, effective and persuasive messages regarding SDoH that resonate across the political spectrum.
 7. Williams SD, Hansen K, Smithey M, et al. Using social determinants of health to link health workforce diversity, care quality and access, and health disparities to achieve health equity in nursing. *Public Health Rep*. 2014;129 (Suppl 2):32-36.
 - This conceptual model connects health profession diversity to improved health outcomes, health disparities and ultimately achieving health equity.
 8. Danaher A. Reducing Disparities and Improving Population Health: The Role of a Vibrant Community Sector. Wellesley Institute advancing urban health website. <http://www.wellesleyinstitute.com/publications/reducing-disparities-and-improving-population-health-the-role-of-a-vibrant-community-sector/>. Published August 17, 2011. Accessed October 1, 2018. .
 - This paper shows the impact essential components of a healthy community can have on population health and the importance of supporting a robust network of community organizations.

Micro: In Clinical Encounters- Shared Decision Making

1. Health and Well-Being for All. CDC Foundation website. <https://www.cdcfoundation.org/health-in-a-box>. Accessed on May 14, 2018.

- The CDC provides a curriculum for teaching socioeconomic, behavioral, environmental, and other factors of health. Includes exploration of stakeholder perspectives and developing collective strategies toward action.
- 2. The Practical Playbook: Helping Public Health and Primary Care Work Together to Improve Population Health. Practical Playbook website.
<https://www.practicalplaybook.org> Accessed on May 14, 2018.
 - This resource connects organizations with communities across the United States.
- 3. Kretzmann JP, McKnight JL, Dobrowolski S, Puntteney D. Discovering community power: a guide to mobilizing local assets and your organization's capacity. Evanston, IL: Asset-Based Community Development Institute. <https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/kelloggabcd.pdf> Published 2005. Accessed on May 14, 2018.
 - This guide provides asset-based community development tools and application.
- 4. Anderson T, Barnett E, Blosnich J, Casper ML, Halverson J, Menard J. Practical Methods—Direct Observations and Windshield Surveys. In: Heart-Healthy & Stroke Free A Social Environment Handbook. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2007
http://www.cdc.gov/dhdsp/docs/seh_handbook.pdf. Accessed on May 14, 2018.
 - This chapter provides tools and directions for completing a windshield survey.
- 5. Garg A, Boynton-Jarrett R, Dworkin PR. Avoiding the unintended consequences of screening for social determinants of health. *JAMA*. 2016;316(8):813-814. doi:10.1001/jama.2016.9282.
 - The authors discuss the professional responsibilities associated with screening for SDoH.

Words and Concepts Used in this Module that are Defined in the Guidebook

- Asset Based Community Development
- Community Assessment
- Community Driven
- Community and Education Based Framework
- Health Disparities
- Health Equity
- Individual level social determinants
- Service Learning
- Social Determinants of Health

References

1. Bentancourt JR. Eliminating racial and ethnic disparities in health care: what is the role of academic medicine. *Acad Med*. 2006;81(9):788-792.
2. National Academies of Sciences, Engineering and Medicine. A framework for educating health professionals to address the social determinants of health. Washington, DC: The

National Academies Press. <https://www.nap.edu/catalog/21923/a-framework-for-educating-health-professionals-to-address-the-social-determinants-of-health> Published October 14, 2016. Accessed May 14, 2018.

3. Knox KE, Lehmann W, Vogelgesang J, Simpson D. Community Health, Advocacy, and Managing Populations (CHAMP) longitudinal residency education and evaluation. *J Patient Cent Res Rev*. 2018;5:45-54.

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