

Developing and Implementing A Curriculum Focused on Social Determinants of Health for an Interprofessional Training Program During COVID-19

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Setting

- The Center of Outpatient Education (COE) at the Cleveland VA Medical Center is implementing and testing innovative approaches in the delivery of collaborative, patient-centered care to an interprofessional (IP) learning group.
- Interprofessional learners include:
 - Physicians (PGY 1-3)
 - Nurse Practitioners (Residents and Students)
 - Pharmacy (Residents)
 - Behavioral Medicine (Residents)
 - Social Work (Masters' level students)
 - Nursing (Bachelor of Science students)

Rationale

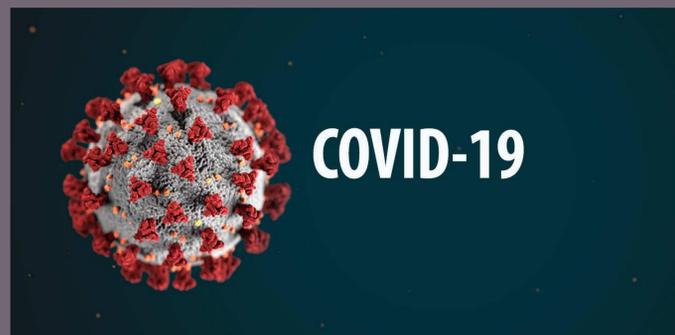
Within the US, many health care providers do not understand the full extent or nature of health disparities and the effect these disparities have on individual and community health outcomes. Current literature outlines the need for further education on social determinants of health (SDH), but there is little evidence on how to approach this within an interprofessional setting.

Curricular Development

- Assembled a core group of interprofessional faculty
- Designed a vision statement for the curricular domain
- Developed broad learning objectives for the entire curriculum
- Brainstormed important topics to be covered for the IP learner cohort
- Current SDH Sessions
 - Social Justice
 - The History of U.S. Health Care
 - Racial Injustice
 - Community Mapping
 - Advocacy in Health Care

Pre-COVID-19: IP SDH Learning

- Within the COE program, IP learners participate in a 4-hour academic half-day on Friday mornings. This includes didactic learning, team-based activities, hands-on learning and reflection.
- All sessions are conducted in-person which promoted optimal engagement and interactivity.



During COVID-19

- COVID-19 restrictions required all educational sessions to be quickly and completely transitioned to virtual learning
- Tried multiple virtual platforms
- Ultimately utilized Zoom technology
 - Learners and facilitators could all be seen on camera for the duration of the session
 - Content could be shared
 - Ability to transition from small to large group learning easily
- Piloted two new virtual SDH sessions
 - Community Mapping
 - Advocacy
- While learners appreciate face-to-face sessions, they felt their learning needs were adequately met over the virtual platform and appreciated the ability to participate in both hands-on and small group work.

Vision Statement & Learning Objectives

Vision Statement:

To understand the interconnectedness of societal and cultural influences on the patient's interactions with the medical community. Create awareness of how health policy, legal precedent, societal challenges and environmental factors affect clinical decision making.

Learning Objectives:

1. Define SDH and explain how these factors affect health utilization and outcomes.
2. Understand how patients societal and cultural factors effect interactions with the health care system.
3. Develop strategies to recognize gaps in care.
4. Utilize appropriate resources to address individual patient needs.
5. Recognize personal bias and impact on patients.

Lessons Learned & Future Directions

- Teaching SDH to an interprofessional group of learners is an educational innovation that shows the adaptability of IP education.
- This content can be provided effectively through a virtual platform.
- The challenge with curriculum development in this setting is to deliver relevant knowledge that interests learners and improves patient care. As such, we focused on content that would be relevant on both a local and national scale.
- Another unique challenge was to deliver content in a team-based approach that allows everyone to learn at the highest scope of their respective practices and prepare them to be effective interprofessional leaders providing high-value care.
- Develop additional SDH modules
- Further evaluation of learner satisfaction of the didactics, and ultimately of patient outcomes.