

Learning Packet

APDIM 10/18/2019



THE OHIO STATE UNIVERSITY

WEXNER MEDICAL CENTER

Workshop Outline

Description

With the new ACGME requirements focusing on societal determinants of health in the clinical learning environment, we developed a resident driven lecture series to address this important topic. This workshop will provide an outline of how to create a societal determinants of health learning series, the objectives and types of educational methods used, and resources required for each session. We will discuss possible variations to our approach and ways to implement a similar series at your institution.

Educational Objectives

1. To describe the core content of a resident-driven societal determinants of health learning series along with educational methods and necessary resources used to achieve the objectives in each session.
2. To brainstorm ideas and possible ways of implementing a similar resident-driven learning series at your institution.
3. To discuss potential resources needed to develop a curriculum at your local institution while sharing tips and pitfalls from our experience.

Deliverables

We will provide an outline of our curriculum and pre-post survey that can be used or adapted at your home institution. Each session outline will include objectives, educational methods used to achieve these objectives, and resources required for each session. We will also provide handouts of each corresponding lecture that was given per session to allow attendees to use or adapt what has already been done.

Course Curriculum

Session 1: Intro

Type of Objectives: Cognitive knowledge, attitudinal

- [1.1] By the end of this session, residents will be able to define societal determinants of health and identify the significance of the role of SDH health outcomes.
- [1.2] Residents will be able to describe why awareness of SDH is pertinent to their current careers.
- [1.3] During this session residents will identify their attitudes regarding patients with health disparities and discuss with their colleagues how these might influence their management of such patients.

Educational methods to achieve: This session begins with a pre-course survey followed a lecture defining and illustrating the categories of societal determinants of health and the significant of these on patient outcomes. Learners will reflect in group discussion on their own attitudes/experiences regarding these topics and how they influence patient care in their own clinics.

Resources required: Powerpoint, surveys (on paper), room with powerpoint projection capabilities (optional for first lecture)

Session 2: Categories of SDH—Financial stability

Type of Objectives: Cognitive knowledge, attitudinal, skills

- [2.1] Learners will be able to define and provide examples of economic stability as it relates to SDH.
- [2.2] Learners will be able to describe the distribution of poverty in their own county and in their personal patient populations.
- [2.3] Residents will link their knowledge of local economic disparities with a review of the literature on poverty and patient outcomes.
- [2.4] By the end of the session, learners will feel confident screening patients for financial barriers/insecurity.

Educational methods to achieve: This session will begin with a lecture defining and providing examples of economic stability as it relates to SDH followed by a depiction of the distribution of poverty in their current county of residence and in the neighborhoods of the patients served by their clinic. They will then be given (alternatively, can look up themselves in advance) abstracts of papers describing the impacts of poverty on health outcomes to summarize for their peers as a group. At the end they will then break into pairs/groups and practice their own “scripts” for screening patients for financial barriers/insecurity.

Resources required: Articles given in advance, powerpoint, room with powerpoint projection capabilities

Session 3: Categories of SDH—Health literacy/numeracy and Language Barriers

Type of Objectives: Cognitive knowledge, psychomotor skills/competence, problem solving, attitudinal

- [3.1] Learners will be able to define and provide examples of health literacy as it relates to SDH.
- [3.2] Learners will be able to describe the distribution of educational attainment in their own county and in their personal patient populations.

- [3.3] Residents will link their knowledge of education disparities with a review of the literature on low health literacy and patient outcomes.
- [3.4] Learners will be able to engage in best practices for communicating with patients who require an interpreter, both live and virtual.
- [3.5] Residents will acquire the skills needed to appraise patients' health literacy and numeracy and adapt patient communication accordingly.

Educational methods to achieve: This session will begin with a lecture defining and providing examples of literacy as it relates to SDH outcomes followed by a depiction of the distribution of educational attainment disparity in their current county of residence and in the neighborhoods of the patients served by their clinic. Residents will practice predicting "reading level" for various patient instructions and will learn tips for adapting communications to match patient literacy/numeracy. A brief lecture will cover best practices for communicating with patients who require an interpreter, both live and virtual. End with group discussion regarding how physicians can best become effective teachers.

Resources required: Powerpoint screen, laptops, handouts, room with powerpoint projection capabilities

Session 4: Categories of SDH—Neighborhood and built environment

Type of Objectives: Cognitive knowledge, psychomotor skills/competence, problem solving, attitudinal

- [4.1] Learners will be able to define and provide examples of the neighborhood/built environment as it impacts SDH.
- [4.2] Resident will analyze the opportunities/resources of a predominate neighborhood of the CPE PCT patient population via electronic "neighborhood visit" and develop a working understanding of the environments in which their patient population predominantly live.

Educational methods to achieve: During this session learners will complete an electronic "neighborhood visit" to develop a working understanding of the environment in which their patient populations live. A very brief lecture introduce neighborhood and built environment factors as determinants of health. Pairs of learners will then be given a list of details to explore about a neighborhood in one of the 3 main zip codes where their clinic patients predominantly live, including the availability of transportation to clinic and necessary resources, distance to real grocery stores, road conditions, air quality, crime levels, etc. They will then share their findings aloud and brainstorm as a group what clinicians can do to reduce the health & wellness barriers discovered.

Resources required: Powerpoint screen, laptops/computers, handouts, room with powerpoint projection capabilities

Session 5: Categories of SDH—Housing

Type of Objectives: Cognitive knowledge, problem solving, attitudinal, skills/competence

- [5.1] Learners will be able to define and provide examples of the various aspects of housing as they impact SDH.
- [5.2] Residents will link their knowledge of housing inequities with a review of the literature on unstable/poor quality housing and patient outcomes.
- [5.3] By the end of the session, learners will feel confident screening patients for housing insecurity.

Educational methods to achieve: This session will begin with a lecture defining and providing examples of the various aspects of housing and how these can impact health and access to healthcare. Epidemiologic data on the impact of suboptimal housing and homelessness/housing insecurity will be presented and discussed. At the end they will then break into pairs/groups and practice their own "scripts" for screening patients for housing insecurity.

Resources required: Powerpoint screen, room with powerpoint projection capabilities

Session 6: Categories of SDH—Food & Nutrition

Type of Objectives: Cognitive knowledge, problem solving, attitudinal, skill/competence

- [6.1] Learners will be able to define and provide examples of nutrition as it impacts SDH.
- [6.2] Residents will link their knowledge of food insecurity with a review of the literature on unstable/poor quality housing and patient outcomes.
- [6.3] By the end of the session, learners will feel confident screening patients for food insecurity and offering simple resources.

Educational methods to achieve: This session will begin with a lecture defining and providing examples of food insecurity and how this can impact health. Data on the impact of suboptimal food insecurity will be presented and common screening tools for families will be discussed. Residents will also be given basic resources to offer patients who screen positive. A video will be shown capturing a woman's personal story regarding food insecurity. At the end they will then break into pairs/groups and practice their own "scripts" for screening patients for food insecurity.

Resources required: Powerpoint screen, room with powerpoint projection capabilities, video

Session 7: Utilizing Ancillary Staff to Address SDH

Type of Objectives: Problem solving, behavioral skills/competence, cognitive knowledge

- [7.1] Learners will be able to assign the appropriate clinic-specific resource to assist in overcoming socioeconomic barriers to health maintenance and care.
- [7.2] Residents will feel confident utilizing ancillary staff members to offer resources to patients in order to overcome the barriers of health disparity.

Educational methods to achieve: This session will include presentations from ancillary staff members in social work, pharmacy, and the RN care coordinator team. They will each discuss best practices for utilizing CPE resident clinic ancillary staff to optimize patient care plans in order to address socioeconomic barriers to achieving good health.

Resources required: Handouts, ancillary staff member speakers

Session 8: Conclusion

Type of Objectives: Cognitive knowledge, attitudinal, behavioral/performance, skills/competence

- [8.1] Learners will participate in case-based discussions to apply principles of personalized medicine.
- [8.2] By the end of this course each resident will be able to list and define the SDH categories and how they impact quality patient care.
- [8.3] By the end, each resident will rank SDH screening as an important and useful intervention by PCPs (>3 on 5-point scale on the post-course survey).
- [8.4] As measured by post-course survey, residents will rank their ability to screen for and appropriately address health disparities as improved.

Educational methods to achieve: This session begin with a brief lecture summarizing the key learning concepts of the course and reminding learners of the tools and resources they have available to them for working toward personalized

medicine. Learners will then participate in case-based discussions in small groups to practice identifying relevant SDHs, altering care plans appropriately and assigning applicable clinic-specific resources to optimize a patient's quality of care. Finally, the course will end with learners completing a post-course survey.

Resources required: Powerpoint screen, paper and pens, surveys (on laptop or paper)

Pre/Post Survey questions matched to objectives

1. How familiar are you with the role of Societal Determinants of Health (SDH) on patient health outcomes?
 - Objectives [1.1], [2.1], [3.1], [4.1], [5.1], [6.1], [8.2]
2. How familiar are you with the specific environmental/neighborhood barriers that worsen healthcare outcomes in your current patient population?
 - Objectives [4.1], [4.2], [5.1], [5.2]
3. How confident are you in your ability to effectively screen your patients for SDH?
 - Objectives [2.4], [3.5], [5.3], [6.3], [8.4]
4. How confident are you in your ability to effectively manage the SDHs relevant to your patients in the clinic setting?
 - Objectives [3.4], [3.5], [6.3], [7.1], [7.2], [8.4]
5. How confident are you in your ability to utilize ancillary staff members to offer resources to patients in order to overcome the barriers of health disparity?
 - Objectives [7.1], [7.2]
6. How confident are you in your ability to address language barriers with skillful use of an interpreter in the clinic setting?
 - Objectives [3.4]
7. How confident are you in your ability to effectively adapt a patient visit to account for low health literacy/numeracy?
 - Objectives [3.5]
8. How confident are you in your ability to use evidence based literature to answer your clinical questions regarding SDH?
 - Objectives [2.3], [3.3], [5.2], [6.2]
9. How able are you to discuss using evidence based literature the data on how SDH impact patient health outcomes?
 - Objectives [2.3], [3.3], [5.2], [6.2]
10. How valuable do you feel that collecting and sharing data related to SDH is for improving patient outcomes in the future?
 - Objectives [2.3], [3.3], [5.2], [6.2] loosely, more specific content for this objective was cut from course due lack of time/resources
11. How much do you feel that routine screening for SDH can improve healthcare outcomes in patients?
 - Objectives [2.4], [3.5], [5.3], [6.3], [8.4]

12. How accurate is the following statement in your current practice? “I feel reluctant to screen for SDHs because there are few things I can do to address them.”

- Objectives [3.4], [3.5], [6.3], [7.1], [7.2], [8.4]

Social Determinants of Health: A Personalized Medicine Curriculum

Pre/Post-Course Survey

Date: _____

Identifier (Middle Initial- last 4 digits of phone #): _____

How familiar are you with the role of Societal Determinants of Health (SDH) on patient health outcomes?

1 2 3 4 5

Not Familiar Very Familiar

How familiar are you with the specific environmental/neighborhood barriers that worsen healthcare outcomes in your current patient population?

1 2 3 4 5

Not Familiar Very Familiar

How confident are you in your ability to effectively screen your patients for SDH?

1 2 3 4 5

Not Confident Very Confident

How confident are you in your ability to effectively manage the SDHs relevant to your patients in the clinic setting?

1 2 3 4 5

Not Confident Very Confident

How confident are you in your ability to utilize ancillary staff members to offer resources to patients in order to overcome the barriers of health disparity?

1 2 3 4 5

Not Confident Very Confident

How confident are you in your ability to address language barriers with skillful use of an interpreter in the clinic setting?

1 2 3 4 5

Not Confident Very Confident

How confident are you in your ability to effectively adapt a patient visit to account for low health literacy/numeracy?

1 2 3 4 5

Not Confident Very Confident

How confident are you in your ability to use evidence based literature to answer your clinical questions regarding SDH?

1 2 3 4 5

Not Confident Very Confident

How able are you to discuss using evidence based literature the data on how SDH impact patient health outcomes?

1 2 3 4 5

Not Able Very Able

How valuable do you feel that collecting and sharing data related to SDH is for improving patient outcomes in the future?

1 2 3 4 5

Not Valuable Very Valuable

How much do you feel that routine screening for SDH can improve healthcare outcomes in patients?

1 2 3 4 5

No Improvement Significant Improvement

How accurate is the following statement in your current practice? "I feel reluctant to screen for SDHs because there are few things I can do to address them."

1 2 3 4 5

Not Accurate Very Accurate