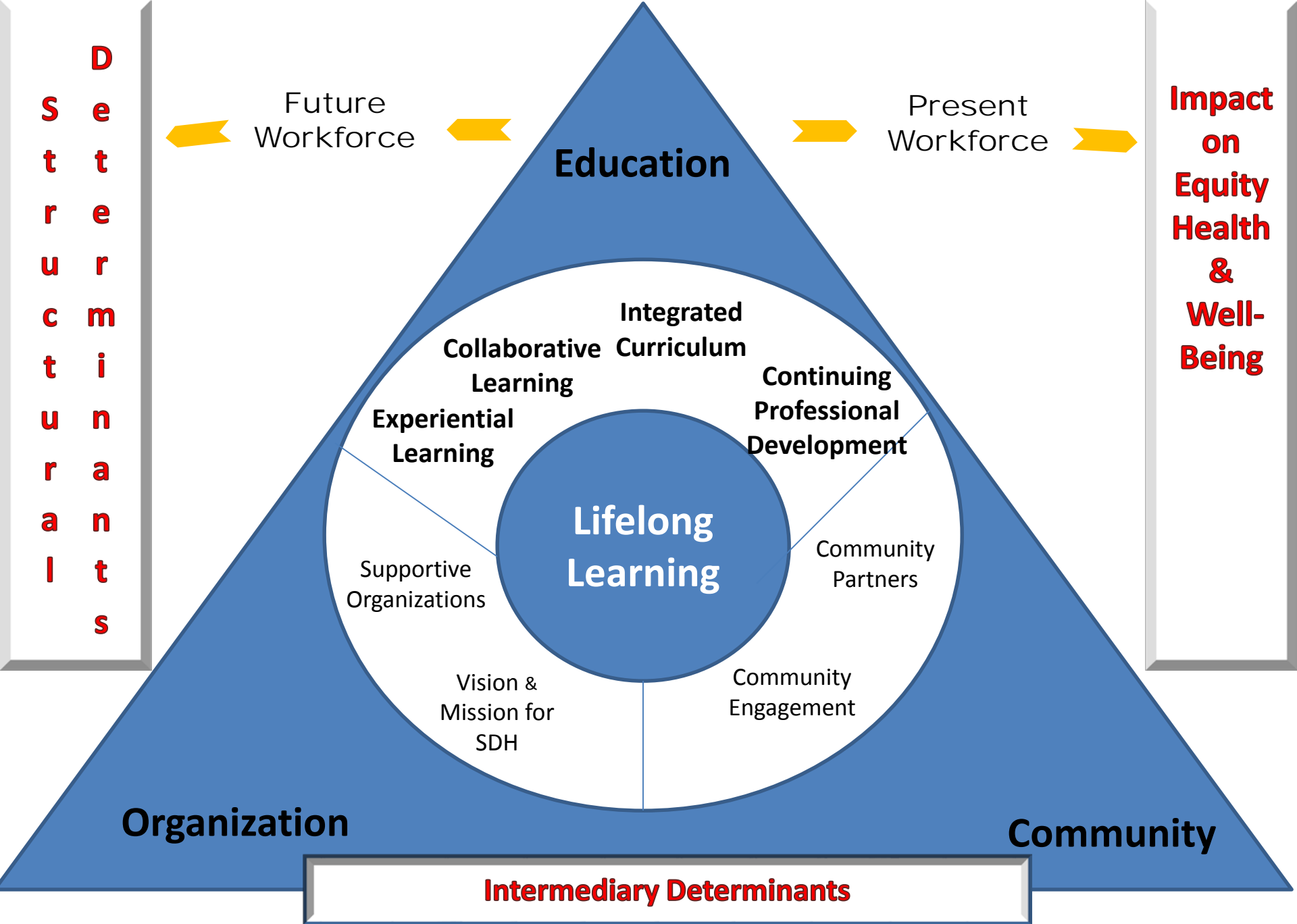


# Teaching Social Determinants of Health and Disparity Reduction

## A Simulation-Based Innovation

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Future Workforce

**Education**

Present Workforce

**Impact on Equity Health & Well-Being**

Integrated Collaborative Learning

Experiential Learning

Continuing Professional Development

**Lifelong Learning**

Supportive Organizations

Community Partners

Vision & Mission for SDH

Community Engagement

**Organization**

**Community**

**Intermediary Determinants**

*National Academies of Science, Engineering and Medicine, 2016. A framework for educating health professionals to address the social determinants of health, Washington, DC; The National Academies Press. Doi:10.17226/21923.*

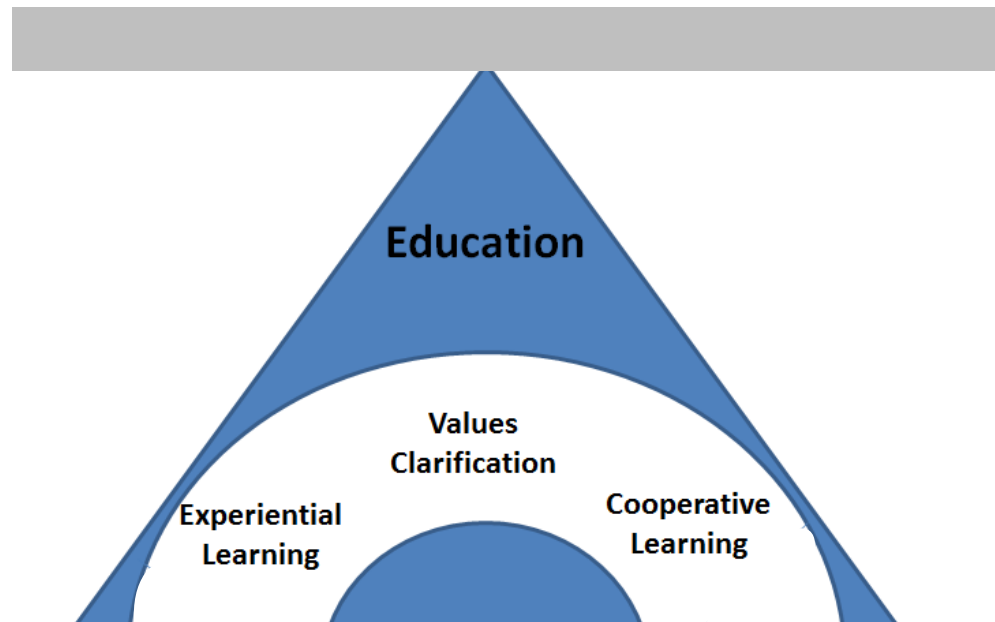
# Simulation for Teaching SDH

## — GOAL —

Utilize Standardized Patient scenarios and debriefing to teach strategies that develop an attentive, intentional, caring and compassionate approach to incorporating a social mission into everyday clinical practice

# Pedagogy

- **Experiential Learning**
  - Simulation
    - Real world connection
    - Learning for a sustainable future
- **Values Clarification**
  - Awareness
    - Of personally held values
  - Reconsider
    - Modify poorly founded values
- **Cooperative Learning**
  - Share
    - Responsibility for learning
  - Gain
    - The same knowledge



# Objectives

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- Discuss the social, political and economic factors that influence health, health equity and SDH
- Identify structural and intermediary determinants of health
- Demonstrate SDH questions as part of eliciting a patient history
- Engage in collaborative relationships for shared decision making and reflection
- Facilitate reflective analysis via evidence-based debrief models



**Standardized Patient Encounter I, II, III**



**PRIMARY PROVIDER**



**SDH OBSERVER**



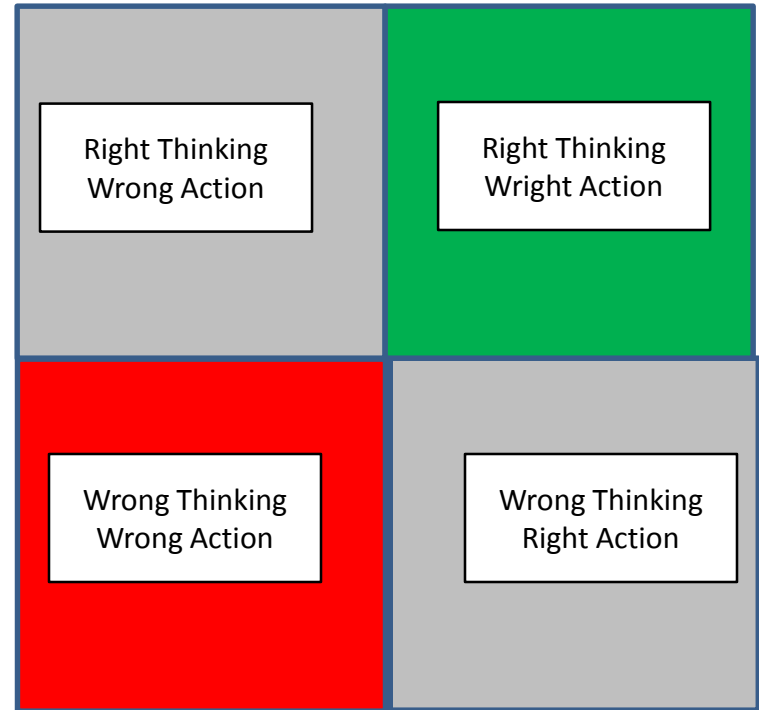
**OVERALL OBSERVER**



# Debriefing

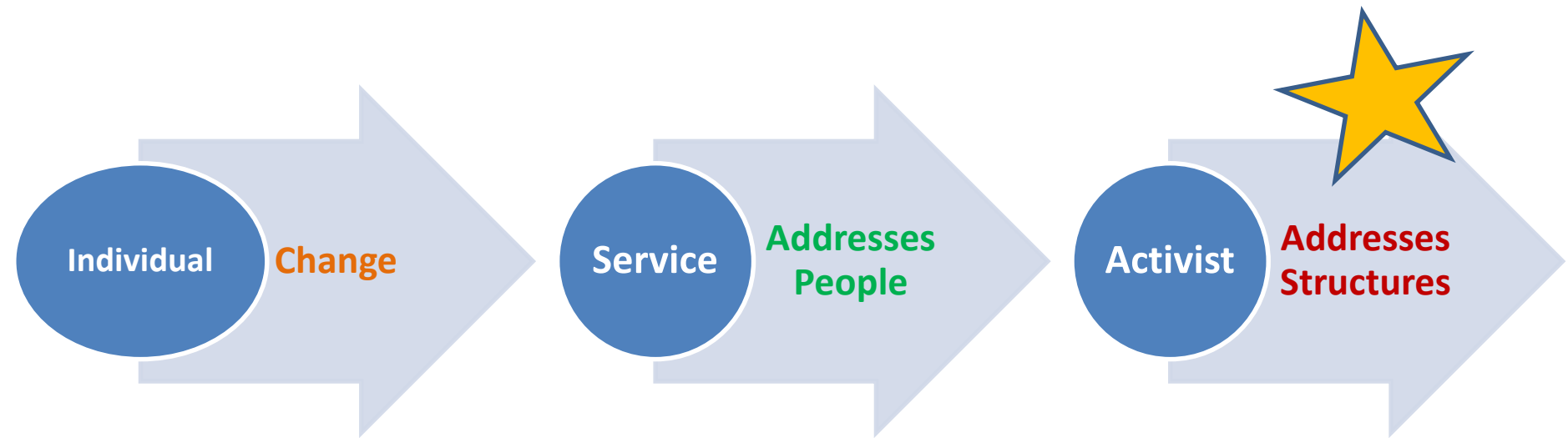
## Debriefing for Meaningful Learning (DML Model)

- Reflective, purposeful and specific
- Six phases
  - Engage
  - Explore
  - Explain
  - Elaborate
  - Evaluate
  - Extend



Challenge assumptions that may be  
Taken-for-granted

# SDH Advocacy Continuum





# References

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- Dreifuerst, K. T. (2015, May). Getting started with debriefing for meaningful learning. *Clinical Simulation in Nursing*, 11 (5), 268-275.  
<http://dx.doi.org/10.1016/j.ecns.2015.01.005>.
- Mogford, L., Gould, L. (2009). A new health curriculum; Social determinants of health advocacy model, APHA Annual Meeting.
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