



# Interprofessional Approach to Developing a Social Determinants of Health Module for an Interprofessional Education Program



COLLEGE OF PHARMACY AND PHARMACEUTICAL SCIENCES  
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## Background

Social determinants of health (SDOH) impact an individual's health, well-being, and quality of life.<sup>1</sup> Health care education has a unique opportunity to positively impact patient care through knowledge of SDOH. Development of a SDOH 101 module would provide students with a common knowledge and understanding of SDOH.<sup>2</sup> Interprofessional education (IPE) program at the University of Toledo represents 11 healthcare programs and provides introductory information and exercises to help students learn and understand how each profession works to improve the care of our patients. The IPE activities use an interprofessional approach to problem solving. A University of Toledo initiative was to provide all first-year healthcare students with an introduction to the SDOH domains.

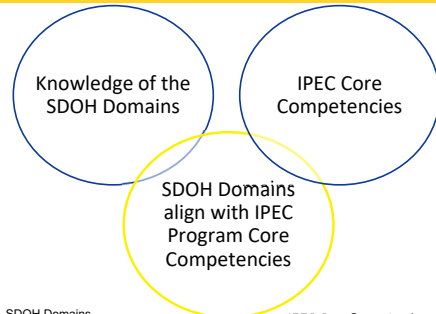
## Objective

To develop an online module introducing the social determinants of health to students enrolled in the University of Toledo (UToledo) Interprofessional Education Program.

## Methods

- Interprofessional
  - An interprofessional team of faculty experts was identified through their work with the UToledo SDOH Committee and charged with developing an introductory SDOH module. Faculty were from:
    - Programs in Health Education, Public Health, Criminal Justice, Social Work, and Legal Specialties in the College of Health and Human Services
    - The College of Pharmacy and Pharmaceutical Sciences
    - The School of IPE in the College of Medicine and Life Sciences
- SDOH
  - The SDOH module was delivered in the IPE course in the first professional year of each health profession
  - The module was a self-paced pre-course introduction
- IPE
  - The IPE program required all first-year healthcare students to complete the module prior to the first scheduled IPE activity.
  - The SDOH five domains align with the IPE program objectives, which are based on the sub-competencies of the Interprofessional Education Collaborative's (IPEC) four Core Competencies.<sup>3</sup>

## Methods



- |  |  |
|--|--|
| <p><b>SDOH Domains</b></p> <ol style="list-style-type: none"> <li>1) Economic Stability</li> <li>2) Education Access and Quality</li> <li>3) Health Care Access and Quality</li> <li>4) Neighborhood and Built Environment</li> <li>5) Social and Community Context</li> </ol> | <p><b>IPEC Core Competencies</b></p> <ol style="list-style-type: none"> <li>1) Values/Ethics for Interprofessional Practice</li> <li>2) Roles and Responsibilities</li> <li>3) Interprofessional Communication</li> <li>4) Teams and Teamwork</li> </ol> |
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- Module
  - Fall 2020 – the module was delivered for the first time
- Assessment
  - Post-module quiz results
  - Task force self-reflection
- Areas for improvement
  - Depth and breadth of content
  - Increase active delivery
- Assessment methods
  - Add formative assessments
- A major revision was implemented for 2021

**IPE fall 2020 course**

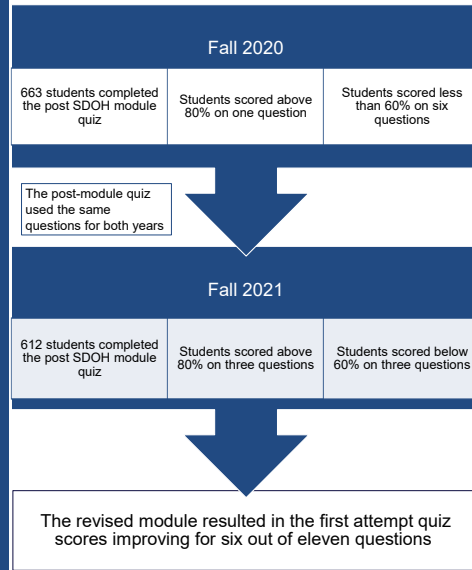
- Narrated Module
- Recorded PowerPoint
- Review of the SDOH domains
- Healthy People 2020 Video
- Scenarios
- Cases
- Post module quiz
- No minimum passing rate

**IPE fall 2021 course**

- Update information
- Healthy People 2030
- Review available materials
- Other programs
- SDOH related information
- UToledo Education Technology
- Improve information flow
- Embedded questions
- Post module quiz
- Implemented a minimum passing rate

## Results

Post-Module Quiz			
	Correct Answer 2020	Correct Answer 2021	Difference (%)
Question	#/660-663 (%)	#/604-612 (%)	
1	172 (25.9)	364 (59.5)	33.6
2	478 (72.4)	525 (85.9)	13.5
3	238 (35.9)	400 (65.6)	29.7
4	481 (72.5)	411 (67.4)	-5.1
5	520 (78.5)	499 (81.9)	3.4
6	385 (58.2)	321 (52.7)	-5.5
7	385 (58.2)	474 (77.8)	19.6
8	520 (78.4)	454 (74.6)	-3.8
9	292 (44.0)	234 (38.5)	-5.5
10	595 (89.7)	513 (84.9)	-4.8
11	325 (49.1)	345 (57.1)	8.0



## Discussion

- An interprofessional team developed the SDOH module.
- Expertise from diverse educational backgrounds worked to develop a module for students from different healthcare programs.
- The SDOH introductory module ensured students received consistent and accurate SDOH information.
- Post module assessment identified areas to implement changes for fall 2021. The modifications included:
  - Module content was updated for Healthy People 2030
  - Module content was removed or revised that did not fit an introductory module
  - UToledo Education Technology services were utilized to improve content delivery
  - Knowledge check questions were embedded into each section of the module
  - Students were required to review the module before taking the quiz
- Limitations include the assessments for both years did not provide the following information
  - How did each profession perform on the module quiz?
  - Determine the number of students taking the quiz 2x
  - Determine the number of students taking the quiz 3x or more

## Conclusions

- Development of an introductory SDOH module by an interdisciplinary team guided learning materials for the diverse healthcare professions in the IPE program.
- Knowledge of the SDOH domains and application in subsequent IPE activities may contribute to the achievement of the IPEC Core Competencies.

## References

1. Healthy People 2030. Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Social Determinants of Health. <https://health.gov/healthypeople>
2. Hart, S. E., PhD, RN, Turner, K., PharmD, BCACP, & Farrell, T. W., MD, AGSF. (2021). An Interprofessional Community Based Complex Care Course Grounded in Social Determinants of Health. J Am Geriatr Soc. 69(2), E6-E8. doi:10.1111/JGS.16884
3. Core Competencies for Interprofessional Collaborative Practice 2016 Update. <https://www.aacn.edu/Portals/0/2016-07-20-Interprofessional-Collaborative-Practice-2016-Update.pdf>

**Disclosure:** Authors have no financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation.