Systematic Approach to Teaching About Social Determinants of Health
Teaching Prevention 2016

Timothy P. Hickman, MD, MEd, MPH
Associate Teaching Professor
Department of Biomedical and Health Informatics
UMKC School of Medicine

hickmantp@umkc.edu
Disclosure

• The presenters have no relevant financial relationships with any commercial interests to disclose
Learning Objectives

• At the conclusion of this presentation, the participants should be able to:
  – Describe a systematic approach to developing interprofessional curriculum on teaching about social determinants of health and health disparities.
  – Discuss using a tailored approach in selecting and optimizing teaching strategies.
Curriculum Design

• Curriculum design cycle can be applied to learning activity, workshop, health promotion/disease prevention, course and degrees
• Steps in the cycle are often concurrent
“Curriculum” Design Cycle

Needs Assessment → Goals → Content

Learning Theory ← Teaching Strategy

Learning Objectives

Educational Activities

Learner Assessment

Re-Evaluation ← Implementation
Needs Assessment

• Used to gather information about the need for the topic, key stakeholder mandates and previous experience with the topic

• Mission
  – Alignment with core mission
  – Social Determinants have a major impact on wellness and disease

• Mandates
  – Accreditation standards
  – Clinical Prevention & Population Health Curriculum Framework
Need Assessment

- Expectations/Experience of Stakeholders
  - Faculty
  - Students
  - Alumni
Goals

• Driven by Mission and Mandates
• Broad philosophical statements
• What degree, course or educational activity will offer students or the public
• Drives development of learning outcomes
• “Examine social determinants of health to promote health equity”
Triad

• Content
  – Breadth
  – Depth

• Learning Theory
  – Authority Based
  – Inquiry
  – Collaborative

• Teaching Strategies
  – Lecture
  – Active Learning
  – Online: Asynchronous, Synchronous or Hybrid
Learning Objectives

• Driven by all preceding steps
• Describe what students gain from learning activity
  – Content
  – How to study
  – How they will be assessed
• Includes conditions and degrees
Educational Activities

• Driven by “Triad” (content, learning theory and teaching strategy)
• Designed to “fulfill” learning objectives
• Includes presentations, activities, simulations, discussion, written material, case-based learning
Learner Assessment

• Driven by learning objectives
• Guided by Bloom’s Taxonomy
• “Verb” describes assessment type
• Use multiple assessment strategies
Bloom’s Taxonomy

- Cognitive
  - Knowledge
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation

- Psychomotor

- Affective, Attitude
Learner Assessment

- Knowledge, Skills, Attitudes
- Normative vs. Mastery
- Formative or Summative
- Competence or Performance
- Discussion questions
  - Knowledge
  - Applied
  - Student-student teaching
Implementation/Evaluation

• Implementation
  – Pilot Test
  – Implement

• Evaluation
  – Guided by Goals and Learning Outcomes
  – Continuous
  – Incremental
Teaching Strategies

• Based on systematic review of the literature
• Emphasizes active learning and reflection
• Teaching strategies address multiple learning styles
Small Group Discussion

- Active learning, collaborative
- Builds communication skills
- Can be topic or task specific
- Can involve inquiry learning (CBL/PBL)
Interactive Strategies

• Role play
  – Participants assume roles in a specific scenario
  – Simulates actual encounter
  – Can use students as observers

• Simulation
  – More complex role play
    • Procedural skills
    • Experience complex situations
      – Poverty Simulation, Epiville
Case-Based Learning

- Use case designed to illustrate learning issues
- Case usually evolves
- Self-directed and collaborative learning
  - Know
  - Need to Know
  - Inquiry learning
  - Group Discussion
Curriculum Matrix

• Identify critical content areas
  – Epidemiology
  – Social determinants
  – Health disparities
  – Population at risk

• Identify learning issues in each content area

Washington et al, 2003
Story Telling

• Oral or written
• Fictional or based on real events
  – Example: John Snow Cholera outbreak
• Facilitates thinking, reflection and empathy
• Perspective
  – Told from the patient or group perspective
  – Story from someone who knew patient or group
  – Told from the perspective of population health professional
Media

• Types
  – Film
  – Photography
  – Streaming/Web Based
  – Can illustrate real life health issues, ethical issues

• Social Media
  – Blogs, YouTube, Twitter
  – Collaborative projects, student to student teaching
Service Learning

• Learn by doing
• Three components
  – Preparation
  – Service
  – Assessment/debriefing
Interprofessional Education

- Multiple disciplines
- Team approach
- Communication
- Collaboration
Debriefing

- Useful for hot button topics or simulations
- 3-D Model
  - Pre-briefing
  - Defusing
  - Discovering
  - Deepening
  - Summary

Zigmont et al, 2011
References