

EAC- Social Determinants of Health Educators Toolkit

Version 1.0

Learning Objectives

1. Review a cohesive set of resources related to social determinants of health as well as the latest evidence about the implications of social determinants of health in patient care.
2. Discuss successful strategies to implement social determinants of health into an athletic training curriculum.
3. Implement social determinants of health into your own curriculums.

Resources for Educators

Social Determinants of Health Defined

“The social determinants of health (SDH) are the non-medical factors that influence health outcomes. They are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies and political systems.” [WHO Overview](#)

What are the social determinants of health? [CDC Overview](#)

- Healthcare access and quality
- Education access and quality
- Social and community context
- Economic stability
- Neighborhood and built environment

Articles:

- Braveman P, Egerter S, Williams DR. **The social determinants of health: coming of age.** Annu Rev Public Health. 2011;32:381-98. doi:10.1146/annurev-publhealth-031210-101218
- Freiburger R, Picha KJ, Welch Bacon CE, Snyder Valier AR. **Educational Technique: Incorporating Social Determinants of Health Into Athletic Training Education.** Athletic Training Education Journal. 2020;15(4):321-330. doi:10.4085/1947-380x-79-19
- Martinez I, Artze-Vega I, Wells A, Camilo Mora J, Gillis M. **Twelve tips for teaching social determinants of health in medicine.** Medical Teacher. 2015; 37:7, 647-652, DOI: 10.3109/0142159X.2014.975191
- Picha KJ, Welch Bacon CE, Normore C, Snyder Valier AR. **Social Determinants of Health: Considerations for Athletic Health Care.** J Athl Train. Sep 3 2021;doi:10.4085/1062-6050-0010.21

Assignment & Incorporation Ideas

1. Freiburger et al. Educational Technique. 3 Parts: Informational Session, Observational Activity, Reflection Session. Have students repeat at clinical sites and get preceptors involved.
2. Read “Social Determinants of Health: Considerations for Athletic Health Care” by Picha et al. (2021) Have students reflect on how social determinants of health influence their health. Discuss with students how social determinants of health present in their clinical settings.
3. Book Club. Select one of the following books to discuss with students or allow students to select one. (Note: this is not an extensive list)
 - *The Health Gap: The Challenge of an Unequal World*. By Michael Marmot.
 - *Health Disparities in the United States: Social Class, Race, Ethnicity, and the Social Determinants of Health*. By Donald A. Barr.
 - *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. By Harriet A. Washington.
 - *The Political Determinants of Health*. By Daniel E. Dawes.
4. Watch “*Unnatural Causes...is inequality making us sick?*” (2008).
7-part documentary about the root causes of inequalities in health. Below is a brief description of each part. Not all parts may be specific to athletic training, so one suggestion could be to watch the 1st part (*In Sickness and in Wealth*) together in class and discuss it. Then allow students to select which one they want to watch on their own. Follow up with further discussion in person or on a discussion board forum. Here is a discussion guide from the organization to get you started:
https://unnaturalcauses.org/assets/uploads/file/UC_DiscussionGuide_All.pdf
 1. *In Sickness and in Wealth* (56 min.) How does the distribution of power, wealth, and resources shape opportunities for health?
 2. *When the Bough Breaks* (29 min.) Can racism become embedded in the body and affect birth outcomes?
 3. *Becoming American* (29 min.) Latino immigrants arrive healthy, so why don't they stay that way?
 4. *Bad Sugar* (29 min.) What are the connections between diabetes, oppression, and empowerment in two Native American communities?
 5. *Place Matters* (29 min.) Why is your street address such a strong predictor of your health? (This episode is available as a stand-alone DVD with English, Lao, Hmong, Vietnamese, Mandarin and Cantonese audio, as well as English and Mandarin subtitles.)
 6. *Collateral Damage* (29 min.) How do Marshall Islanders pay for globalization and U.S. military policy with their health?
 7. *Not Just a Paycheck* (30 min.) Why do layoffs take such a huge toll in Michigan but cause hardly a ripple in Sweden?
5. Interview Assignment
 - Students must conduct a 20-30 minute interview with someone who has experienced a social determinant of health negatively influencing their health care. This can be done face to face, virtual, or via phone with a member of their family, friend-group,

community, or perhaps a patient from their current clinical site. Guiding questions for this interview assignment can be found in Appendix A.

- Conducting the interview should be followed by a presentation, discussion board forum, or written assignment. The interview can also be incorporated into a policy change assignment (see below).

6. Policy Change or Structural Intervention Assignment

- This assignment is meant to prompt students to reflect on current policies at their specific clinical site (or more broadly) that can be changed to better provide patient-centered care. Students can change a current policy or create a new policy intervention that they feel would reduce health inequities or mitigate negatively impactful social determinants of health.
- This assignment can include a written policy (formal tone) with an attached narrative detailing the students' motivations for choosing that policy as well as other reflections/lessons learned/etc. Additionally, students can then prepare a brief presentation detailing their chosen policy. A general format for this presentation can include
 - i. Statement of the problem
 - ii. Policy details
 - iii. Anticipated outcomes
 - iv. Potential barriers/considerations for implementation

7. Incorporate social determinants of health into patient cases and/or clinical education

- This assignment can be used as part of a practicum course. Alternatively, it can be used to facilitate a conversation between the student and preceptor to produce a product to improve the clinical site or to identify how the preceptor currently observes and mitigates impactful social determinants of health.
- Introduce 1 or multiple existing screening tools for athletic training students to use to identify influential social determinants of health at their clinical sites. (Note: this is not an exhaustive list and students can edit as needed for their clinical site)
 - i. Use the observation card from Freiburger et al. found in Appendix B.
 - ii. American Academy of Family Physicians (AAFP) Social Needs Screening Tool. https://www.aafp.org/dam/AAFP/documents/patient_care/everyone_project/hops19-physician-form-sdoh.pdf
 - iii. The Accountable Health Communities Health-Related Social Needs Screening Tool. <https://innovation.cms.gov/files/worksheets/ahcm-screeningtool.pdf>
 - iv. Health Leads Social Needs Screening Toolkit. <https://healthleadsusa.org/resources/the-health-leads-screening-toolkit/>
- Reflection on the presence of impactful social determinants of health in clinical education.
 - i. A reflection prompt related to students' observation of negatively impactful social determinants of health at their clinical site can be incorporated into an existing assignment. Prompt example:
 - Did you observe any patient case this week where an individual's social determinants of health negatively impacted their overall health or the care that they received? If so, which determinants did you observe? What actions did you and/or your preceptor take to mitigate these impactful determinants? Can anything be done at your clinical site on a larger scale to combat or prevent this in the future?

- Intentionally select clinical sites that serve vulnerable populations, patient populations of lower socioeconomic status, or geographically underserved patient populations.
8. Consider interprofessional opportunities
 - a. Interprofessional learning day: Athletic training programs can connect with other programs or institutions to engage in a one-day interprofessional learning day through patient simulation activities. Themes can include telemedicine, transition of care, interprofessional communication, etc. Impactful social determinants of health can be woven into these simulated patient encounters.
 - b. Interdisciplinary poverty simulation example see Sabato et al. (2018).
 - i. Sabato E, Owens J, Mauro AM, Findley P, Lamba S, Fenesy K. Integrating Social Determinants of Health into Dental Curricula: An Interprofessional Approach. *J Dent Educ.* 2018 Mar;82(3):237-245. doi: 10.21815/JDE.018.022. PMID: 29496801.
 1. Table 3 outlines interprofessional activities over the 4 years of dental school. Could blend some of these to fit athletic training curriculum and consider other health professions such as physical therapy, occupational therapy, etc.
 9. Service learning
 - a. Allow students to identify a non-profit organization in the community to volunteer with for a set minimum of hours. Require them to identify which social determinant of health that organization is helping to mitigate and reflect on their experience.
 - b. Identify a rural, underserved, or low SES institution that may not have access to an athletic trainer or other healthcare provider. As a program consider holding pre-participation physicals for those student athletes. Part of the program should require a social determinant of health screening (any of the above suggested could be used). Have students compile these results, reflect on their experience and findings, lastly have them explore resources that may be available to mitigate the negative influence of social factors in that community.
 10. Poverty Simulation
 - a. Use the following website to learn more: <https://www.povertysimulation.net/about/>
 - i. This brochure is an overview of how a poverty simulation works and what is included in the Community Action Poverty Simulation Kit if you choose to purchase one to get you started: https://www.povertysimulation.net/wp-content/uploads/2017/01/Poverty_simulation_brochure_2017.pdf
 - b. Review: Bummara C. **Using poverty simulations to build support for poverty reduction initiatives: A municipal action guide.** Washington, DC: National League of Cities; 2008. https://peerta.acf.hhs.gov/sites/default/files/public/uploaded_files/PovertySimulation_08.pdf
 - c. You will likely want an interdisciplinary team for planning and implementation, a large space for this activity to take place, and community member involvement.

Appendices

A. Guiding Questions for Interview Assignment

1. What sorts of barriers and challenges have you had to navigate to live your healthiest life?
2. In what ways do you believe your education and/or employment have impacted your overall health?
3. Do you believe your current or past housing or your access to transportation has ever impacted your health?
4. Do you believe your income or amount of wealth you hold has ever impacted your health?
5. Do you believe your social environment or relationships have ever impacted your health?
6. Are there other identities or sides of yourself that you would like to share with me that you feel have impacted your health care?
7. How have different societal systems (economics, legal, political, foster care, education, etc.) impacted your living conditions, clean water, healthy food, access to and ability to pay for health care, and your overall health?
8. What have been your sources of strength or support as you navigate unfair systems?
9. What do you think could've been done differently throughout these systems so you could have good care?
10. In your opinion, what do you think an athletic trainer's role is in influencing these systems to create change?

B. Examples of observational cues to consider while screening for impactful social determinants of health in clinical practice or education

Social Factors	Observed? (Y/N)	Negative impact on the patient's health? (Y/N)	Action(s) Taken
Access to social media/emerging technologies			
Behavioral health concerns			
Cultural beliefs/values			
Educational limitations			
Family care demands			
Individual/family life circumstances			
Poor social support			
Language Barrier			
Lack of health literacy			
Poverty/near poverty			
Insufficient/lack of health insurance			
Food insecurity			
Homeless/poor or unstable living conditions			
Transportation issues			
Migrant/immigration status			
Neighborhood safety			
Substance use/abuse			
Job/academic stressors			
Other:			

