**Module 2 Social Determinants of Health (SDoH): Event Structure**

[Event Date]

[Event Location]

**GOAL:** After participating in the PACER SDoH Module (#2), the learner will better understand how to work within an interprofessional team to identify, describe, and problem solve issues related to social determinants of health.

* Objective 1: The learner will recognize the social determinants of health in the presented simulated patient case.
* Objective 2: The learner will describe how the social determinants of health affect and interact with the simulated patient’s presentation.
* Objective 3: The learner will apply their knowledge of the simulated patient’s social determinants of health to develop a patient-centered treatment plan.

Required Items:

* Tables will be set up for interprofessional teams with copies of the event chart and table top exercise form, pens, paper, and microphones at each
* A faculty member will be assigned to each table to prompt the team conversation and make observations

**Schedule**

**\*\*Make sure to amend this schedule to fit your allotted components and goals\*\***

|  |  |  |
| --- | --- | --- |
| **Time** | **Activity** | **Person Responsible** |
| 4 min | Introduction |  |
| 30 min | Life Course Game |  |
| 9 min | Video <https://www.youtube.com/watch?v=P1vm3j3YNvA> |  |
| 2 min | Video discussion and introduction to tabletop exercise  *Shift into smaller rooms, one per group* |  |
| 5 min | Small group planning for interview |  |
| 25 min | Interview simulated patient in small groups |  |
| 8 min | Small group discussion  *Shift into one room for large group* |  |
| 15 min | Large group discussion |  |
| 10 min | Simulated patient feedback |  |
| 5 min | Faculty feedback |  |
| 7 min | Final wrap-up |  |

**Checklist of resources at each of the tables:**

* Life course game
* Participant event handout
* Patient case Briana
* Tabletop exercise
* Markers and pens

**Event Details/Script**

**Pre-training**

Link will be sent out to participants one week prior:

* Pre-assessment, description of SDH, and Life Course Game

Each participant (residents, students, and faculty) signs in and is told to sit at a table where the colored piece of paper matches the color assigned to their discipline/role

* + Each table will also have a designated space/color for the SP

**Introduction (4 minutes)**

Welcome to PACER slide

* Good evening, thank you for taking your time to join us for the Social Determinants of Health resident, student, and faculty learning event.
* General introduction

Relationship Learning slide

* So why are we all here? What’s the purpose of bringing together professionals from different disciplines? Studies show when faculty, students, and residents work together in patient-centered medical homes, it results in enhanced patient outcomes. You may be familiar with the triple aim (shown here). Research shows this type of training can help improve patient care, reduce costs, and improve the health of populations.
* The PACER Project allows teams, you all, to practice this transformation so you can then apply these skills to patient care.

Training Modules slide

* The PACER/HRSA project is made up of six education modules. The initial first module, interprofessional education.
* There are four more modules to come after this one.

Goals and Objectives slide

* Review objectives

Description of Agenda

* Take a look at the agenda so you know what to expect for tonight.
  + First, you will watch a brief video of a patient encounter.
  + Then, we will discuss the video and introduce the next steps in more detail.
  + You will have an opportunity to work with your interprofessional team to interview a simulated patient that is the same case as the video you are about to watch.
  + You will have time as a team to come up with a treatment plan after the interview.
  + Then, as a large group, we will all discuss the pre-didactic Life Course Game and face-to-face experience we’ve had here tonight.
  + We’ll ask the faculty and simulated patients for feedback before you complete two surveys and then we wrap up for the evening.
* First on the agenda is to watch the video, here it is.

**Watch video as a whole group (9 minutes)**

**Video link:** [**https://www.youtube.com/watch?v=P1vm3j3YNvA**](https://www.youtube.com/watch?v=P1vm3j3YNvA)

**Video discussion/introduction to patient interview (2 minutes)**

Video Discussion slide

* Video review
* Think about what you just viewed. What else would you like to know about this patient?
  + Take a few responses from people

Instructions for Patient Interviews slide

* The focus here is on social determinants of health and the end product is a treatment plan that is patient-centered and addresses her social determinants of health. You need to know what the SDH are so you’ll be given a chunk of time to interview the patient and ask questions.
* The simulated patient you will be interviewing is the same case you watched in the video but possibly with a different race/ethnicity and variance in age.
* Each team member will participate in asking questions during the interview, everybody should talk.
* Each team is assigned a faculty member to help prompt conversation and make observations but this will be driven by the residents and students.
* You each have a table top exercise form, which should be filled out as you go through the exercise. One form from each team will be left at your table at the end of the exercise for our records.
* We are going to move the walls so you all will have more privacy with your SP. While that happens, go ahead and start preparing for the interview with your team members. Think about what you would do and ask to capture the information you need to create patient centered care. The simulated patient will be in shortly.

***Shift into smaller rooms, one per group***

**Small group planning for interview (5 minutes)**

**Interview SP in small groups (25 minutes)**

* You now have 25 minutes to interview the simulated patient that you learned about in the video. Be sure to watch the timer and please fill out the table top exercise form.

Around a minute before the time is up:

* Begin wrapping up with your patient as time is coming to an end.

At the 25 minute mark:

* Interview time is now over.

**Small group discussion (8 minutes)**

* Your simulated patients will be exiting and you have a little less then 10 minutes to discuss the patient with your team and come up with treatment plan.
* We will begin moving the walls to shift back into a large group.

***Shift into one room for large group***

**Large group discussion (15 minutes)**

Ask these questions to entire group and elicit responses from various group members (each question is on a separate slide):

* What did your team learn from the game to inform the way you interacted with the SP?
* What SDH did your team identify during the interview?
* How did your team address the social determinants of health to develop the treatment plan?
* What was it like to work with your interprofessional team on this case?
* Prompt for infant mortality related to African American race
* Point out differences among groups based on race/ethnicity (way they interacted, what they asked about, etc.)

**SP feedback (10 minutes)**

Now we get to hear from the SPs about their perspective of the encounter (SPs enter room and sit at the table set up for them). Ask SPs:

* What feedback do you have?
* Is there anything about you that wasn’t asked about?

**Faculty feedback (5 minutes)**

* What did you notice?
* Who took lead?
* What were the dynamics of the group?

**Final wrap-up (7 minutes)**

Hand out post assessment and feedback forms (on ipads or paper)

* We are asking for feedback about your learning experience related to the Life Course Game and face-to-face activity.
* Please fill out the post assessment and feedback forms (on ipad or paper)
* Once you finish, bring your ipad/paper up here and you are free to go.
* Again, thank you for participating