

PROBLEM STATEMENT

Can a model of “Social Determinants of Health (SDH) Rounds” improve medical students’ ability to identify social determinants of health in a clinical context and propose system-based solutions?

BACKGROUND

Social determinants of health (SDH) are responsible for half of illnesses and play large role in patient wellbeing and in the health of communities¹. Implementing curriculum about SDH into the clinical year enables future physicians to better identify social determinants and consider ways to improve the health system within which they work². Currently, there is limited integration of these topics into clinical clerkships, including OB/GYN. The OB/GYN clinical clerkship presents a unique opportunity for students to see healthcare from several different perspectives, including the outpatient clinics, labor and delivery floors, inpatient wards, and operating rooms.

GOALS

1. Third year medical students can define social determinants of health.
2. Students can identify social challenges patients face in the clinical setting.
3. Students gain comfort identifying potential systems-based solutions to reduce social barriers to quality OB/GYN care.

SOURCES

1. Hunter K, Thomson B. A scoping review of social determinants of health curricula in post-graduate medical education. *Can Med Educ J*. 2019
2. Importance of social determinants of health and cultural awareness in the delivery of reproductive health care. ACOG Committee Opinion No. 729. *American College of Obstetricians and Gynecologist*. *Obstet Gynecol* 2018.

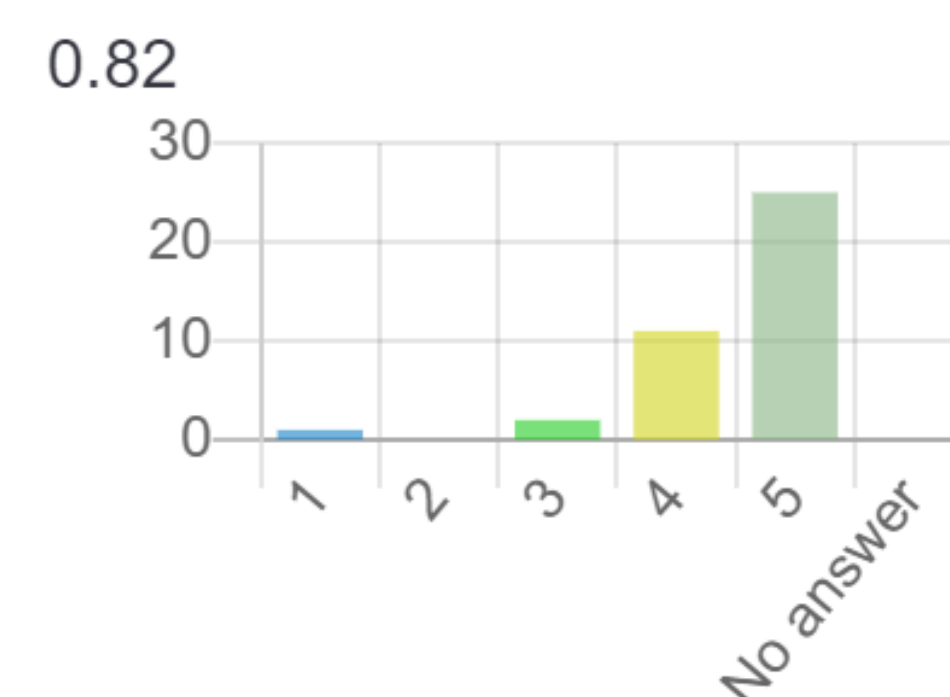
STRATEGIES

- Brief pre-readings given to students defining social determinants of health.
- Students select one patient during their rotation who faced social barriers to receiving the highest quality of care.
- Students prepare a one-liner of the patient story, identify a social determinant, discuss what went right and what went wrong in the patient’s care, and finally propose a systems-based solution to the barriers they observed.
- Cases are presented (5-10 minutes each) by each student during SDH “Rounds” via Zoom during the third week of the clerkship.
- Feedback survey is sent out immediately after rounds asking students to rate the importance of identifying social determinants, how effectively the activity helped them identify patients with social risk factors, and the impact of the activity on how they think about potential solutions to social barriers to care. All questions use a five-point Likert scale.

OUTCOME/IMPACT

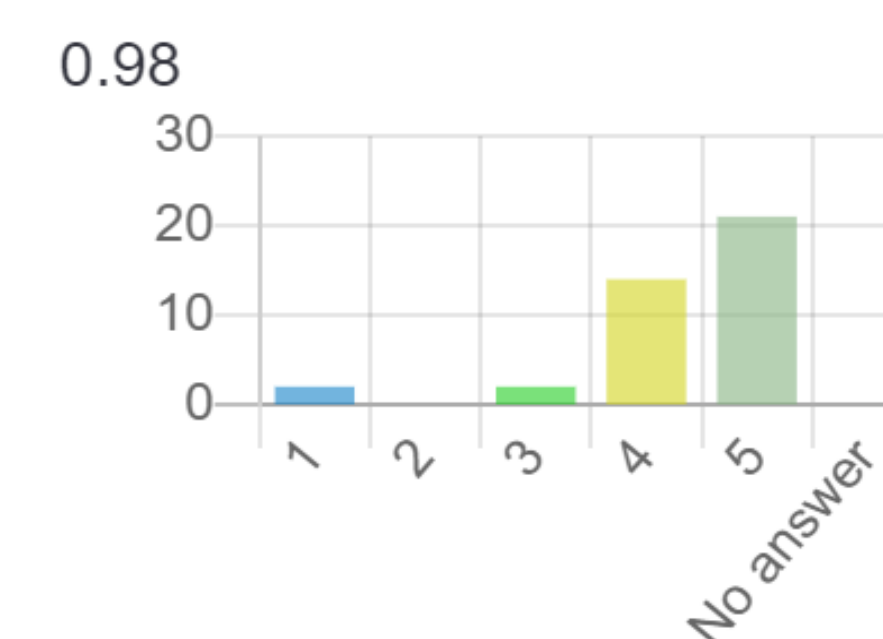
The Social Determinants of Health exercise allowed me to identify social determinants of health.

Arithmetic mean 4.51 Standard deviation 0.82



The Social Determinants of Health exercise helped me to apply SDH knowledge to think about potential solutions to barriers.

Arithmetic mean 4.33 Standard deviation 0.98



LESSONS LEARNED

- 39 of the 44 students who participated in the curriculum as of December 2020 completed the feedback survey.
- Almost all students (97%) felt that understanding social determinants is important to providing quality health care.
- 92% of students agreed or strongly agreed that the rounds activity helped them to identify social determinants in practice.
- 90% of students felt the activity helped them to identify potential solutions to social barriers facing their patients.
- 79% of students recommended keeping SDH rounds in the OB/GYN clerkship curriculum.
- Creating small groups for discussion, scheduling sessions at convenient times, and reminding students about the activity were all important to student satisfaction.

DISCUSSION/NEXT STEPS

- Continue to refine format and timing of session to improve student satisfaction.
- Collect feedback for the remainder of the academic year and analyze results.
- Consider application of this format to other clerkships across Larner Med.

TEAM MEMBERS



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