

EVALUATION OF AN INTRODUCTION TO SOCIAL AND STRUCTURAL DETERMINANTS OF HEALTH WORKSHOP IN GRADUATE MEDICAL EDUCATION

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INTRODUCTION

Health disparities disproportionately affect marginalized and disenfranchised populations rendering them socially vulnerable. Despite increased awareness of these disparities by the healthcare community, they continue to persist. Therefore, the Accreditation Council of Graduate Medical Education (ACGME) has called on the graduate medical education (GME) community to take action against racism, implicit bias, and other forms of discrimination.

A two-part workshop was developed by the Center for Quality Improvement and Social Determinants of Health, Detroit Medical Center Graduate Medical Education office to provide residency program directors and department equity champions with the tools to educate their trainees on social and structural determinants of health, as well as to understand how those underlying structures and systems produce and perpetuate health inequities and disparities throughout the United States and particularly in the city and metropolitan areas of Detroit. A unique feature of this workshop was a particular focus on local disparities based on the 2018 City of Detroit Community Health Assessment report⁵. Participants were also provided a toolkit consisting of the workshop slides, a "teaching social determinants of health" curriculum description, tips for conducting social determinants of health quality improvement projects, learning assessment instruments, a library of teaching and learning resources in social and structural determinants of health, health equity, and antiracism.

This study evaluated the effectiveness of this 2-part workshop, which not only helps us in our continuous improvement process to provide high quality training on equity, justice, and antiracism topics for our graduate medical education community of professionals, but also contributes to wider adoption of this curriculum across regional and national graduate medical education organizations.

CURRICULUM EVALUATION

The Introduction to Social and Structural Determinants of Health (SSDoH) workshop was designed on intersectional frameworks of antiracism, anti colonialism, and critical theory which emphasizes the role of structural injustice and inequities in systems and structures produce and perpetuate health disparities by informing how resources, opportunities, and value are/is distributed and assigned to various populations resulting in inequitable social determinants of health.

The workshop included: 1. Graduate Medical Education program directors and associate program directors 2. Graduate Medical Education trainees (residents and fellows) 3. Clinical faculty department equity champions 4. 2 In-Person workshop sessions covering various topics such as: a. Definition of structural and social determinants of health and other relevant terms such as health equity and inequity b. National and local examples of social determinants of health and impact on local health disparities. c. Application of social determinants of health in clinical settings c. Designing quality improvement projects addressing specialty-specific social determinants of health

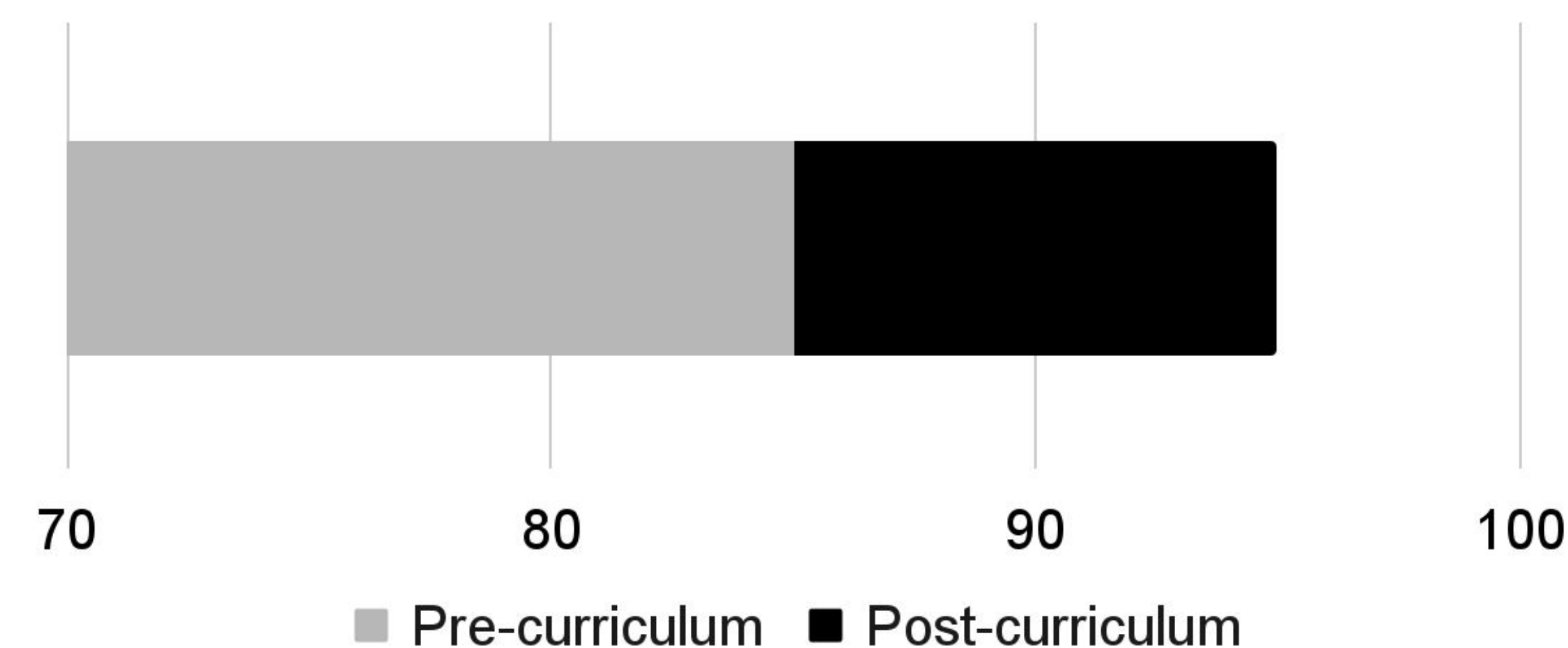
Participants completed a pre (N=55) and post (N=17) knowledge assessment questionnaire with 15 multiple choice questions. Questions covered:

- General knowledge regarding overall SSDoH and structural inequities
- Specific knowledge regarding local SSDoH and structural inequities
- Local structural interventions.

RESULTS OF EVALUATION

Participants demonstrated an average 10-percentage-point increase in the post-curriculum evaluation compared with the pre-curriculum evaluation.

Overall average percent correct



Participants received near perfect scores in the pre-curriculum evaluation on

- general SSDoH and structural inequities.
- Improved by 4 percentage points, with all achieving 100% on the post-curriculum evaluation.

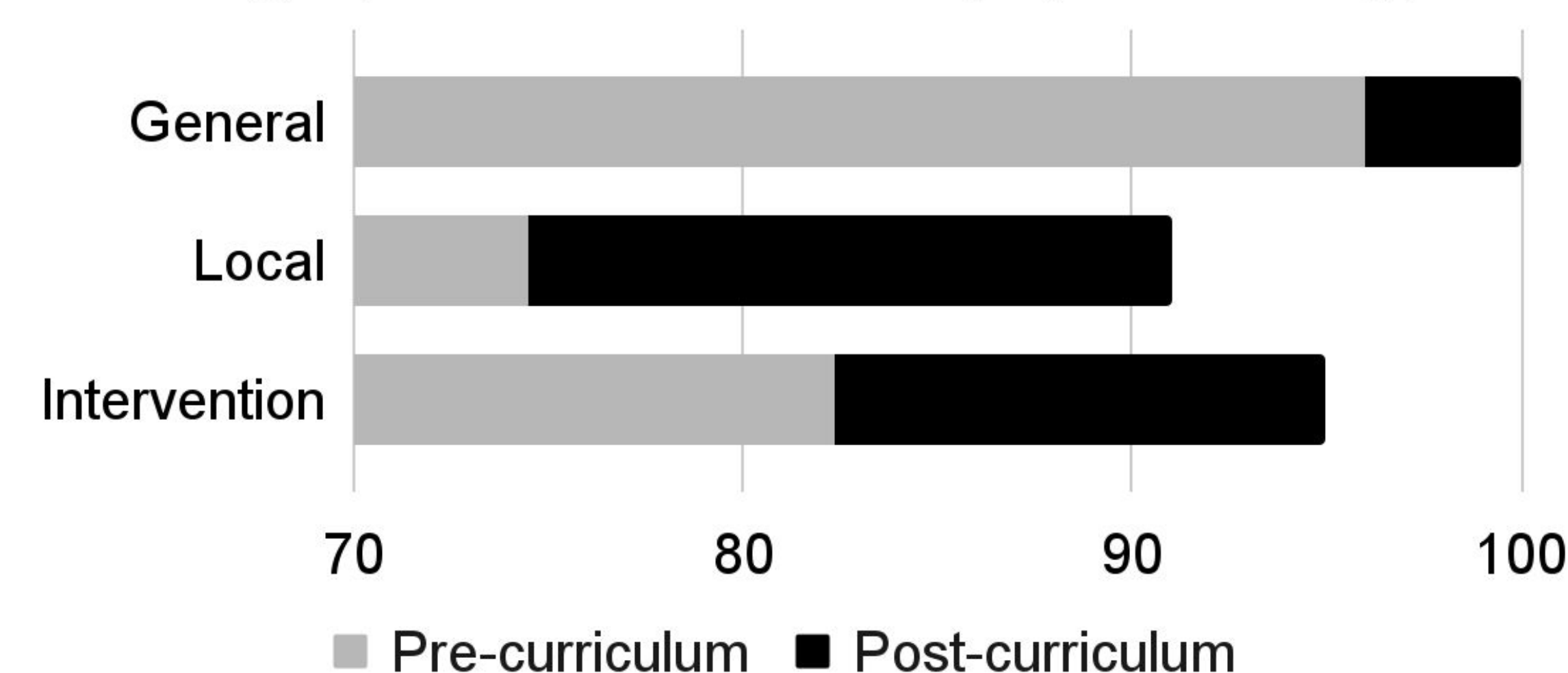
Participants showed the largest improvements on

- local SSDoH and structural inequities
- and local structural interventions.
- Improved by 12.7 and 16.5 percentage points, respectively.

Participants improved most on a question about the

- Detroit Community Health Assessment report
- and social factors impacting patient health.
- Improved by 38 percentage points on both questions.

Average percent correct by question type



CURRICULUM EXPANSION

Understanding improved most notably for question categories about Detroit, implying some participants were less aware of SSDoH and structural inequities impacting the city they serve.

Large improvements were also noticeable in topics related to local structural interventions, suggesting some participants did not know about evidence-based approaches they could use to improve health outcomes in their clinics.

It is important to note the substantial drop-off in survey participation. Nearly 70% of respondents did not complete the post-curriculum evaluation.

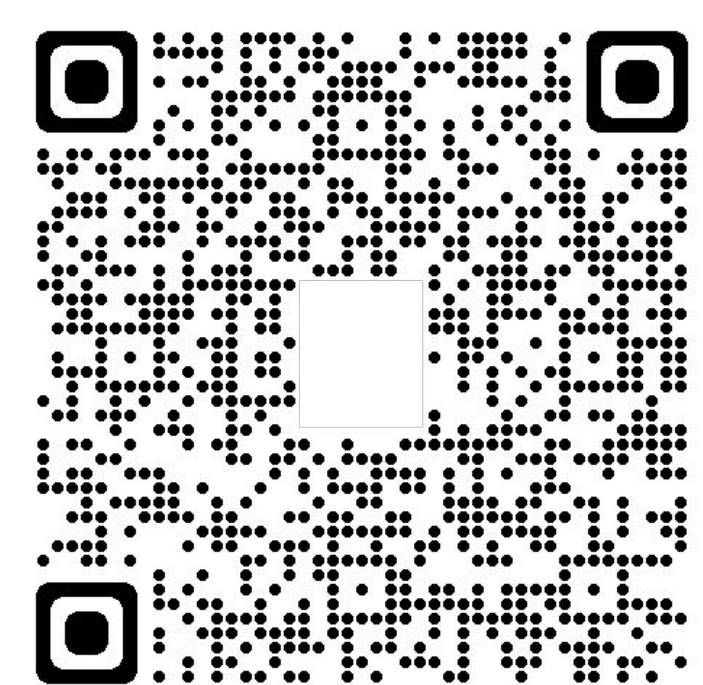
While the drop-off in survey participation skews our data, our results suggest the SSDoH workshop could be applied across other graduate medical education programs to identify and intervene upon knowledge gaps in the root causes that uphold local and regional health disparities.

Implementation will positively impact the medical field by providing interventions that reduce the burdens of health disparities.

REFERENCES

Scan the QR code or type in the link below for a list of our references.

bit.ly/3EeA8tK



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