

## AQUIFER EDUCATOR CONNECTION PODCAST

### Episode 16: Generating Meaningful Discussions about SDOH with Aquifer Cases

Guests: Regina Welkie, MSPAS, PA-C, Assistant Professor, Clinical Coordinator, DeSales University Physician Assistant Program and Emily McSparin, MPA, PA-C, Assistant Professor, Clinical Coordinator, DeSales University Physician Assistant Program

Host: Lynne Robins, PhD, Professor Emerita, Department of Biomedical Informatics and Medical Education, University of Washington School of Medicine, Seattle, WA.

Description: Creating opportunities for meaningful discussion around Social Determinants of Health (SDOH) can be challenging for health professions educators. In this episode, Regina Welkie and Emily McSparin describe how they were able to successfully integrate SDOH into a clinical curriculum by incorporating Aquifer cases into a journal club format. The Aquifer cases give students a shared experience and provide a springboard for a broader small group discussion about SDOH concepts they have experienced during clinical rotations. This approach resulted in deep, authentic conversations between students and faculty around the real impacts of SDOH on patient care.

#### Show Notes:

#### Tips for integrating SDOH into Health Professions Education Using a Journal Club Format:

The journal club format allows for incorporating SDOH into clinical curricula by showcasing their clinical relevance and providing a forum for students (and faculty) to share relevant experiences.

- Divide large classes into small groups and assign a facilitator to each group.
- Prep facilitators with learning objectives and prompts for discussion.
- Orient students to Aquifer cases and explain how they are going to be used
- Aquifer's SDOH cases are an excellent place to find initial cases for discussion – but there are many others that can be adapted for SDOH discussion.
- It is tempting to assign a large volume of cases; but it is best to limit the number and dive deep into them.

#### To maximize group effectiveness:

- Discussions work best with students who have a depth of clinical experience so they can draw on their own experience.
- Set the expectations that students complete assigned case(s) and reading(s), and that they come to session prepared to present the case to the facilitator as if presenting to a preceptor.
- Set ground rules for interaction.

- E.g., respect peer opinions, follow rules for taking turns in conversation.
- Encouraging student engagement:
  - Be prepared to disclose/discuss your own patient care experiences.
  - Ask students to describe what they saw on rotations (good and bad).
    - Provide guidance to students on how to navigate situations when they see things that make them uncomfortable.
  - Use Aquifer's Self-reflection tool to spur reflection on personal preferences/biases.

Additional Resources:

- [Aquifer SDOH course page](#)
- SDOH Educator Resources (available in the Educator Resources section of your Aquifer account and referenced in SDOH case #3).
  - [Aquifer Self-Reflection Tool](#)
    - The self-reflection tool helps students reflect on and examine their own personal beliefs, behaviors, attitudes, and biases, whether cultural or arising from membership in the medical community. This tool makes students consider the patient's or family's point of view, taking into account their cultural perspective on illness and the fear, stress, loss of control, fatigue, and frustration that accompanies illness.
  - [SDOH Provider's Perspective Handout](#)
  - [SDOH Shared Decision-Making Tool Handout](#)

Theme Music: "Little Idea" by scottholmesmusic.com