

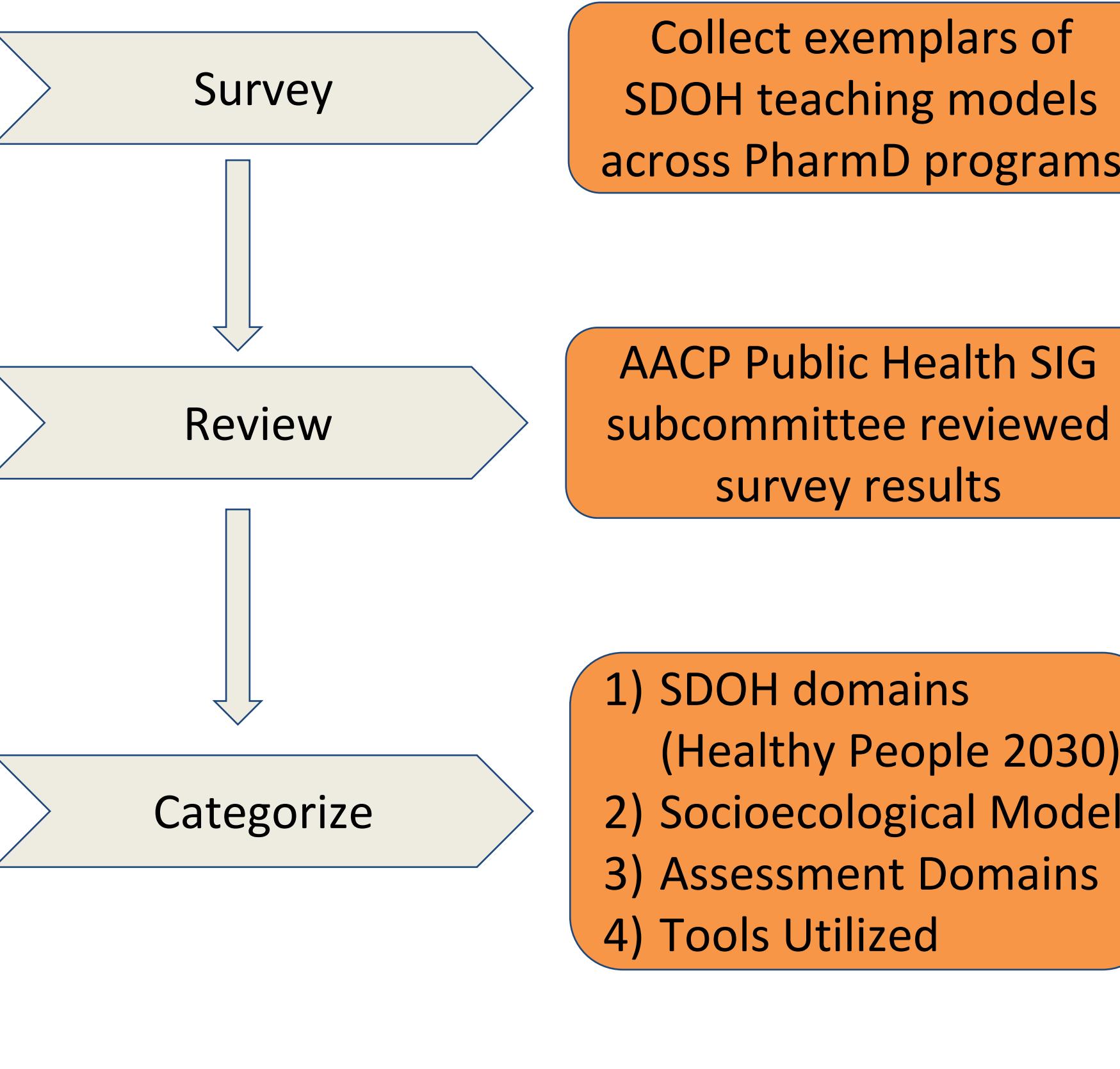
## Background

- COEPA outcomes recognize the need for social determinants of health (SDOH) education as a key domain for pharmacy learners.<sup>1,2</sup>
- However, there is a dearth of published strategies for incorporating comprehensive SDOH education in PharmD curricula.

## Objectives

- Highlight exemplars of SDOH teaching models
- Propose best practices for teaching SDOH

## Methods

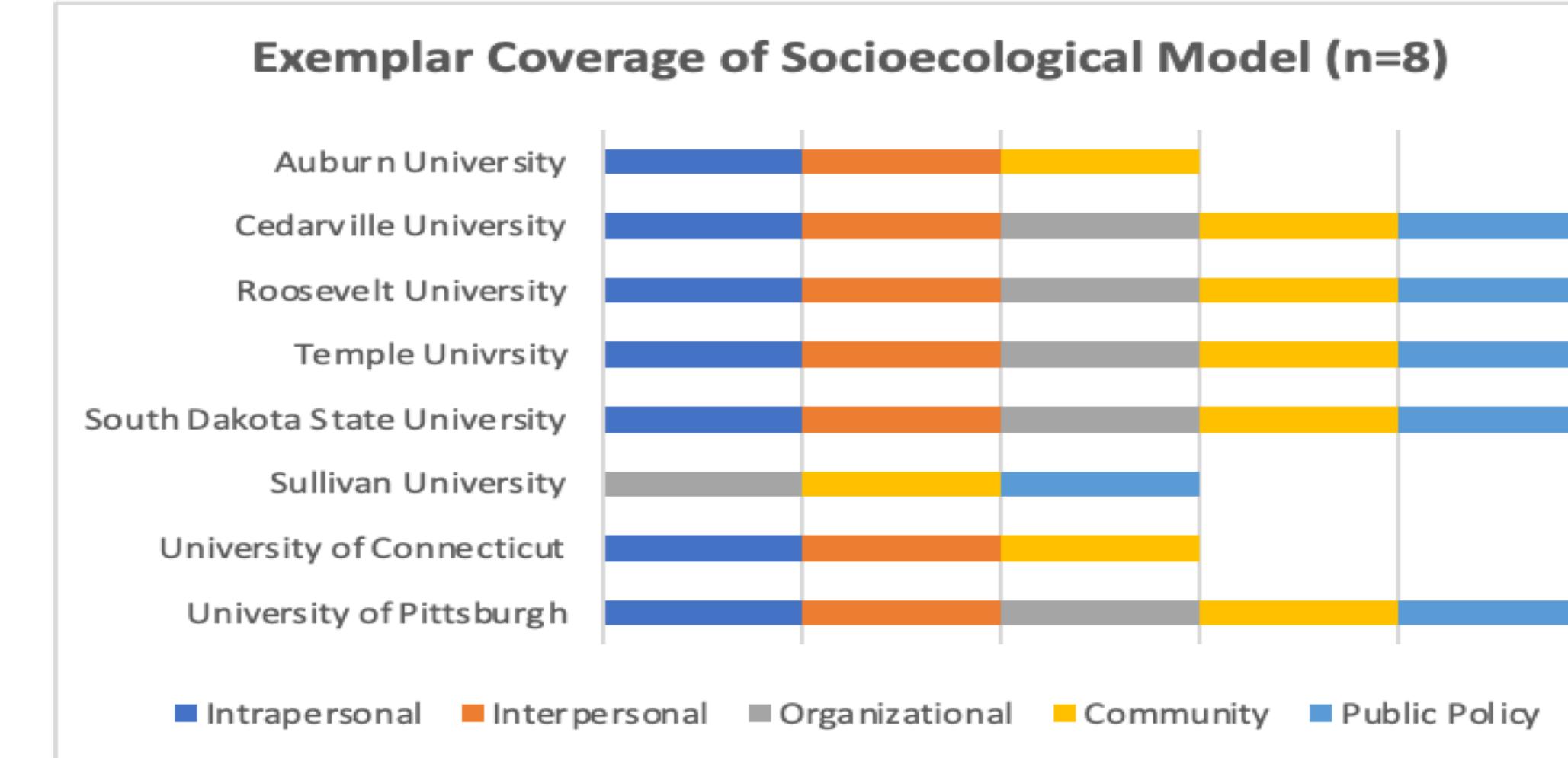


## Results

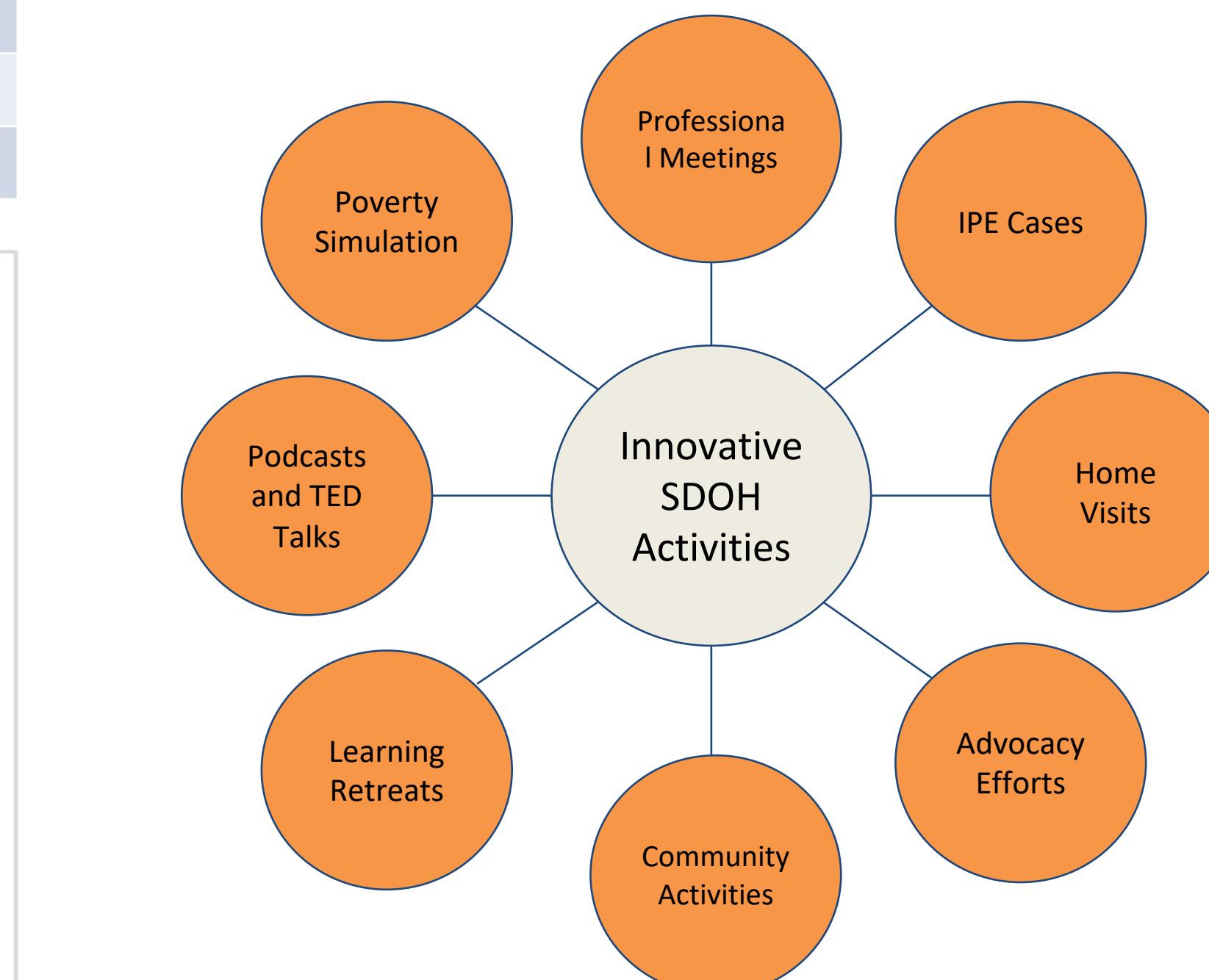
Exemplar Coverage of Healthy People 2030 SDOH Domains (n=8)	No. (%)
Economic Stability	6 (75%)
Education Access and Quality	6 (75%)
Health Care Access and Quality	8 (100%)
Neighborhood and Built Environment	6 (75%)
Social and Community Context	6 (75%)

SDOH Teaching Models (n=8)	No. (%)
Required didactic course	7 (87.5)
Experiential only	1 (12.5)
Didactic and Experiential	1 (12.5)



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Institution	Assessment Domains	Student Assessment Tools	Programmatic Assessment Tools
Auburn University	KNA, ATT	Patient cases, survey	N/A
Cedarville University	KNA, ATT, ADV	Written reflection	Rubric for reflection
Roosevelt University	KNA	Healthy People 2030 proposals, online discussions, group presentations	Rubric for group presentations (peer and faculty)
South Dakota State University	KNA, ATT, ADV	Survey, discussion, written reflection	IPE activity feedback, questionnaire (part of survey)
Sullivan University	KNA, ATT, ADV	Written reflection	Rubric for reflection
Temple University	KNA, ATT, ADV	Written reflection, discussion, home visits/ direct patient care with CHW	Rubric for medication history, medication reconciliation and documentation of SDOH observed during home visit; rubric for reflection; Pre/post home visit survey to evaluate student learning and attitudinal changes
University of Connecticut	KNA, ATT	Patient cases, written reflections, home visits/direct patient care, APPE evaluations	Student surveys (learning retreats, all outreach activities, graduation), intended practice setting and population post-graduation
University of Pittsburgh	KNA, ATT	Written reflection	Attitudes Toward Poverty Short Form (for poverty simulation)

## Discussion

- Exemplars show an ability to incorporate a majority of SDOH while also integrating the socioecological model into pharmacy curricula.<sup>3</sup>
- SDOH activities utilized active learning strategies and tools which can show others how to attain COEPA educational outcomes.<sup>1,2</sup>
- Limitation: exemplars captured do not necessarily reflect all programs across the country.

## Conclusion

- These exemplars serve as examples for incorporating the Healthy People 2030 SDOH categories, enhancing SDOH knowledge, attitudes and skills of student pharmacists, threading SDOH across pharmacy school curricula and providing faculty with a variety of models to offer SDOH-related teaching opportunities to implement at their own institutions.<sup>1</sup>
- Future directions: We advocate for full curricular integration of topics such as the SDOH, as well as structural and systemic factors that lead to health inequity across pharmacy curricula.

## References

- American Association of Colleges of Pharmacy. Report of the 2022-2023 Academic Affairs Standing Committee: Revising the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes and Entrustable Professional Activities. Accessed June 21, 2023. Available: <https://www.aacp.org/sites/default/files/2022-11/coepa-document-final.pdf>.
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- McLeroy KR, Bibea D, Steckler A, Glanz K. An ecological perspective on health promotion programs. *Health Educ Q*. 1988 Winter;15(4):351-77