

## Using Case-Based Team Training to Introduce the Social Determinants of Health

### PRESENTERS:

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### INTRODUCTION

Interprofessional team-based training (IPTT) promotes positive attitudes towards working in Interprofessional (IP) teams and helps to create a “collaborative practice-ready” healthcare workforce. The challenge is to integrate IPTT learning experiences into university-wide clinical courses to cross all four IP collaborative competency sub-domains (values/ethics, recognition of roles and responsibilities, effective communication and teamwork) while also introducing participants to the concepts of the Social Determinants of Health (SDOH).

### METHODS

Building on earlier versions of our IPTT activity we devised a new maternal/child case study underpinned by the SDOH. Interprofessional teams of learners (n = 271) were guided through a 3-step team-based experience. Step 1: Learners from nine professions viewed a video interview with the mother and daughter where they described the clinical, financial and social conditions they were experiencing.

Step 2: Faculty facilitated small groups (~11-25 learners/group) to develop a care plan.

Step 3: Medical, emotional, social, environmental and economic problems were prioritized for treatment. Groups reflected on professional values and personal attitudes towards working in IP teams.

### EVALUATION

Learner competencies were evaluated using the Interprofessional Collaborative Competency Attainment Scale (Revised) (ICCAS) (McDonald et al). Participants also provided written feedback about their experience of the activity.



# Case-Based Team Training Introduces Learners to Social Determinants of Health

Step 2  
Recruit MCH Faculty to  
Develop realistic case

Step 3  
Create program materials:  
Video +Preceptor Guide

Step 1  
Develop Learning  
Objectives

Step 4  
Pilot Test



Take a picture to  
download the full  
ABSTRACT

### RESULTS

On a five point Likert scale learners demonstrated improvement in IP skills on all ICCAS items.

The greatest increase was to “understand the abilities and contributions of IP team members”.

Learners provided qualitative feedback on the activity, including:

“Really enjoyed the case and working with other specialties;

“This was one of the first times collaborating with all the other professions. Amazing”.

Improvement on every ICCAS Item.  
Smallest increase 11% Q2.  
Largest 19.5% Q11.

## The Development Team

Nursing: Tedra Smith  
Elizabeth Coleman

Pediatric Nutrition: Valerie Tarn

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Peter Bosworth

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