

Social Determinants of Health Crosswalk© (SDOH-C) Assessing SDOH within a Simulation Curriculum

Purpose:

The Social Determinants of Health Crosswalk© (SDOH-C) is designed to emphasize the critical importance of integrating SDOH into simulation curricula. It provides a systematic approach for higher education institutions to assess current SDOH integration and identify opportunities for further inclusion. By leveraging simulation experiences, faculty can purposefully introduce and reinforce SDOH concepts, fostering more socially responsive nursing education.

Literature Review Summary:

Social determinants of health (SDOH) are the conditions or environments that affect health risks, functions or outcomes in an individual or community (Healthy People 2030). Healthy People 2030 groups SDOH into five domains: economic stability, education access and quality, healthcare access and quality, neighborhood and built environment, and social and community context. Simulation has proven to be an effective way to incorporate student exposure to specific clinical concepts into nursing education. Through purposeful intent, faculty can review their current simulation curricula, determine where to incorporate SDOH in all levels of the program, and utilize simulation experiences to introduce specific SDOH.

Phase I – Completing the SDOH Crosswalk

1. Outline the Goals of your Program:

- a. Review the Healthy People 2030 Goals and the 5 SDOH domains
 - i. Economic stability
 - ii. Education access and quality
 - iii. Healthcare access and quality
 - iv. Neighborhood and built environment
 - v. Social and community context
- b. Consider all programs and tracks that utilize simulation scenarios in your curriculum
- c. Work with curriculum leaders to determine which content areas should be prioritized for mapping within the crosswalk

2. Compilation of Simulation Patient Scenarios:

- Begin by compiling a comprehensive list of all simulation patient scenarios used within your simulation curriculum.
- Identify areas within your simulation resources where SDOH factors are communicated to both faculty and students.
- These may include:
 - Social History
 - Patient Cues
 - ISBAR Report Elements
 - Debriefing Prompts

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3. Mapping the Simulation Curriculum using the SDOH Crosswalk:

- For each simulation scenario, complete the crosswalk by entering scenario-specific information for each of the elements of SDOH.
 - List the title of the simulation scenario and learning objectives in column A. Organize by course. Fill in columns B - AE using the scenario specific information for each of the SDOH domains.
 - Using the key provided, assign a color code to indicate the integration of the SDOH elements into the simulation scenario.
 - Adequately Met: SDOH elements have direct correlation with the Learning Objectives. Defined as: Directly impacts patient's current health status, plan of care and/or patient outcomes.
 - Partially Met: Partially Met: SDOH elements are included within the simulation scenario. Defined as: Inclusion in the scenario but the SDOH elements are not directly correlated with the Learning Objectives.

Phase II – Analyzing the SDOH Crosswalk

1. Identification and Assessment of Opportunities for Improvement:

- Review the color-coded SDOH crosswalk and analyze the data to identify patterns or common themes
 - Analyze the crosswalk by looking at the SDOH elements mapped to each scenario, each course, and the curriculum as a whole.
 - Identify which SDOH domains are strongly integrated, partially, integrated, and not integrated at all into the learning objectives and the curriculum as a whole.

2. Creating an Action Plan:

- Develop a comprehensive action plan to address the identified gaps and enhance the impact of SDOH learning opportunities within the simulation curriculum.
- The action plan should include:
 - Specific strategies for enhancing SDOH integration in simulation scenarios.
 - Assignment of responsible individuals or teams for implementing improvements.
 - Clear goals, timelines, and measurable outcomes for each improvement.
 - Allocation of necessary resources and support for successful implementation.
 - A monitoring and evaluation process to assess progress and impact.
 - Flexibility to adjust the plan as needed to address emerging needs and opportunities.

By following these instructions and using the SDOH Crosswalk, your program can systematically assess and improve the integration of social determinants of health in simulation curricula, ultimately promoting more socially responsive nursing education.

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