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BACKGROUND

- In health professions curricula, SDoH often are introduced and explained conceptually as a separate topic, recognizing SDoH as contributors to the development and outcomes of various diseases (Grant, 2022; Havranek, 2015) and as influential in the outcomes of pharmacologic therapy (Wilder, 2021).
- SDoH traditionally are not integrated into specific topics in pathophysiology and pharmacology courses, **creating a gap between the concept and real-world application.**

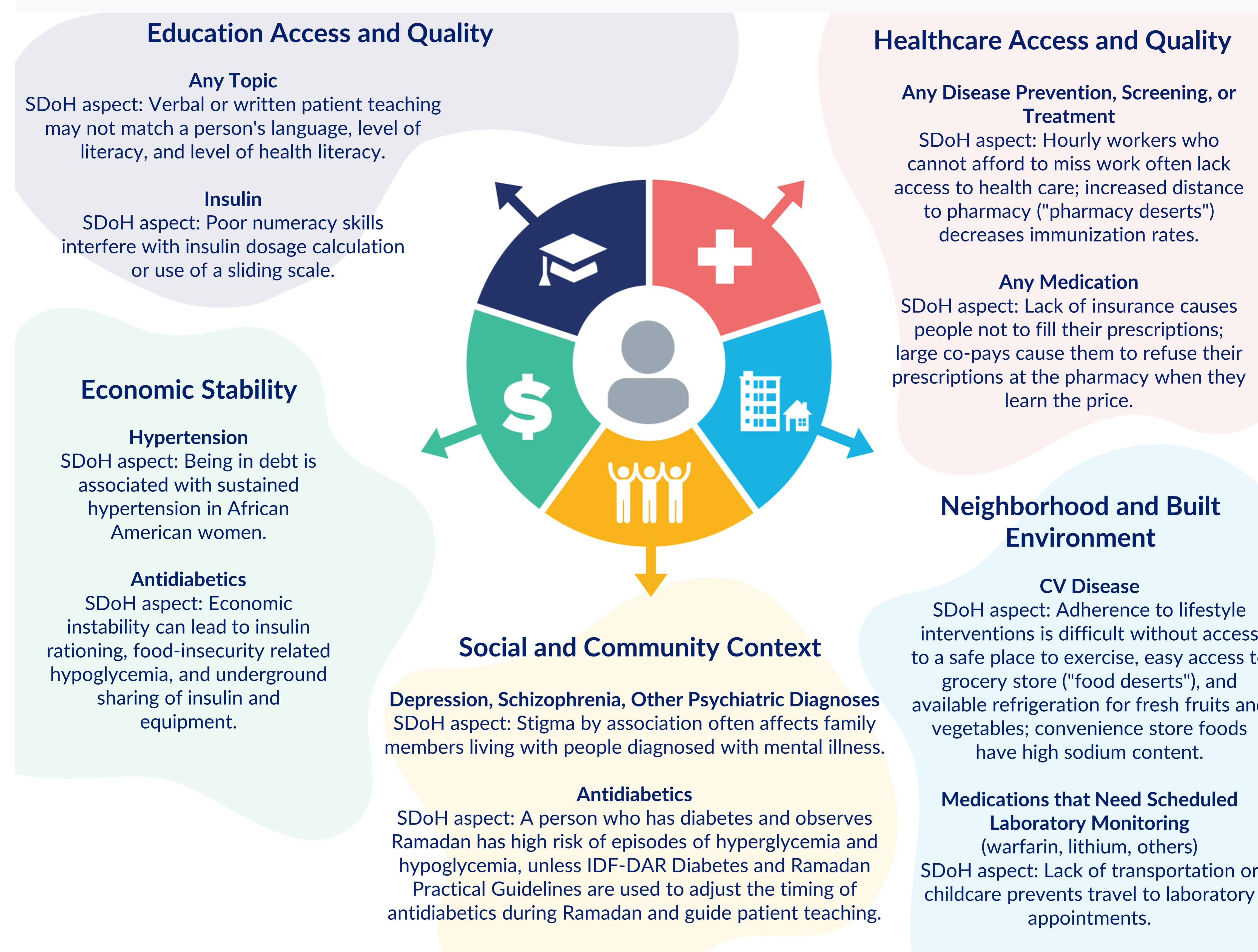
OBJECTIVES and METHODS

- Integrate topic-specific SDoH content into at least 60% of the topics in the author's undergraduate pathophysiology and pharmacology courses. Focused literature searches, revision of course materials.
- Assist other faculty to integrate topic-specific SDoH specifically into their courses. Made collections of pathophysiology and pharmacology-specific SDoH resources available to faculty in the 17 Oregon Consortium for Nursing Education (OCNE) schools.

RESULTS

- Topic-specific aspects of SDoH now are in 86% of pathophysiology topics and 70% of pharmacology topics in the author's courses.
- Over 145 topic-specific SDoH journal articles are available to OCNE faculty.

Bridge the gap between concept and its practical clinical application with Topic-Specific Social Determinants of Health.



Examples of Topic-Specific Aspects of Social Determinants of Health from the Author's Pathophysiology and Clinical Pharmacology Courses

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WHAT ARE SOCIAL DETERMINANTS OF HEALTH (SDoH)?

SDoH are "conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life" (WHO, 2022).

EXAMPLES OF TOPIC-SPECIFIC SDOH

- Hypertension:** Perceived discrimination is shown to increase blood pressure.
- Diuretics:** People without access to safe, accessible toileting facilities may not take their prescribed diuretics.
- See the graphic for more examples.

DISCUSSION and IMPACT

- Student response and application have been positive.
- Faculty have expressed appreciation.
- Next, need to make these resources available beyond OCNE faculty.
- Improves health sciences education by viewing topics through an inclusive lens that facilitates effective care for all, including people with limited resources and those who do not live in safe supportive environments.

ASK YOURSELF: How do SDoH interface specifically with topics that I teach or study?

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