

## Appendix: 23-item inventory survey to document consortium school SDH curricula

How does your institution *explicitly* teach students to identify and address the social determinants of health in your current curriculum and in which year(s) of medical school are the methods below utilized?

	Case-studies with specific social determinants of health elements included	Virtual patient panels with specific social determinants of health elements included	Teaching EHR with social determinants of health conditions listed	Community-based service or research projects	Requirement to conduct needs-assessment(s) looking at the social determinants of health	History taking tool that addresses the social determinants of health	Integrated interprofessional experiences during which students learn with and/or from peers or professionals in other healthcare professions	Having visiting guests/advocates from community-based organizations involved in addressing the SDH	Readings and films about addressing the SDH
1st Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2nd Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3rd Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4th Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any methods not listed in the previous question that your institution uses to teach students about the social determinants of health? Please explain the methods and indicate the year(s) of training when those methods are utilized.

Are there any methods mentioned above that you plan on integrating into your curriculum in the next three years?

Please rate the level at which teaching about the social determinants of health is integrated into the curriculum at your institution.

- Not offered at all
  - Offered in one course, module, or clerkship
  - Offered in more than one course, module, or clerkship, but not a theme across courses, modules, or clerkships
  - A theme across multiple courses, modules, or clerkships
  - An overall theme across the curriculum and tied in with mission of school
  - Offered in the near future (please describe how SDH will be integrated)
- 

Please rate the priority at which methods to explicitly teach about the social determinants of health are prioritized in the overall curriculum at your institution.

Extremely low - SDH are not explicitly or purposefully mentioned in the curriculum

Low - SDH are mentioned but not a focus

High- SDH receive attention at multiple levels

Extremely high - SDH receive as much attention as a basic science course (e.g. Anatomy, Physiology) or a clinical course (e.g. Cardiology).

- Extremely low
  - Low
  - High
  - Extremely high
-

Please indicate what kind of experiences are offered for students in community-based settings, as well as which years they are offered in.

	Year 1	Year 2	Year 3	Year 4
<b>Required non-longitudinal experience</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Elective non-longitudinal experience</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Required longitudinal experience</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Elective longitudinal experience</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give detailed descriptions of **required non-longitudinal experiences** in the first year of medical school that take place in community-based settings.

Please give detailed descriptions of **required non-longitudinal experiences** in the second year of medical school that take place in community-based settings.

Please give detailed descriptions of **required non-longitudinal experiences** in the third year of medical school that take place in community-based settings.

Please give detailed descriptions of **required non-longitudinal experiences** in the fourth year of medical school that take place in community-based settings.

Please give detailed descriptions of **elective non-longitudinal experiences** in the first year of medical school that take place in community-based settings.

Please give detailed descriptions of **elective non-longitudinal experiences** in the second year of medical school that take place in community-based settings.

Please give detailed descriptions of **elective non-longitudinal experiences** in the third year of medical school that take place in community-based settings.

Please give detailed descriptions of **elective non-longitudinal experiences** in the fourth year of medical school that take place in community-based settings.

Please give detailed descriptions of **required longitudinal experiences** in the first year of medical school that take place in community-based settings.

---

Please give detailed descriptions of **required longitudinal experiences** in the second year of medical school that take place in community-based settings.

---

Please give detailed descriptions of **required longitudinal experiences** in the third year of medical school that take place in community-based settings.

---

Please give detailed descriptions of **required longitudinal experiences** in the fourth year of medical school that take place in community-based settings.

---

Please give detailed descriptions of **elective longitudinal experiences** in the first year of medical school that take place in community-based settings.

---

Please give detailed descriptions of **elective** longitudinal experiences in the second year of medical school that take place in community-based settings.

---

Please give detailed descriptions of **elective** longitudinal experiences in the third year of medical school that take place in community-based settings.

---

Please give detailed descriptions of **elective** longitudinal experiences in the fourth year of medical school that take place in community-based settings.

---

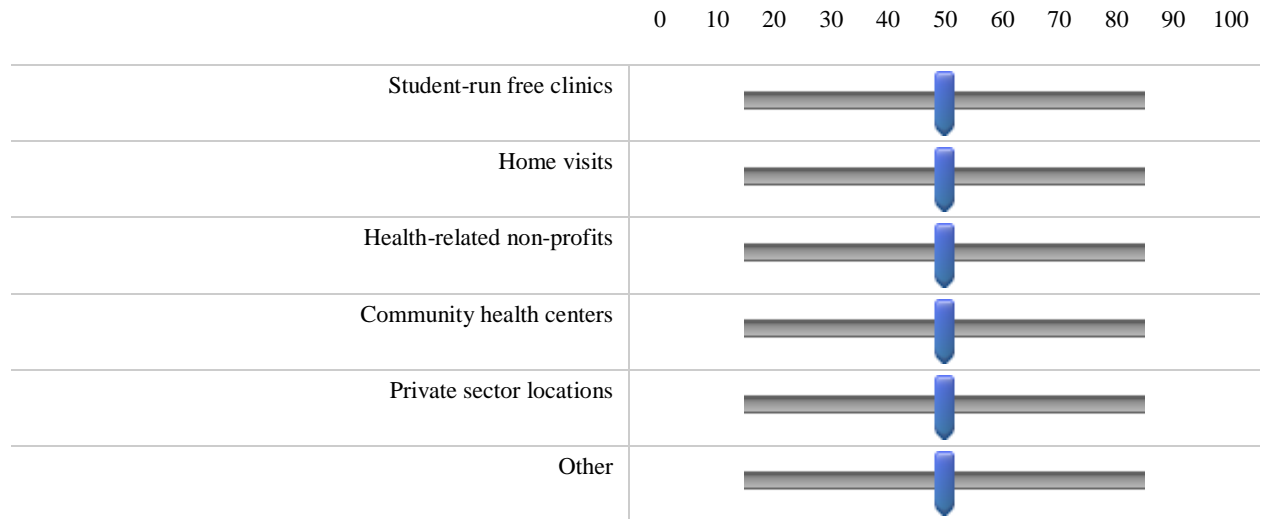
Do you have plans to include community-based experiences, or additional opportunities, in the next 2-3 years?

- Yes
  - Maybe
  - No
- 

Please describe your plans to add new community-based experiences.

---

For each of these locations that have experiences that are not required, approximately what percent of students participate during their UME education?



Please describe how the social determinants of health are specifically integrated into these experiences in the pre-clinical and clinical years.

Please provide any additional information about community-based experiences in the pre-clinical and/or clinical years at your institution that may provide additional context to questions above.

Please rate the following potential barriers that prevent your institution from prioritizing the social determinants of health in the curriculum.

On this scale, 1 is *not a barrier*, and 3 is a *significant barrier*.

	1		3
General resistance to curricular change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough space for new content in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty lack knowledge and skills regarding the SDH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential roles for students do not exist to effectively learn this material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty perceptions are that students are not prepared to learn this material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from administration or leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social determinants of health content not relevant to licensing exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-----

Please describe and briefly explain the biggest barriers to prioritizing the social determinants of health in the curriculum. If you have additional barriers to list, please add them here.

-----

Please rate the following potential barriers at your institution that prevent faculty from teaching students how to identify and address the social determinants of health.

On this scale, 1 is *not a barrier*, and 3 is a *significant barrier*.

	1		3
Lack of dedicated time for teaching the social determinants of health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of expertise in curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of curricular materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of expertise in assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of identified experiential learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of faculty development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from administration for identifying issues outside the clinical space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-----

Please describe and briefly explain the biggest barriers to *explicitly* teaching the social determinants. If you have additional barriers to list, please add them here.

-----

What knowledge, skills, and attitudes in identifying and addressing social determinants of health do you expect your students to graduate with? Please identify which knowledge and skills are formal requirements.

-----

What feedback have students provided with regard to the education they receive related to the social determinants of health?

-----

Please state your rank, title, and role at your medical school.

-----

Please state how long you have been in your role at your medical school.