**Social Determinants of Health- Part One (the briefest of overviews)**

*Objectives:*

Following completion of this session, learners will be able to

1. Define the Social Determinants of Health (SDoH)
2. Illustrate the five core SDoH, through use of examples

*Preparatory Work:*

Bring a device capable of internet searching. Tablets or laptops are preferred, but smartphone will suffice if that is all that is available.

*In Session Facilitator Guide*

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| **Duration** | **Format** | **Activity** | **Materials Required** |
| 5 min | Large Group | Optional—include only if this is not embedded within a larger session and/or is the first lesson of the day  Briefly review community agreements (session 1) | Community Agreements Slide |
| 15 min | Large Group- PowerPoint | Additional speaker notes in slides   1. Show video: What are the SDoH (slide 3) 2. Definition and overview of different models of SDoH (slides 4-5) 3. Introduction to small group activity (slide 6) 4. Example “product” for each group (slides 7-12) 5. Group assignment 6. Return to Question and Resources | PowerPoint |
| 20 min | Small Group Activity + Break | 1. Put up question and resources (slides 13-15) 2. Break the learners into 4 groups (or may duplicate groups so no more than 4-5 people per group) 3. Each small group should research their assigned topic and create a mini report (verbal or PowerPoint) to share their findings. When we return to the large group, each group will have 5 minutes to present.    1. Keep it simple and no fancy formatting or citations are required, use of collective knowledge is encouraged.    2. Consider starting by asking each person what they already know about how your assigned topic. Find some threads from that discussion to follow.    3. If nothing is known pull up one of the suggested resources pages on the resource slide and look at this together.    4. What your group creates does not have to follow the format I used! This is an area where I would like the residents to be a little creative, allow for some mental flexibility, and not get stuck in what is “right” or “wrong” to bring back to the group. Do you feel it is relevant, interesting, and/or provocative? Great—share it with us! 4. Please make sure to assign one or more spokesperson(s) 5. Track of time to ensure your group gets at least a 5 minute break; start break early if your group finishes beforehand | Each individual will need a device capable of internet searching. Laptops or tablets are preferred but phones will do. |
| 20 min | Large Group Reporting Out | 1. Each group will have 5 minutes to present out their findings |  |