

FUNDING OPPORTUNITY



Social Determinants of Health Case Studies

Enhancing Prevention and Population Health Education

Application Deadline: October 25, 2016

BACKGROUND

The Association for Prevention Teaching and Research (APTR) and the Office of Disease Prevention and Health Promotion (ODPHP) announce the availability of funds to develop problem-based case studies aimed at deepening health professions students' understanding of the significance of social determinants of health (SDOH) and how to incorporate information and insights about SDOH into their work.

There has been increasing recognition in recent years of the importance of SDOH and prevention-focused strategies when seeking to address community health issues and achieve health equity. Achieving health equity—defined by Healthy People 2020 as the highest level of health for all people¹—will require addressing these social and environmental determinants through both broad population-based approaches and targeted approaches focused on those communities experiencing the greatest disparities. This effort will require clinical prevention interventions, as well as orienting practicing health professionals to the principles of population health, including those factors in the community that facilitate or impede the improvement of health.

AWARD INFORMATION

Type of Award:	Contract/Subaward
Total Direct & Indirect Costs:	\$6,000 maximum potential award
Allowable Indirect Rate:	8% maximum
Number of Awards:	4
Application Deadline:	October 25, 2016
Anticipated Award Date:	November 15, 2016
Completion Date:	June 15, 2017

PROJECT DESCRIPTION

APTR is providing small grants to faculty to support the development of educational case studies focusing on SDOH. The educational case studies should teach health professions students to: identify social factors that impact the health of their patients and communities; include community-based and other social services and programs in the care of their patients; and understand how the choices and civic/community engagement of health professionals can impact the health of patients and of populations. Case studies will reference such resources as Healthy People 2020, the Clinical Prevention and Population Health Curriculum Framework, and the Core Competencies for Public Health Professionals. These case studies will help health professions students understand SDOH and the need for interprofessional and cross-sectoral approaches to improve the health of the public. This case study development project focuses on the Healthy People 2020 Social Determinants of Health Topic Area, and a new perspective calling for an expansion of public health practice to emphasize cross-sectoral, environmental, policy, and systems-level actions that directly affect the social determinants of health and advance health equity.²

¹ www.healthypeople.gov/2020/about/foundation-health-measures/Disparities

² Public Health 3.0. www.healthypeople.gov/2020/tools-resources/public-health-3

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Each case study will include a quiz or other form of student assessment, and a facilitator guide for instructors. The case studies will be adapted by APTR for online completion by students across the health professions, and will be promoted by the 11 health professions education associations that comprise the APTR Healthy People Curriculum Task Force. Dissemination efforts may include webinars and presentations at national conferences.

PROJECT REQUIREMENTS

The case studies should:

- Engage students in a problem-solving interprofessional and/or cross-sectoral case study exercise related to the Healthy People 2020 SDOH Topic Area
- Be organized around **at least one** of the five key determinants of health: 1) Economic Stability; 2) Education; 3) Social and Community Context; 4) Health and Health Care; 5) Neighborhood and Built Environment³
- Address:
 - **At least two** of the Tier 1 “Core Competencies for Public Health Professionals,”⁴ selected for use in this project (Appendix A)
 - **At least one** relevant domain of the “Clinical Prevention and Population Health Curriculum Framework” (CPPH Framework)⁵
- Include patient/client/population perspective(s) as relevant
- Contain learner self-assessment/quiz questions to be adapted for online completion, along with a facilitator guide with descriptive answer key
- Incorporate appropriate Federal resources related to SDOH⁶ into the recommended resources section of the case study facilitator guide

The finished case study should include:

- A detailed narrative
- Graphics such as photos, graphs, or charts (with copyright rights), as applicable
- Video (with copyright rights), optional
- A detailed learner assessment instrument with scoring rubric (this will be adapted into an electronic form to demonstrate learner objectives are met)
- A facilitator guide with explanation of relevant issues, topics for further discussion, and recommended resources and readings

ELIGIBILITY

The primary applicant faculty member must be an APTR member **at the time of the award and throughout the grant period**. Preference will be given to faculty from current APTR Institutional members. Experience with instructional design and/or case study development is preferred. Applications including more than one health profession (interprofessional team of faculty) are encouraged, but only one faculty member can act as the point of contact, subawardee, and fiduciary agent.

APPLICATION FORMAT

Submission form and narrative applications must be submitted by 11:59 PM on **October 25, 2016**.

³ www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health

⁴ A product of the Council on Linkages Between Academia and Public Health Practice. www.phf.org/resourcestools/pages/core_public_health_competencies.aspx

⁵ A product of the APTR Healthy People Curriculum Task Force. www.teachpopulationhealth.org

⁶ www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources

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Application Narrative:

Format: Microsoft Word or PDF

Maximum number of pages: 7 pages; excluding budget and appendices

Font size and spacing: 12-point font; 1.5 spaced

Number all narrative pages

The narrative (detailed concept and project plan for developing the case study) must include the following items in order:

1. Background and Project Need
 - a. Describe how this case study will enhance existing education around SDOH selected key social determinants from Healthy People 2020
 - b. List relevant CPPH Curriculum Framework Topic Areas
 - c. List selected Tier 1 public health competencies to be addressed
2. Anticipated outcomes for the student learners (learning objectives)
3. Timeline for completing the case study
4. Proposed interprofessional partners (if applicable)
5. Summary of key personnel's experience and capabilities related to case study development

Other Application Content (will not count toward total page count)

1. Budget summary table and budget justification
Not to exceed the maximum award amount (matching costs can be included but are optional)
2. Key personnel Curricula Vitae (CVs)
3. Evidence of completed A-133/Single Audit for 2015 (electronic link to audit report or audit letter acceptable)
4. Other Appendices (optional)

APPLICATION SUBMISSION

Applications must be submitted electronically at www.aptrweb.org/SDOHcasestudies. Applicants can complete the "application narrative" and "other application content" offline and then upload and submit. Applications submitted are electronically time/date stamped.

The applicant will be required to fill out an on-line form that will ask for the following information from the application narrative document:

1. Select Healthy People 2020 key determinants of health to be addressed by the case study
2. Select Tier 1 public health competencies to be addressed
3. List relevant CPPH Framework Topic Areas

QUESTIONS

For administrative and technical questions, please contact:

Vera S. Cardinale, MPH

Director, Training and Education

Association for Prevention Teaching and Research

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ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH (APTR)

www.aptrweb.org

APTR is the national membership association for health professions institutions and faculty, residents and students committed to advancing prevention and population health education. In cooperation with federal and private partners, APTR develops curriculum materials, professional development programs, and didactic tools for educators, researchers, residents, and students to redefine how we educate the health professions workforce. Founded in 1942, APTR members include preventive medicine programs, graduate public health programs, medical school departments with a population health focus, and health professions faculty. The APTR Council of Graduate Programs in Public Health supports accredited and emerging graduate programs across the U.S. that grant public health degrees.

The APTR Healthy People Curriculum Task Force works to achieve Healthy People 2020 objectives ([ECBP 12-19](#)) of increasing health promotion, disease prevention, population health and interprofessional learning experiences for students in health professions education programs. Task Force members include: American Association of Colleges of Nursing; American Association of Colleges of Osteopathic Medicine; American Association of Colleges of Pharmacy; American Dental Education Association; Association of American Medical Colleges; Association of Schools of Allied Health Professions; National Organization of Nurse Practitioner Faculties; and Physician Assistant Education Association. Serving as resource organizations are the Association of Schools and Programs of Public Health and Community-Campus Partnerships for Health.

OFFICE OF DISEASE PREVENTION AND HEALTH PROMOTION (ODPHP)

www.health.gov

The Office of Disease Prevention and Health Promotion (ODPHP) is within the Office of the Assistant Secretary for Health, U.S. Department of Health and Human Services. ODPHP plays a vital role in developing and coordinating a wide range of national disease prevention and health promotion activities, including: Dietary Guidelines for Americans, which serve as the basis for Federal food and nutrition education programs; Physical Activity Guidelines for Americans, which describe the types and amounts of physical activity that offer substantial health benefits to Americans; healthfinder.gov, a consumer-focused site that provides easy-to-understand information for staying healthy; Health Communication, Health Literacy, and e-Health tools, research, reports, and resources for public health and health communication professionals; and Healthy People 2020, science-based 10-year national health objectives. For three decades, Healthy People has established benchmarks and monitored progress over time in order to encourage collaborations across communities and sectors; empowered individuals toward making informed health decisions; and measured the impact of prevention activities. Healthy People is the result of a multi-year process that reflects input from a diverse group of individuals and organizations. The Social Determinants of Health overarching goal and topic area within Healthy People 2020 is designed to identify ways to create social and physical environments that promote good health for all.

APPENDIX

Project Specific Selected Core Competencies for Public Health Professionals⁷

Tier 1 Core Competencies:

- [1A1] Describes factors affecting the health of a community or population (e.g., equity, income, education, environment)
- [1A2] Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community
- [2A5] Identifies current trends (e.g., health, fiscal, social, political, environmental) affecting the health of a community
- [1A11] Describes assets and resources that can be used for improving the health of a community (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs)
- [8A3] Describes the ways public health, health care, and other organizations can work together or individually to impact the health of a community
- [5A1] Describes the programs and services provided by governmental and non-governmental organizations to improve the health of a community
- [4A6] Describes the effects of policies, programs, and services on different populations in a community
- [4A3] Describes the ways diversity may influence policies, programs, services, and the health of a community
- [5A2] Recognizes relationships that are affecting health in a community (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)
- [5A3] Suggests relationships that may be needed to improve health in a community
- [3A1] Identifies the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy)

⁷ www.phf.org/resourcestools/pages/core_public_health_competencies.aspx