

WELCOME





# **Role of Medical Institutes in Addressing Social Determinants of Health in Undergraduate Curriculum**

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# HEALTH

is a state of complete

PHYSICAL

MENTAL

SOCIAL

WELL  
BEING

# Social Determinants of Health (SDoH)

The conditions in which people are

Born



Grow



Work



Live

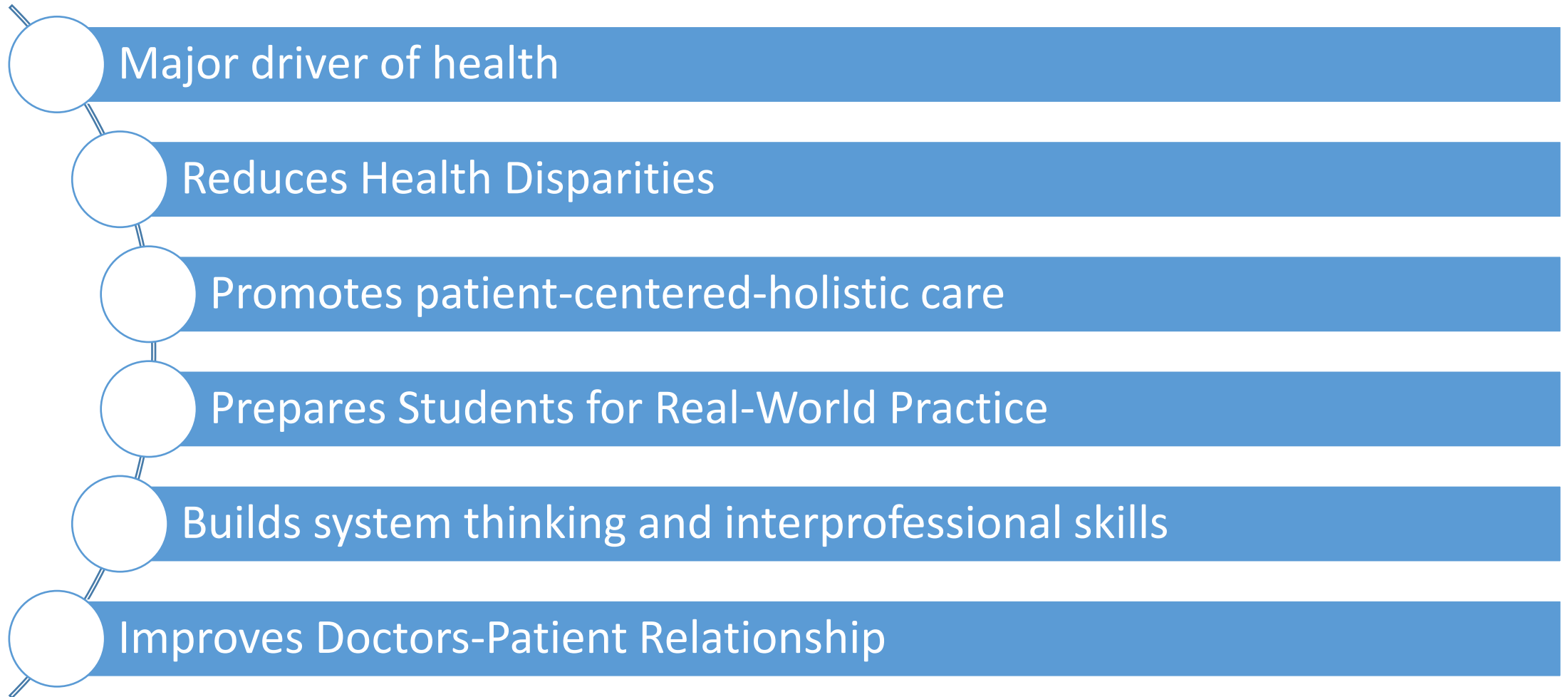


Age



- ❖ They include things like education, income, housing & access to food and healthcare
- ❖ These factors strongly influence health outcomes—often more than medical care itself

# Importance of Social Determinants of Health (SDOH) in undergraduate Medical Education





# Role of Medical Institutes



# 1. Curriculum Design and Integration



Embedded  
into Existing  
curriculum



Introduce a  
new course or  
sub-course



Case-based  
and problem-  
based learning



Community-  
based learning



# CURRICULUM DESIGN AND INTEGRATION

## CURRICULUM DESIGN



OBJECTIVES

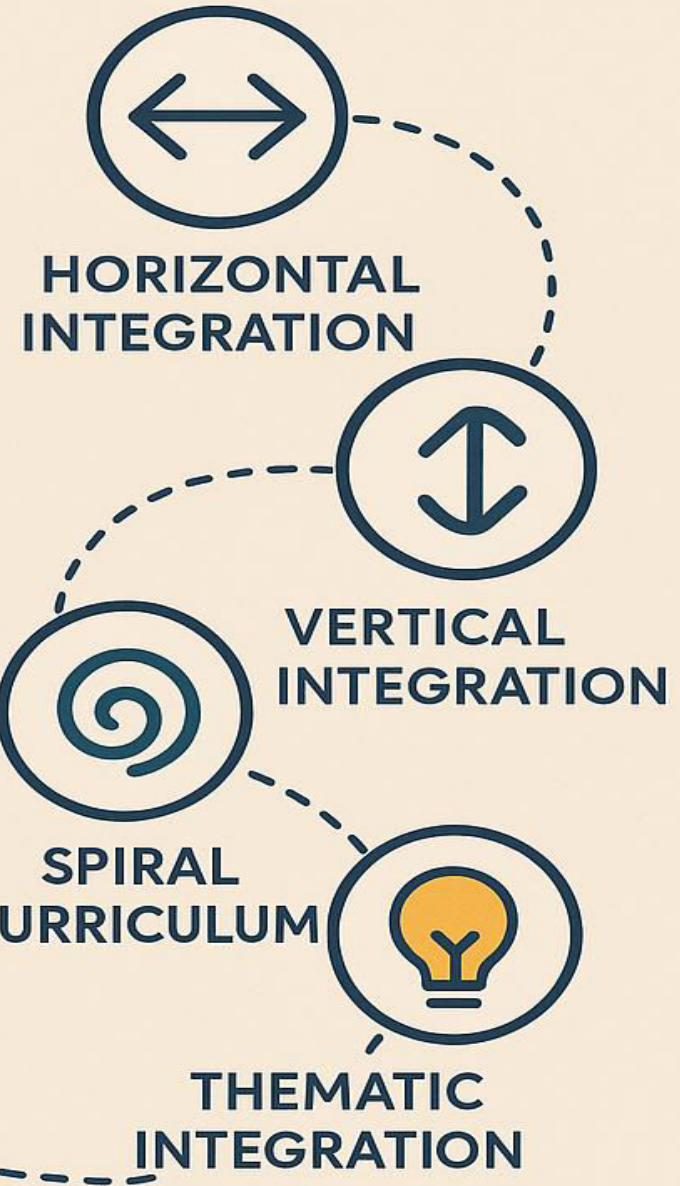
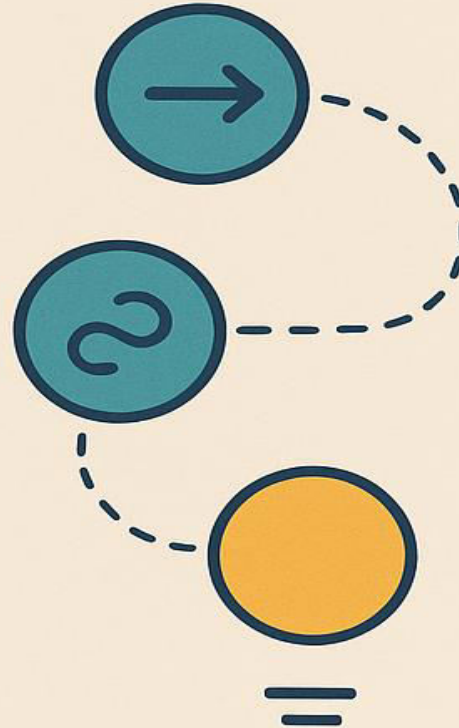


CONTENT



LEARNING EXPERIENCES

## CURRICULUM INTEGRATION



- Interprofessional Education

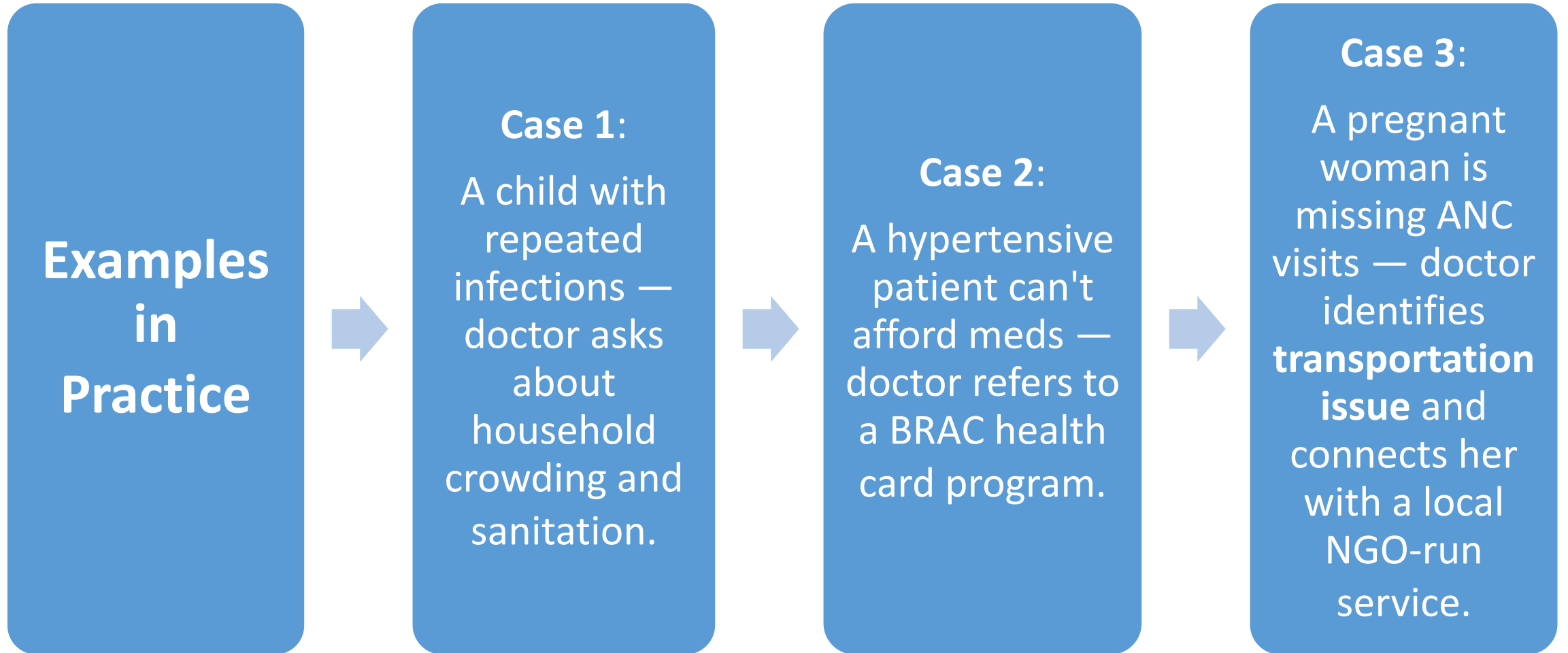


# Example of Interprofessional Education

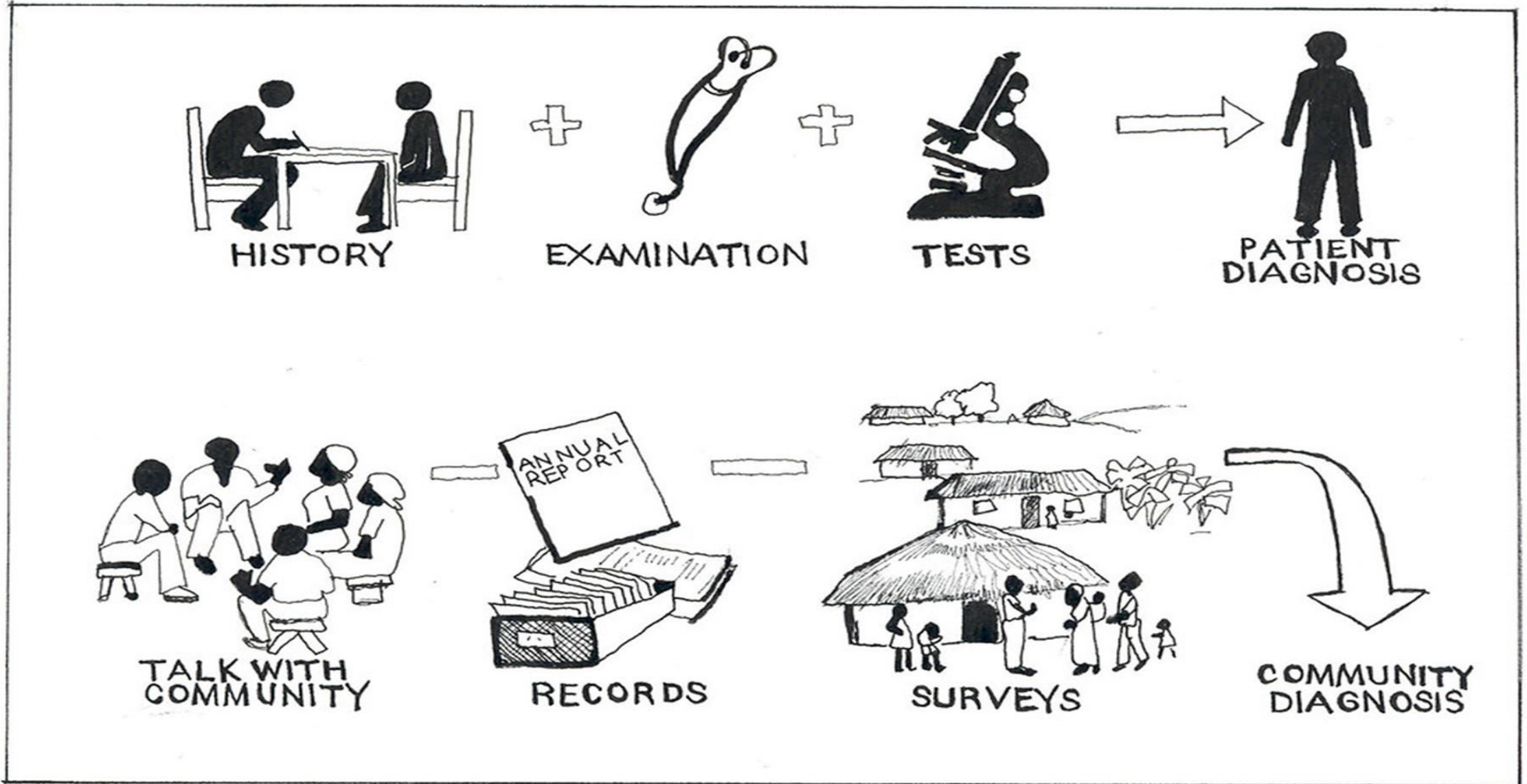
- Case-Based Learning in a Simulated Hospital Setting
  - Medical student: leads diagnosis and treatment decisions
  - Nursing student: manages daily care and vital signs monitoring
  - Pharmacy student: assesses medications for interactions and optimizes therapy
  - Physiotherapy student: designs a mobility and recovery plan
- Students collaborate, discuss, and make decisions as a team
- Outcome: Improved understanding of roles, communication, and patient-centered care



## 2. Skill Development



# Social History Interview Practice



# Skill Development for addressing SDOH



Students conducting interviews or surveys



Role-plays or simulations in class



Community health education sessions

# Skill Development

## Assessment Skills

- Screening questionnaires for assessing social needs & SDoH factors.

## Communication Skills

- Ask sensitive, respectful questions about income, family, etc.

## Resource Management Skills

- Create low-cost, treatment plans.

## Problem-Solving Skills

- Adapt clinical plans considering complex living condition, financial status.

## Referral Skills

- Collaborate with social workers, NGOs or local health authorities.

# Skill Development in Practice: A Case from Rural Health Camp

## Rural Health Camp in Kurigram

- 65-year-old woman with uncontrolled diabetes
- Poor literacy, limited family support
- Student explained condition, assessed social risks
- Arranged follow-up with BRAC health worker



# Community Engagement

Identify Community Needs



Build Trust and Partnerships



Engage in Field Activities



Promote Student Involvement



Advocate for Change



Advocate for Change



# Community Engagement



Organize field postings and health camps



Involve students in community diagnosis and health education

# Community Engagement



Medical student rural rotations



Community based participatory research

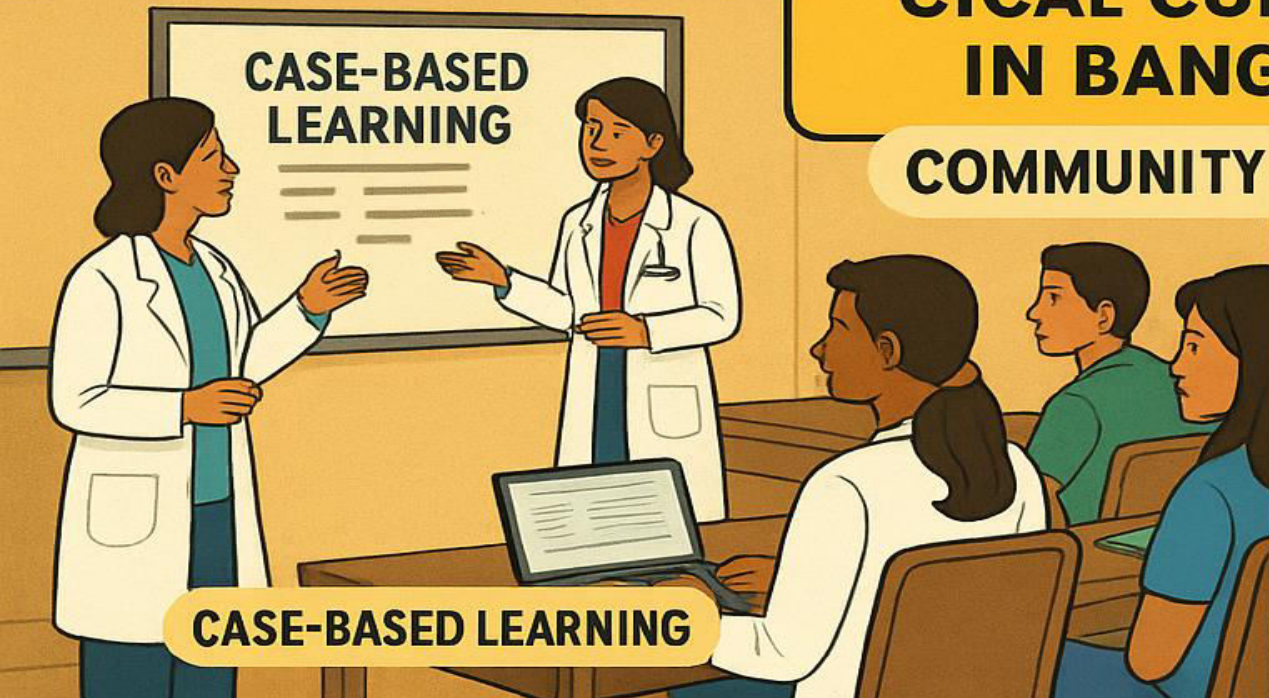


**COMMUNITY-BASED LEARNING**

**NGO COLLABORATION**

**INTEGRATING SDOH IN UNDERGRADUATE MEDICAL CURRICULUM IN BANGLADESH**

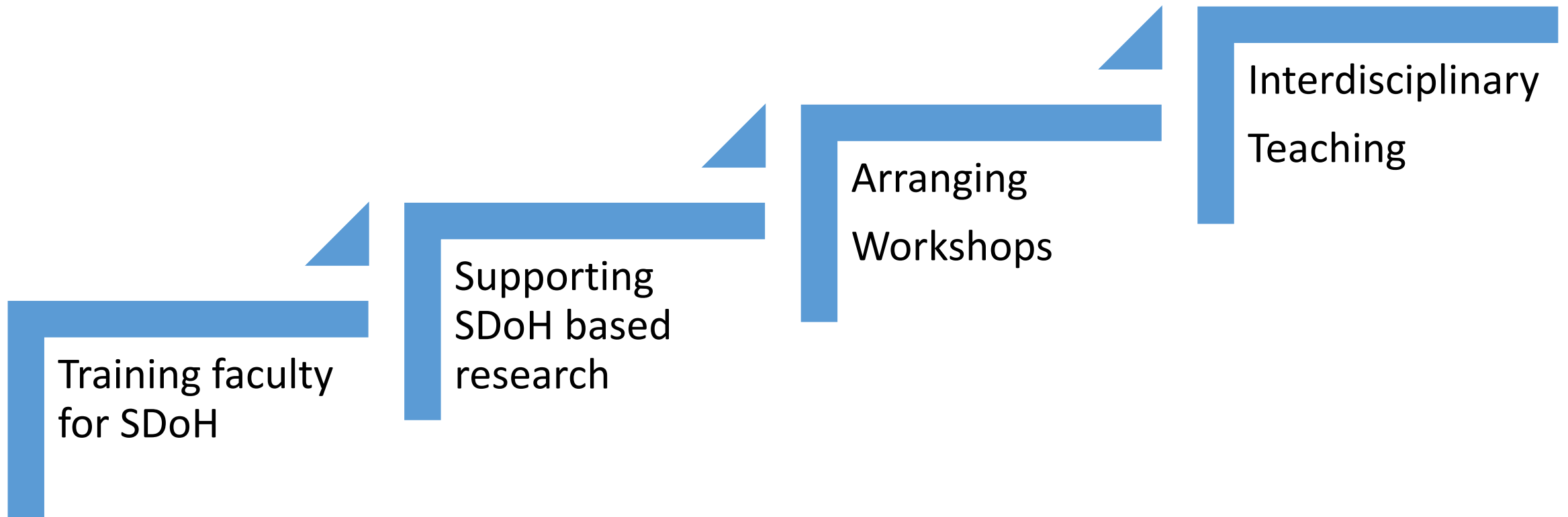
**COMMUNITY ENGAGEMENT**



**CASE-BASED LEARNING**

**SYMPOSIUM**

# 4. Faculty Development



# FACULTY DEVELOPMENT AND SUPPORT



Professional  
Development



Mentoring



Resources

Recognition

# INSTITUTIONAL POLICIES & ADVOCACY



## Institutional Policies

Promote equity and inclusion

Recruit diverse students

Provide academic support



## Advocacy

- Address health inequities
- Engage with policymakers
- Support public policies

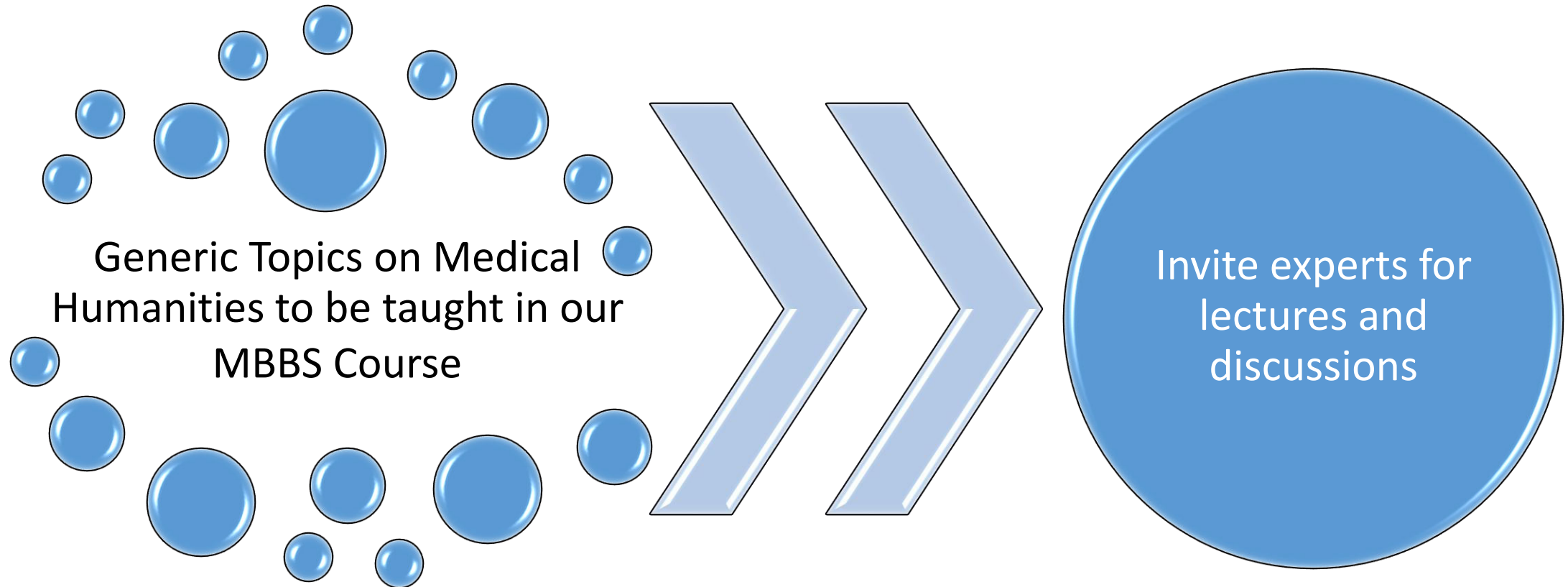


# Research and Innovation



- Encourage student-led research on SDH and health disparities
- Promote community health projects and presentations

# 5. Interprofessional Collaboration



# Interprofessional Collaboration



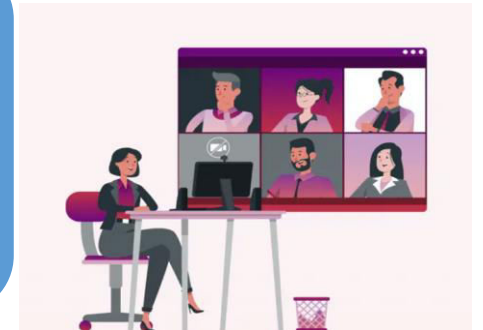
Collaborating with  
NGOs, government  
bodies & public health  
departments



Hosting policy dialogues  
and expert panels



Joint community  
outreach and health  
education campaigns



# ASSESSMENT AND EVALUATION

Tools to assess student understanding of SDOH



Reflective writing



OSCEs



Community project presentations




Continuous curriculum review and improvement

# Scenario in Bangladesh


Integration of SDoH into the undergraduate curriculum remains limited and fragmented



The Community Medicine curriculum does cover topics related to poverty, sanitation, education & housing-but often in a theory based rather than as part of clinical training

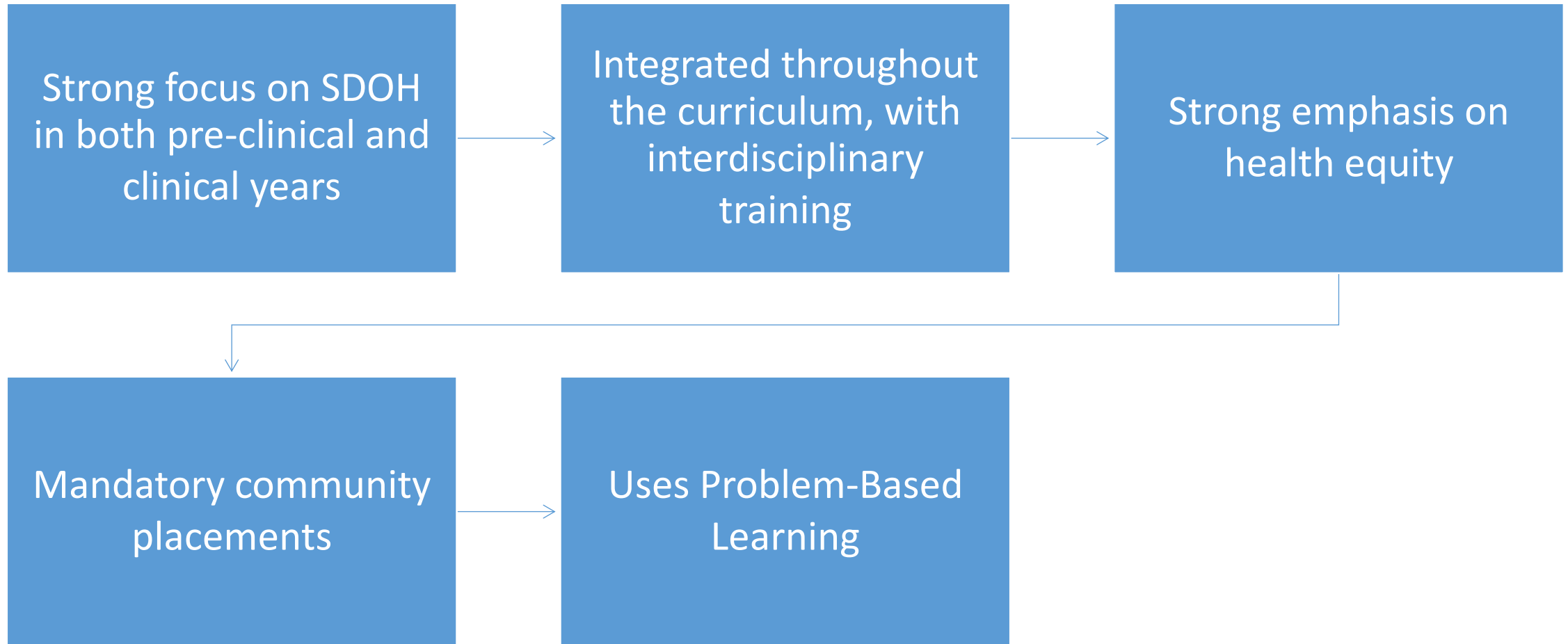


During Community-Based Medical Education (CBME) & field visits, students get exposure to rural & underserved populations, but these experiences are often short-term and not deeply integrated into assessment or reflection.



Faculty training & awareness of SDOH concepts is still evolving, leading to inconsistencies in how the subject is taught

# Scenario in Developed Countries



# Case Studies and Best Practices



University of California, San Francisco (UCSF): "PRIME-US" track focuses on underserved communities



Harvard Medical School: Integrates SDOH throughout its Pathways curriculum



University of Michigan: Emphasizes community-based learning early in training



- ❖ BRAC JPGSPH employs an interdisciplinary integration of Education, Training, Research and Advocacy to effectively address diverse health realities affecting disadvantaged communities.
- ❖ The school offers unparalleled real-life, community-centric teaching, learning and research experiences on critical and emerging national and global public health challenges.

**SOME OF THE NOTABLE EXAMPLES IN BANGLADESH**



- 1. Community health programs**
- 2. Public health research**



- 1. Community-based medical education**
- 2. Outreach programs**



- 1. Social medicine into the clinical training**



- 1. Community health interventions**

# Current Gaps in Medical Education

Limited integration  
of SDOH topics in  
curricula

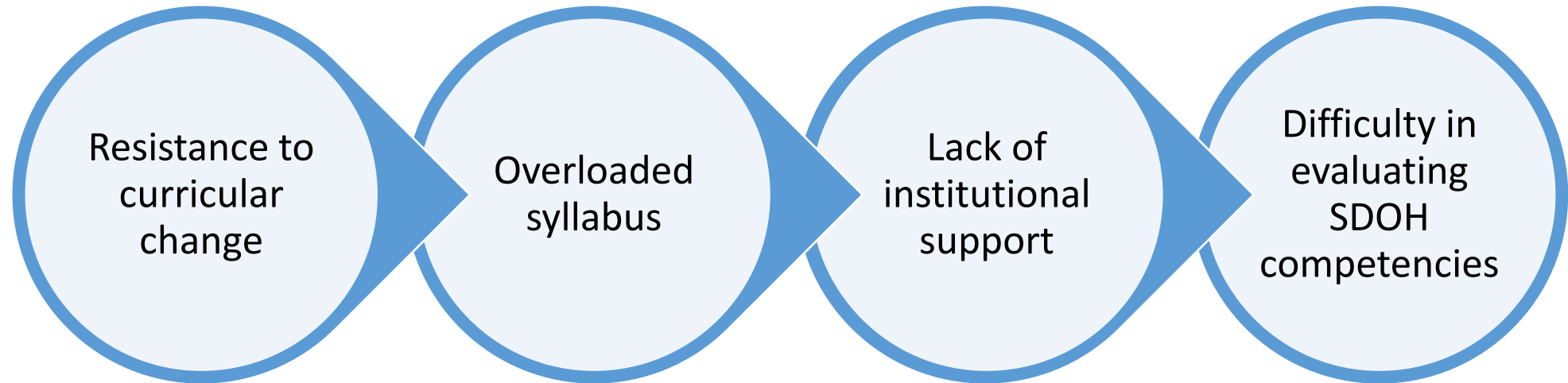
Inadequate  
assessment  
methods to  
evaluate students'  
understanding of  
SDOH

Lack of trained  
faculty in social  
medicine

Minimal exposure  
to community-  
based and  
interdisciplinary  
learning



# Challenges and Barriers



# Conclusion

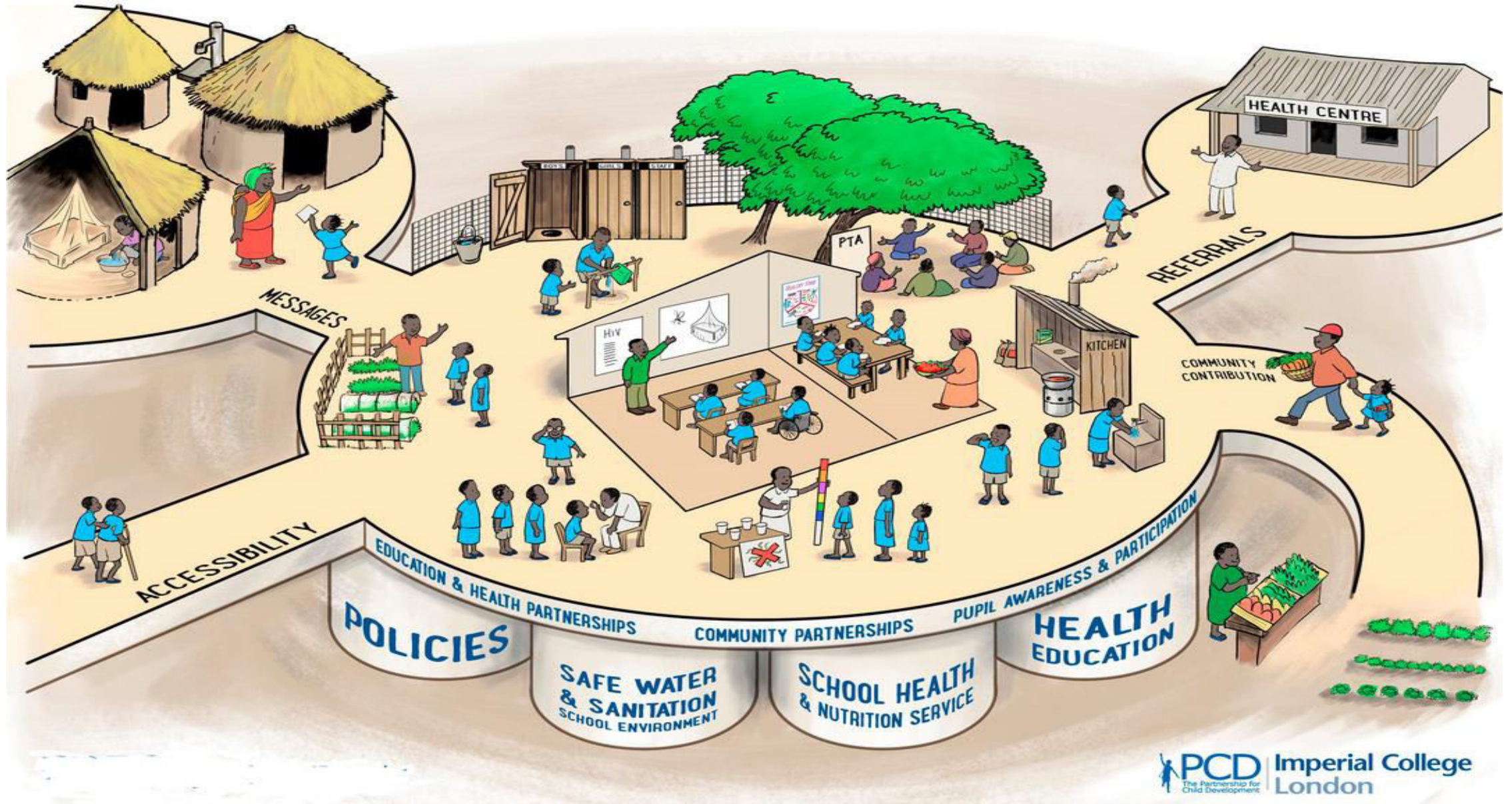
Teaching SDOH is not optional- It's essential

Medical Institutes can play a vital role in Addressing Social Determinants of Health in Undergraduate Curriculum for ensuring equal healthcare facilities for all

Medical institutes must take active steps to integrate SDOH into undergraduate education

This approach fosters a generation of healthcare professionals committed to health equity and social justice

# The future we imagine...





**Thank  
You**