

The Power of Prevention: The Social Determinants of Health and the Importance of Health Equity

A Curriculum Infusion Package



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August 2023

About the Curriculum Infusion Packages

The Pacific Southwest PTTC formed an Academic Advisory Work Group comprised of faculty and highly experienced prevention professionals from the Pacific Southwest region including Arizona, California, Hawaii and Nevada. This group met to develop prevention science curriculum that could be flexibly infused into existing curriculum or course.

The primary goal of these Curriculum Infusion Packages, is to teach the next generation of health professionals the power of prevention science in promoting public health.

We would like to thank the members of the Pacific Southwest PTTC's Academic Advisory Work Group that has collaborated with our team and provided feedback on the development of these materials.

How to use the Curriculum Infusion Package

This Curriculum Infusion Package was designed using the flipped classroom model. Each lesson will contain a recorded presentation which students should watch prior to class. Pre-session learning activities as well as classroom activities can be found in the following pages.

The Power of Prevention: The Social Determinants of Health and the Importance of Health Equity

Purpose

To enable to understand how various health factors contribute to community well-being and, specifically, substance misuse rates using a county as an example.

Lesson Objectives

- Describe each component of the Social Determinants of Health (SDOH) and connect these to health promotion and prevention.
- Explain the importance of health equity in promoting the protection and reducing the risk for substance misuse

Pre-Session Learning Activity



Time: 30 minutes

Points: TBD

Required Materials

- **Recorded presentation: The Power of Prevention:** Factors influencing substance use and misuse
- **Internet access**
- **Pre-session Learning Packet**

Additional Reading

Substance Abuse and Mental Health Services Administration (US); Office of the Surgeon General (US). (2016). Facing addiction in America: The Surgeon General's report on alcohol, drugs, and health [Internet, Nov. Chapter 3, Prevention programs and policies, 3-6:3-7]. Washington (DC): US Department of Health and Human Services; Available from: <https://addiction.surgeongeneral.gov/sites/default/files/surgeon-generals-report.pdf>




PART I: Prior to Class

Instructions for Students

1. **Watch** *The Power of Prevention: The Social Determinants of Health and the Importance of Health Equity*
2. **Answer** the questions in the Shape-Up Activity

SHAPE-UP ACTIVITY

Provide answers to each of the questions and be prepared to share your thoughts with the group.

	Questions	Your Reflections
	How does your perspective, or life experience, square with the impact of Social Determinants of Health on overall well-being?	
	What are three takeaways on the importance of health equity in promoting protection and reducing risk for substance misuse?	
	What about the social determinants of health (SDOH) and substance use sparked your interest, surprised you, or is currently lingering in your thoughts?	

3. **Acquaint** yourself with the County Health Rankings website:
<https://www.countyhealthrankings.org/>
 - a) **Familiarize** yourself with the components and factors that contribute to the County Health Ranking Model by visiting <https://www.countyhealthrankings.org/explore-health-rankings/county-health-rankings-model>
 - b) **Explore** Health Rankings in a chosen County:



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- Select a county of your preference and delve into its health rankings. Navigate to: <https://www.countyhealthrankings.org/> and explore the health data and indicators for the chosen county.
- c) **Prepare** for the In-Class Group Activity:
 - If available, **bring your laptop** to the class session. Be ready to actively participate in a group activity that involves using the County Health Rankings website. Your familiarity with the website and its content will be crucial for engaging effectively in the upcoming collaborative task.

Part II: Classroom Activities



Time: 50 minutes

Instructor Directions

Prior to class, 1) Select a county of your preference from the county health ranking site. <https://www.countyhealthrankings.org/> and thoroughly explore the health data and indicators for the chosen county; 2) Review the County Health Model; 3) Prepare printed copies of the health outcome data for students to use during class, or direct students to the website to participate in the activity.

Required Materials

Printed copies of the health outcome data for students to review or direct students to the website to participate in the activity.

In-class Activity



1. Provide a (5-10 minute) brief orientation to the County Health Rankings website and the County Health Ranking Model using the example county you explored.

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2. Assign **all** of the groups the same county of your choice, or choose **one** of the following counties, that encompass a state capital: (Maricopa County, AZ; Sacramento, CA; Honolulu, HI, and Carson City, NV)
3. Break students out into groups by one of the following health factors:
 - a) Health Behaviors b) Clinical Care c) Social & Economic Factors d) Physical Environment
4. Ask each group to a) **review** the measures related to their assigned health factor, b) **discuss** and record responses to the questions below, and c) **report** out a summary to the larger group. **(20 minutes)**
 - Are there measures for this health factor that demonstrate potential areas of strengths or assets in the county? If so, what are they?
 - Are there measures for this health factor in the county that are potentially concerning? If so, what are they?
 - How might this health factor contribute to higher or lower rates of substance misuse in the county?

Large Group Debrief (20 minutes)

- Have each group report a (5-minute) summary of their responses to the larger group.
- If time allows discuss, how students might apply information on SDOH to their fields of study or future professions.
- In summary, note that effectively addressing health factors in communities requires a multidisciplinary approach.

Option 2: Additional Activity



Time: 20 minutes

1. Ask each group to compare their health ranking across three counties (for example, Maricopa County, AZ; Sacramento, CA; Honolulu, HI, and Carson City, NV)
 - What are the differences and similarities between health factors in each county?
 - What might account for the differences in the county rankings?
 - What benefits or cautions should be considered when comparing counties, or in using the data from the website?