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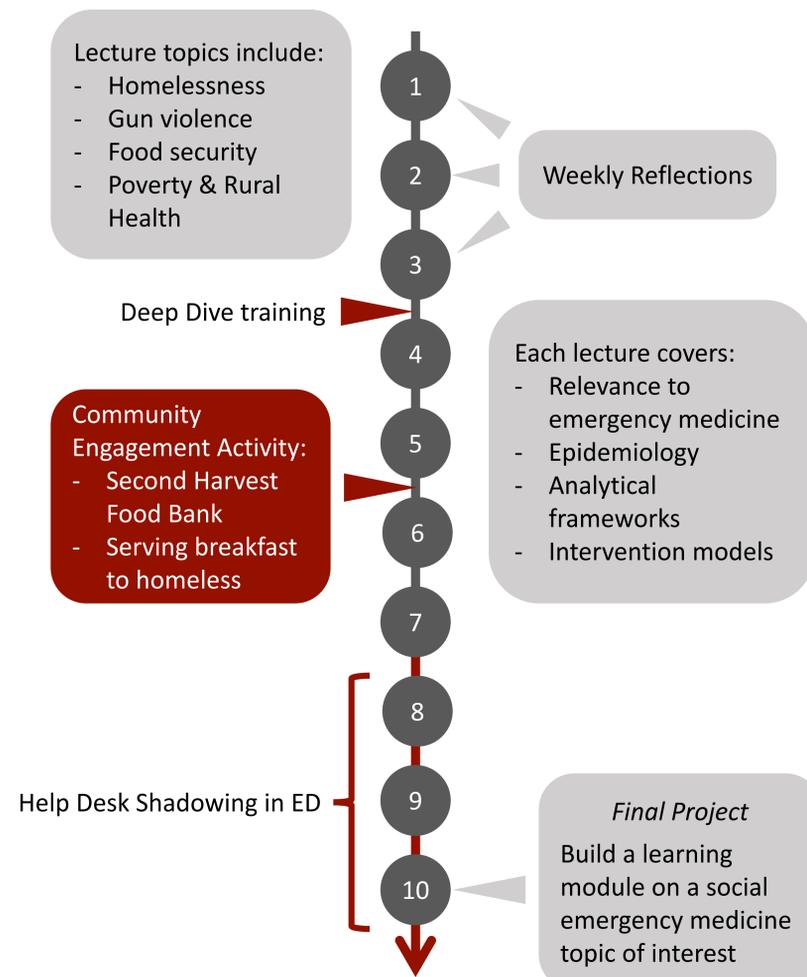
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## Background

- In recent years, the WHO, NIH, and Associated Schools of Public Health have called for an emphasis on social determinants of health (SDH) in education.
- Graduate schools have made efforts to address this, but there remains a dearth of such resources at the undergraduate level.
- Our course aims to provide undergraduate students factual and theoretical tools to inform their volunteer experience at the Stanford Emergency Department (ED) "Help Desk," where students screen patients for social needs, refer them to community resources, and follow up to ensure connection.
- The class's service learning component involves both community organizations and patients, encouraging a more holistic understanding of SDH.

## Curriculum

Titled "EMED 125: Social Emergency Medicine and Community Engagement," the class meets weekly for a total of 10 sessions.



## Educational Framework Applied to Course Design

### Dimensions of Learning

Positive Attitudes & Perceptions About Learning

Acquiring & Integrating Knowledge

Extending & Refining Knowledge

Using Knowledge Meaningfully

Productive Habits of the Mind

### Course Component

Lecture/Instructors, Guest Speakers

Lectures, Readings

In-Class Discussions, Written Reflections

Final Projects, Service Learning

Service Learning, Written Reflections

### Detailed Implementation

Emphasize value of learning and service engagement in lectures

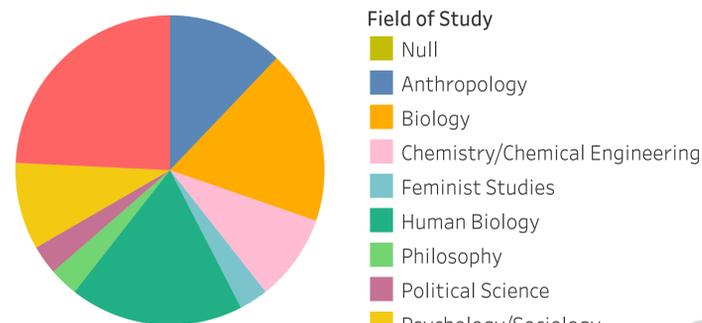
Understanding topics & constructing models: Social EM, Public Health, Haddon's Matrix

Applying to personal experiences, proposing interventions, evaluating controversial issues

Researching & building a Social EM module, interacting with community partners & ED pts.

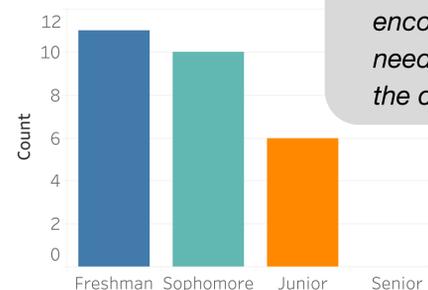
Changes in perspective in daily life & through Help Desk interactions

## Results: Student Impact



**87%**

Thought community placement experiences deepened their understanding of the course material beyond the classroom setting



**86%**

- Were taking a service learning-based class for the first time
- Planned on seeking out such classes again in the future

Percent of students who believe that this course will have an impact on their future academic and career choices

**96%**

"In one class session, we talked about homelessness and the unique medical challenges that homeless individuals face. Shortly afterward, I encountered a patient in the ED who was homeless and seeking social needs resources. I was very grateful for the information I learned from the class and being able to apply it in a community setting."

"Being directly involved in preparing food for those who needed it was especially meaningful, since food access is one of the major determinants of health we focused on in EMED 125."

## Conclusions

- The didactic component provides an effective academic framework to address manifestations of social determinants in different communities, while service learning increases retention and impact of course material.
- Challenges encountered include difficulties coordinating community service events amidst students' busy schedules. Nonetheless, the majority of students enjoyed the service component and planned on participating again in the future.
- Future sessions of the class may alter the SDH topics covered and the extent of community service required in order to improve students' motivation and commitment during the course.

## Acknowledgements

- Thank you to the guest speakers and community partners who contributed to this course.
- The Haas Center of Public Service provided funding for the service learning component, including food, transportation, and learning coordinators

## References

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