

A toolkit for incorporating SDOH and health inequities into your CME

NCAPA's I.N.F.O.R.M. process

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The purpose of this toolkit

The NCAPA is committed to strengthening the PA profession in NC by offering education that improves healthcare for all patients. Included in our efforts is ensuring CME offerings address social determinants of health (SDOH) and health disparities. NCAPA recognizes this is not always easy so have developed the 2023 Toolkit for Incorporating and discussing SDOH and Health Inequities into CME. This guide contains the following:

1. Definition of terms
2. Explanation of the I.N.F.O.R.M. process - an innovative way to successfully approach this work.
3. Helpful resources
4. FAQ

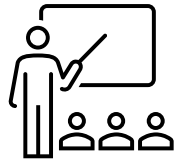
Terms Defined



- **Health Disparities** – the occurrence of diseases at greater levels among certain population groups more than others.
- **Health Equity** – the state in which everyone has a fair and just opportunity to attain their highest level of health
- **Health Inequity** – preventable differences in the burden of disease, injury, violence or opportunities to achieve optimal health that are experienced by populations that have been disadvantaged by their social or economic status, geographic location and environment.
- **Social Determinants of Health (SDOH)** – nonmedical factors that influence health outcomes.

I.N.F.O.R.M. –A Process for Incorporating Health Equity into CME

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1. IDENTIFY a SDOH or Health Inequity

2. NAVIGATE the Literature

3. FOLLOW the Process of Creating a Learning Objective

4. ORGANIZE Your Talk using IDEA principles (see toolkit)

5. REACH out for assistance

6. MANAGE expectations

Incorporating health equity and SDOH into your CME can provide context for the health disparities we see, promote social responsibility and cultivate compassion in your audience.

Understanding the I.N.F.O.R.M. process

IDENTIFY a SDOH and/or health inequity that touches your patient population. For example, if you are giving a talk on urologic disorders, ask yourself if it makes sense to discuss the rates of prostate cancer in Black men. Can you share how the costs of medications you use to treat common urologic disorders serve as a barrier for patients with low SES and how that impacts patient outcomes? Additional information and case studies can be found on slides 9 and 10.

NAVIGATE the literature. If you plan to highlight a health inequity, search the literature to learn why it exists from experts in your field or population and public health researchers. By informing the audience about why a health inequity exists, you help to combat stereotypes of lazy, underserving, or helpless patients. If you highlight a SDOH (like the cost of medications for example), then search the literature for tips/resources you have found helpful to address that barrier.

Understanding the I.N.F.O.R.M. process

FOLLOW the process of creating a learning objective. Use Bloom's taxonomy and select an action verb for the appropriate level of learning. Your learning objective should reflect the desired knowledge, skills, and abilities your audience should develop after listening to your talk. See [ACME's CE Educator's Toolkit](#) (pages 31-35) for more information.

ORGANIZE your talk using Inclusion, Diversity, Equity and Accessibility (IDEA) principles. Be sure you are using inclusive language and your content is free of bias and stereotypes. Try to include content that prompts equity-based improvements to clinical care. Consider alternate methods to deliver your talk that stimulate conversation and reflection (ie. case based). See [ACME's CE Educator's Toolkit](#) (pages 38-44) for more information.

Understanding the I.N.F.O.R.M. process

REACH out for assistance. NCAPA's Professional Development Review Panel can provide basic counseling and answer questions if you are struggling to meet this expectation. However, we also recommend you enlist the assistance of colleagues and mentors who may have some experience leading conversations around SDOH and health inequities.

MANAGE yours and your audience's expectations. The NCAPA is committed to strengthening the PA profession in NC through education to improve healthcare for all patients. Still, we recognize that discussing SDOH and/or health inequities can be uncomfortable for some of our speakers. We are not asking our conference speakers to spend a large portion of their talk on these issues, but we are asking you to help inform (and perhaps empower) the audience about what they may be able to do to impact variables that most influence their patient's outcomes. We also recommend that you set the expectation early for what to expect in your talk.

Helpful Resources

Link to the [ACME CE Educator's Toolkit](#)

SDOH as defined by the [World Health Organization \(WHO\)](#)

SDOH as defined by the [Centers for Disease Control \(CDC\)](#)

[Healthy People 2030](#) grouping of SDOH into 5 domains and their definitions.

Helpful Resources

- Resources for recognizing and addressing health disparities in [cardiology](#).
- Resources for recognizing and addressing health disparities in [oral health](#).
- Resources for recognizing and addressing health disparities in [pain care](#).
- Resources for recognizing and addressing health disparities in [dermatology](#).
- Resources for recognizing and addressing health disparities in [surgery and ortho](#).

Helpful Resources

- Resources for recognizing and addressing health disparities in [joint health](#).
- Resources for recognizing and addressing health disparities in [vision](#).
- Resources for recognizing and addressing health disparities in [maternal health](#).
- Resources for recognizing and addressing health disparities in [gastroenterology](#).

F.A.Q.

1. Do I have to have a learning objective that addresses a SDOH and/or health inequity in my NCAPA talk?
 - Yes. Please use this toolkit for tips on how to accomplish this goal.
2. Can I contact NCAPA for help if I am not sure how SDOH or health equity plays into my planned CME?
 - Of course, please email Rosa Navarro – rosa.navarro@ncapa.org for assistance.
3. Do I need to have a certain number of slides to meet the requirement?
 - No, we only ask that you adequately meet the objective you have written.