

Societal Issue	Diagnosis	Prevention	Appropriate reporting	Treatment
<p>1. Nutrition/ Physical Activity</p>	<ul style="list-style-type: none"> -Knowledge of metabolism, nutrition, etc. for specific medical conditions -Knowledge of diagnostic measures & categories (BMI, waist circumference; malnutrition; healthy/overweight/obese; sedentary/active) -Appropriate differential diagnosis (base rates of conditions, medical consequences) related to nutrition and activity 	<ul style="list-style-type: none"> -Communication skills for behavioral aspects of medical care (age and population appropriate) -Assess diet/activity status -Appropriate screening and referral - Patient education for Health Behaviors/ risks (diet, physical activity) -Health promotion skills -Appropriate preventive health services (labs, cancer screenings, etc) 	<ul style="list-style-type: none"> -Evaluation of failure to thrive -- reporting neglect if determined to be the cause - 	<ul style="list-style-type: none"> -Apply recommended dietary and exercise guidelines for patient education -Apply nutritional guidelines for specific conditions and populations (e.g., diabetes, hypertension, pregnancy, elderly) -Motivational interviewing/behavior change counseling -Brief intervention strategies -Identifying barriers to treatment (cost/social norms/ social environment, etc) -Evidence based therapeutics for medical conditions related to nutrition/activity Referral to social service agencies/programs (e.g., WIC, food pantries, community centers)

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2. Education/ Health Literacy/Poverty	<ul style="list-style-type: none"> -Address cognitive biases that lead to misdiagnosis/medical errors -Communication skills for accurate hx taking with this population - Appropriate differential diagnosis (base rates of conditions, medical consequences) -Appropriate differential diagnosis (base rates of conditions, medical consequences) related to Circumstances and risks 	<ul style="list-style-type: none"> -Screening for poverty and literacy factors -Appropriate referral for social services -Identifying health beliefs and practices -Level appropriate educational materials -Level appropriate communication skills -Health promotion skills 	<p>Possible reporting to child protective services for children not enrolled in school</p> <hr/>	<ul style="list-style-type: none"> -Cost conscious evaluation and treatment (generic medications/highest yield interventions) -Knowledge of insurance/payor restrictions, formularies -Discharge planning specific to low SES/low resource populations -Identifying barriers to treatment (shame/cost/social norms/ social environment, etc) -Ethics and professionalism (beneficence/nonmaleficence/altruism/ social justice/advocacy) Referral to social service agencies <hr/>

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<p>3. Substance abuse (includes tobacco, opioids, alcohol, illicit drugs, and prescription medications)</p>	<ul style="list-style-type: none"> -Medical consequences of abuse/addiction substances in all organ systems -Differential Diagnosis reflecting awareness of risks associated with substances (cancer, HIV, hepatitis, etc.) -Diagnostic criteria for substance abuse disorders - Address cognitive biases that lead to misdiagnosis/medical errors <hr/> <p>Issues in diagnosis of professionals: culture of silence/ stigma/ access to care for professionals/ VIP syndrome</p>	<ul style="list-style-type: none"> -Patient education and counseling related to health behaviors/risks (specific diseases, plus other causes of morbidity and mortality like automobile accidents, STI's) -Appropriate screening -Motivational interviewing - Communication and clinical skills for detecting undisclosed problems Public health/population health models (harm reduction, etc) -Use of Controlled Substance Monitoring Database (CSMD) <hr/> <p>Medical Student self-care/ professional and patient risks related to substance abuse/impairment</p>	<ul style="list-style-type: none"> -Parental substance abuse as a form of neglect/abuse (including prenatal populations) -Age of consent for substance abuse treatment -<u>Secondary reporting</u> (not of substance abuse): reportable conditions (HIV/hepatitis, etc) contracted through substance abuse -Appropriate record keeping Reporting of impaired colleagues 	<ul style="list-style-type: none"> -Management of overdose -Management of detoxification/withdrawal of various substances -Brief intervention strategies -Behavior change skills -Consideration of abuse/addiction potential of therapeutic interventions -Referral to and coordination of care with specialty treatment programs -Identifying barriers to treatment (shame/cost/transportation/social norms/ social environment, etc.) -Ethics and professionalism: Confidentiality/records release - Recommendations relevant to specific conditions or populations (e.g., pregnancy, elderly) - develop an objective, professional, evidence based medicine approach to developing an individualized treatment <hr/> <p>Medical student: professional assistance programs</p>

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4. Family and Interpersonal Violence	<ul style="list-style-type: none"> -Communication skills for history/identifying issues -PTSD/sexual trauma -Appropriate identification of etiology of problems -Co-morbid conditions -Address cognitive biases that lead to misdiagnosis/medical errors 	<ul style="list-style-type: none"> - Communication and clinical skills for detecting hidden agendas and undisclosed problems - Patient education and counseling related to violence prevention, consequences and interventions -Appropriate screening -Collateral effects (children living in home with partner abuse) 	<ul style="list-style-type: none"> Reporting abuse and neglect for child/elder/dependent adults 	<ul style="list-style-type: none"> -Safety planning -Referral to appropriate social services -Interventions for both acute and long term consequences (e.g., broken arm AND relationship concerns) Identifying barriers to treatment (shame/cost/social norms/ social environment, etc)

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5. Health Disparities/ Discrimination (Cultural Competence/ access to care)	<ul style="list-style-type: none"> -Address cognitive biases that lead to misdiagnosis/medical errors -Communication skills for accurate history/ use of interpreters, etc --Appropriate differential diagnosis (base rates of conditions, medical consequences) related to culture 	<ul style="list-style-type: none"> -Communication skills for diverse populations -Identify health beliefs and practices -Interventions for disparities/inequity and associated risks and needs -Access issues related to physician workforce 	Knowledge of conditions that are culturally appropriate and NOT REPORTABLE	<ul style="list-style-type: none"> Identifying barriers to treatment (cost/social norms/ social environment, etc) -Sensitivity to culturally informed treatment planning (inclusion of family, etc) -Ethics and professionalism: respect/ patient autonomy/advocacy/ <hr/> Diversity in health care training: preparation for working with diverse populations

Intended use of table:

To provide **examples** of topics that would be relevant to the societal issue; list not exhaustive

Examples most likely will be covered at the **event/session level** and be assessed in some way

Expect coverage longitudinally

Need to assure that when the topic is covered it is connected to the societal issue, not just covered in isolation (e.g. discussion of generic medications equivalency to name-brand medication would not suffice; it would need to be connected to the issue of access to treatment, costs of treatments; coverage of the reward pathway in the brain would only be related if connected to societal issues of psychosocial risk factors for substance abuse relative to the topic; etc.)

BOTTOM LINE: session coverage of topic must also make the connection to the societal issue