Health Equity Initiative Training Series: A Product of the North Dakota Department of Health and Human Services Community Engagement Unit

Overall Objective

The health equity training initiative aims to give participants the information and insights they need to identify inequities in the workplace. In the long term, the training will provide the knowledge and skills required to develop new structures, practices and approaches to improve outcomes and the quality of life for all North Dakotans.

Health equity provides individuals the same opportunities to stay healthy, regardless of socioeconomic status and other factors that may impact health.

In this 9-module series, health equity concepts are covered and applied in progressively more in-depth contexts, ending with a final module on directly applying the content to the workplace.

This training will begin with fundamental health equity concepts, implicit bias and equitable communication strategies. It will provide foundational knowledge of factors driving health disparities, including social determinants of health (i.e., economic stability, education access and quality, healthcare quality and access, neighborhoods and built environments and those that impact social factors and community development) that can negatively affect health outcomes.

As the modules progress, learners will gain an understanding of health equity issues relevant to special populations, such as American Indians, Foreign-born, etc.

The final module in the series will provide more general tips and strategies to apply the concepts to the workplace.

Target Audience

This training is appropriate for individuals working in a wide range of occupations, including but not limited to healthcare, allied health professionals and others who have an impact on people's health (e.g., those in fields related to economic stability, education access and quality, neighborhoods and built environments and those that impact social factors and community development). While this training is based on North Dakota needs, it is appropriate for individuals across the United States.

<u>**Health Equity Training Initiative, topics and objectives**</u>

1) *Health Equity Initiative*

   Educational Objectives: Upon completion of this program, the learner will be able to:

- Describe what health equity is and why it matters
- Explain the history of health disparities
- Identify major contributors to health
- Classify the social determinants of health
- Distinguish the differences between culture, cultural competency, cultural humility and cultural awareness
- Summarize the concept of intersectionality
- Outline the HUMBLE model

2) *Bias*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Define implicit and explicit bias and understand why they are important
- List key principles of bias
- List types of biases and work through examples
- Define terms associated with bias, such as microaggressions or stereotypes
- Explain the two main strategies for dealing with bias and go through some engaging activities to check our bias

3) *Effective Communication*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Discuss the importance of having medical interpreters and discuss some guidelines for using medical interpreter services
- Describe some health literacy facts and how health literacy affects everyone
- Understand the health literacy maps and provide some recommendations on how to communicate with people

4) *Person-first and Inclusive Language*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Understand communication terminology, how to communicate in the workplace, the communication process and effective communication
- Explain the concept of language, discriminatory language and some myths about language
- Describe the concept of inclusive language and principles, inclusive language and the nine protected characteristics in the Equality Act of 2010
- Identify guidelines for using inclusive language in the workplace and with communities you serve, as well as how to do it effectively
- Apply the steps to practice using inclusive language
- Identify the concept of person-first language
- Discuss what it means to speak person-first and disability second

- Demonstrate the use of person-first language

5) *Supporting the American Indian Population*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Define American Indian terminology
- Explain Tribal sovereignty
- Identify North Dakota Tribal communities
- Describe American Indian historical trauma
- Discuss why there are barriers to American Indians accessing health care and strategies to better serve American Indians

6) *LGBTQ2S+ Population*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Define sexual orientation
- Define gender, gender identity and gender expression
- Summarize and identify important LGBTQ2S+ terminology
- Identify and define pronouns and gender pronouns
- Define Gender Expression and Gender Affirmation
- Identify and summarize LGBTQ2S+ stressors and health disparities

7) *Working with NFI Communities*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Describe some key definitions of the NFI population,
- Discuss some of the most common challenges faced by NFI individuals when they are in the United States.
- Identify several barriers to health care in NFI communities, and
- Identify some of the best practices for working with NFI communities and organizations

8) *Persons Living with Disabilities and the Aging Population*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Describe the population within each of these groups
- Discuss data on health disparities in relation to this group
- Discuss ways of combating implicit bias and health inequities amongst this group
- Understand effective communication, insurance, easy access to health and equitable healthcare relating to the disabled and the aged

9) *National Standards for Culturally and Linguistically Appropriate Services (CLAS)*

Educational Objectives: Upon completion of this program, the learner will be able to:

- Define National CLAS
- Discuss the importance of National CLAS
- Understand the structure of the National CLAS
- Explain the 15 CLAS Standards and their three themes
- Discuss the benefits of implementing the 15 CLAS Standards
- Be able to apply CLAS Standard concepts to one's practice
- Identify 2-3 changes that will be made in your workplace
- Obtain strategies for implementing each Standard