

MODULE 4: SDOH & HEALTH EQUITY

KEY LEARNING OUTCOMES & REFLECTION QUESTIONS

LEARNING OUTCOMES: FOR SELF-ASSESSMENT & REVIEW WITH COACH & MANAGER

1. Describe the social determinants of health, and determinants of Indigenous health, and how they contribute to health inequities.
2. Explain key public health strategies for addressing the SDOH and health inequities.
4. Identify the key relationship principles for engagement with Indigenous communities and how they would be applied in the school setting.
5. Apply trauma and violence-informed approaches to work in schools, and practices and attitudes that create cultural safety.
6. Describe unconscious bias and how to address it in order to reduce health inequities.
7. Describe how the HEIA tool can be applied to the school setting.
8. Define what is meant by the terms 'priority populations' and 'proportionate universalism'.
9. Describe the factors considered when prioritizing which schools will have more significant public health nursing support..

REFLECTION QUESTIONS: FOR SELF-REFLECTION & GROUP DISCUSSION

GENERAL

What were the key concepts from this module?

What impact would they have on your role as a school nurse?

How do you see yourself using them in your role, in particular as it relates to the broader school health role and in more specific COVID-19 activities?

MODULE 4 SPECIFIC

What strategies could you use to ensure you remain aware of your own unconscious bias and take action to address it to enhance your role as a school health PHN?

What key inequities exist for students and families, and what barriers do they face to achieving optimal health?

Using an SDOH lens, what challenges can you anticipate encountering in your role as a school health PHN? How would you see yourself addressing these challenges?

RESOURCES FOR LEARNING

PRIORITY RESOURCES: COMPLETE REVIEW WITHIN FIRST TWO WEEKS

1. [Wellesley Institute "Making the Connection" video](#)
2. [PHESC Reflective Webinar Series: Introduction to Social Determinants of Health](#)
3. [Ontario Public Health Standards: Requirements for Programs, Services, and Accountability](#)
 - o Read the following Standard and Guidelines:
 - [Health Equity, 2018](#)
 - [Health Equity Guideline, 2018](#)
 - [Relationship with Indigenous Communities Guideline, 2018](#)
4. [PHESC Indigenous Health Equity Online Course](#)
5. [Unconscious Bias Training Modules](#)
6. [Let's Talk: Public Health Roles for Improving Health Equity](#)
7. [Equity-Informed Responses to COVID-19](#)
8. [COVID-19: What We Know So Far About...Social Determinants of Health](#)
9. [Negative Impacts of Community-Based Public Health Measures During a Pandemic on Children and Families](#)
10. Documents &/or tools related to prioritization of schools (provincial or local)

ESSENTIAL RESOURCES: COMPLETE REVIEW WITHIN FIRST MONTH

1. [Public Health Ontario: Health Equity Impact Assessment Online Course](#)
2. [Trauma and Violence-Informed Approaches to Policy and Practice](#)
3. [Let's Talk: Targeted and Universal Approaches to Health Equity](#)

ADDITIONAL RESOURCES: FOR LEARNING AND REFERENCE

1. [National Collaborating Centre for Determinants of Health](#)
 - Take a look through this website to familiarize yourself with the available resources
2. [National Collaborating Centre for Indigenous Health](#)
 - Take a look through this website to familiarize yourself with the available resources
3. [RNAO SDOH E-Learning Module](#)
4. [RNAO SDOH Brochure & Webpage](#)
5. [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)
6. [Ontario Indigenous Cultural Safety Program](#)
 - Cost for course participation

PLEASE COMPLETE MODULE 4 EVALUATION