

# Health Promotion and Health Equity

---

## Facilitator's Guide

### Subject Matter Experts

- Rodrigo Monterrey, Massachusetts Department of Public Health (MDPH), Office of Health Equity, Deputy Director
- Erica Piedade, MDPH, Office of Local Regional Health, Director of Local Public Health Initiatives

### Contributor

- Kathleen MacVarish, Boston University School of Public Health (BUSPH), Associate Professor of the Practice

### Special Acknowledgements

- Advisory Committee members of the Institute for their many contributions to this training
- BUSPH Activist Lab Education Team, chiefly, Educational Technologist Liam Hunt
- Caroline A. Kinsella (President of the Massachusetts Association of Public Health Nurses [MAPHN]) and Amanda Stone (former President of MAPHN) for adopting this training and regularly reviewing it for accuracy and completeness

**Disclaimer:** This training and all supporting material was supported by funds made available from the Centers of Disease Control and Prevention, Office for State, Tribal, Local and Territorial Support, under B01OT009024. Additionally, this training was supported by the Grant Number, 5U90TP116997-10, funded by the Centers for Disease Control and Prevention and the Assistant Secretary for Preparedness and Response. This project is also supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant UB6HP27877.

The views and opinions expressed as part of the training and all related documents and course materials are those of the authors and do not necessarily represent the views and opinions or the official position of, or endorsement by, the Centers for Disease Control and Prevention, its Public Health Emergency Preparedness Program, the Office of Assistant Secretary for Preparedness and Response (ASPR) Hospital Preparedness Program, or that of HRSA, HHS, or the U.S. Government.



Boston University School of Public Health



# Table of Contents

<b>Facilitator's Guide .....</b>	<b>1</b>
<b>Guide Overview.....</b>	<b>3</b>
<b>Before You Begin.....</b>	<b>4</b>
<b>Introduction.....</b>	<b>6</b>
<b>Healthy People Initiative.....</b>	<b>7</b>
<b>What is Health?.....</b>	<b>8</b>
<b>What is Health Equity? .....</b>	<b>9</b>
<b>Health Promotion for Everyday Practice.....</b>	<b>10</b>
<b>Health Promotion Planning and Action.....</b>	<b>11</b>
<b>Moving Forward .....</b>	<b>12</b>
<b>Conclusion and Additional Resources.....</b>	<b>13</b>

## Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at <http://sites.bu.edu/masslocalinsitute/>. However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator's Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1. Access via high-speed internet: <http://sites.bu.edu/masslocalinsitute/>
2. Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at [lphi@bu.edu](mailto:lphi@bu.edu).

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on 'next page' or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:

- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

July 2018

Kathleen MacVarish  
Seth Eckhouse

## Before You Begin

- ✓ Plan approximately 1 hour to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.
- ✓ Complete the online training on your own.
- ✓ Read this Facilitator's Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.
- ✓ As you complete the training and review the Facilitator's Guide, look for segments to include examples specific to your audience and your own experience.
- ✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.
- ✓ Determine what equipment you want to incorporate into delivering the training.
- ✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.
- ✓ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

## Teaching Tips – Alternatives to “Are there any questions?”

Often asking “*Are there any questions?*” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.



### Identify expectations

Participants can write down 1-2 questions they believe the session will answer.



### Make diagrams

Ask individuals or small groups to draw a diagram that illustrates the material.



### Identify unanswered questions

Ask individuals/ groups to write down 1-2 questions they still have.



### Create potential exam questions

Ask participants to generate potential exam questions and answer them.

## Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.

## Introduction (Page 2)

---

**Introduce** yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course.

**Explain** that this training will also serve as a valuable resource to all LBOH members and health department staff because it has links to:

- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

**Discuss the purpose of the course.** The purpose of this course is to detail what is meant by health and health equity. It will also outline health promotion strategies that LBOH can use when planning and implementing interventions that support the health and well-being of all individuals and families in their community.

### **Review Learning Objectives.**

After completing this training, you will be able to:

- Describe the Healthy People initiative and leading health indicators
- Define and differentiate between the terms *health*, *public health*, *health equity*, *health disparity*, *health inequity*, and *social determinants of health*
- Detail three health promotion strategies
- Identify three planning steps and seven action plan elements for a successful health promotion intervention
- Name four ways you can support health equity in your community

## Healthy People Initiative (Page 3)

---

**Introduce** the CDC's Healthy People initiative.

**List** the four overarching goals of Healthy People 2020 (HP 2020).

**Explain** what leading health indicators are used for, and list the 12 topics they can be categorized into.

**Note** that the goals of HP 2020 can't be reached without multi-sector collaboration and community partnerships.

**Ask** participants to discuss how they define their community and who their community partners are.

**Conduct** the quiz group activity with participants.

## What is Health? (Page 4)

---

**Define** *health* per the World Health Organization (WHO).

**List** some things that determine health.

**Use** the pie chart figure to show that, according to the 2017 Massachusetts State Health Assessment, genes, biology, and health care represent only a small percent of what makes us healthy; social and economic factors have a much greater impact.

**Define** *social determinants of health*, and explain how they are related to health equity.

**Ask** participants to offer some examples of economic and social conditions that can influence health.

**Name** the six categories that MDPH has grouped social determinants of health into, and explain why they identified and prioritized these categories.

**Introduce** PH 3.0 and explain what is different about it from previous public health models.

**Review** the quotes from Karen B. DeSalvo, acting Assistant Secretary for Health at the U.S. Department of Health and Human Services.

## What is Health Equity? (Page 5)

---

**Explain** how HP 2020 is different from HP 2000 and HP 2010.

**Define** *health equity*, *health inequities*, and *health disparities* per the San Francisco State University Health Equity Institute.

**List** the commitment requirements for achieving health equity on the professional and health department level.

**Describe** the mission and goals of the MDPH Health Equity Workgroup.

**Use** the example of the infant mortality rate in Massachusetts to illustrate what health equity, health inequity, and health disparities look like in reality.

**Ask** participants to offer ideas as to what causes the disparities in the infant mortality rate in Massachusetts, if they constitute inequity, and what steps can be taken to achieve health equity.

**Conduct** the self check activity with participants.

## Health Promotion for Everyday Practice (Page 6)

---

**Name** the five theories and models that most health promotion and disease prevention programs incorporate, as identified by the Rural Health Information Hub (RHIfhub).

**Note** that no one model works for every situation.

**Review** the quotes from Glenn Laverack, author of “The Challenge of the ‘Art and Science’ of Health Promotion.”

**List** the three commonly used strategies for integrating health promotion and disease prevention perspectives into everyday practice, as identified by RHIfhub.

**Define** *health communication* per the CDC.

**Detail** what health communication refers to and the powerful role it can play in working toward health equity.

**Identify** common communication vehicles.

**Describe** some elements that are important to consider in the planning stage of a health intervention.

**Define** *health education* per the WHO.

**Detail** what health education aims to achieve, and provide some examples of health education activities.

**Explain** that the Massachusetts Health Promotion Clearinghouse offers free health promotion materials that can be used as part of participants’ health communication and health education efforts.

**Use** the roll over tab activity to describe the role of policy, systems, and environmental change.

**Brainstorm** with participants ways the three health promotion strategies could be used to address the opioid epidemic in their communities.

**Conduct** the self check activity with participants.

## Health Promotion Planning and Action (Page 7)

---

**Emphasize** that health promotion works best when there is a thoughtful planning and implementation process.

**List and describe** the three tasks that should be done during the planning phase: identify the problem, define the at-risk population, and collect data.

**Note** that a best practice would be to reach out to neighboring communities to find out if they have similar problems, and if they have made any efforts to address them.

**Explain** that after completing the planning phase, it is time to put the plan into action.

**Note** that including members of the community in all aspects of the process increases your chances of success for your intervention and for achieving health equity.

**Ask** participants to print or save the Action Planning template, developed by Health Resources in Action, which they can use to turn their vision into a concrete plan.

**Discuss** the seven elements that should be part of any action plan, and **explain** that communities can choose to add others as well.

**Emphasize** the importance of including a strategy for monitoring/evaluation to assess if the intervention/plan worked.

**Conduct** the quiz group activity with participants.

## Moving Forward (Page 8)

---

**Use** the graphic to illustrate that the vision and mission of the MDPH is to support health equity for all people in the Commonwealth.

**Review** the selected passage from the 2017 Massachusetts State Health Assessment.

**Ask** participants how they are working to promote health in their community.

**List** some ways participants can support health equity in their community.

**Detail** how the Communities that Care Coalition is working to support health equity in Franklin County and the North Quabbin region of Massachusetts.

**Conduct** the self check activity with participants.

## Conclusion and Additional Resources (Page 9)

---

**Encourage** participants to use the Job Aid that summarizes key points from the training for future reference.

**Review** the Learning Objectives.

- Describe the Healthy People initiative and leading health indicators
- Define and differentiate between the terms *health*, *public health*, *health equity*, *health disparity*, *health inequity*, and *social determinants of health*
- Detail three health promotion strategies
- Identify three planning steps and seven action plan elements for a successful health promotion intervention
- Name four ways you can support health equity in your community

**Offer** additional resources for further information.

### Certificate of Completion

---

At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute's website and complete the pre-test, the post-test and the evaluation.