

WSCC TEAM

HEALTH EQUITY

> Handout Packet



Handout Packet for Health Equity in Schools

Handout #1: What Do You Know?

Handout #2: Key Points and Notes

Handout #3: Using a Health Equity Lens

Handout #4: Closing and Optional Activity

Handout #5: Additional Resources

“For he who has health has hope; and he who has hope, has everything.”

— OWEN ARTHUR

Handout #1: What Do You Know? (True/False)

NOTES:

- _____ 1. Children of poverty and children from affluence have the same percentage of infectious diseases, injuries, social/emotional, and behavioral problems.
- _____ 2. Schools that screen all students for vision, hearing, dental, and scoliosis are engaging in equitable health practices.
- _____ 3. Continuously striving to reduce barriers to achievement (such as lack of access to health care, inequitable health resources, chronic absenteeism, and engagement in high-risk health behaviors) are examples of striving for health equity.
- _____ 4. The primary purpose of school is to improve academic outcomes. Due to the demands of teaching and learning, schools should not focus their efforts on improving the physical and mental health of students. (This is personal.)
- _____ 5. Schools providing free breakfasts and lunches to students who qualify for free and reduced-cost lunch is an example of a health equity practice.

Handout #2: Key Points and Notes

KEY CONCEPTS:

Health Equity: Everyone has a fair and just opportunity to be healthy; providing them with what they need based on their situation to attain their full potential.

Health Equality: Everyone is treated the same, but it may or may not result in equitable outcomes.

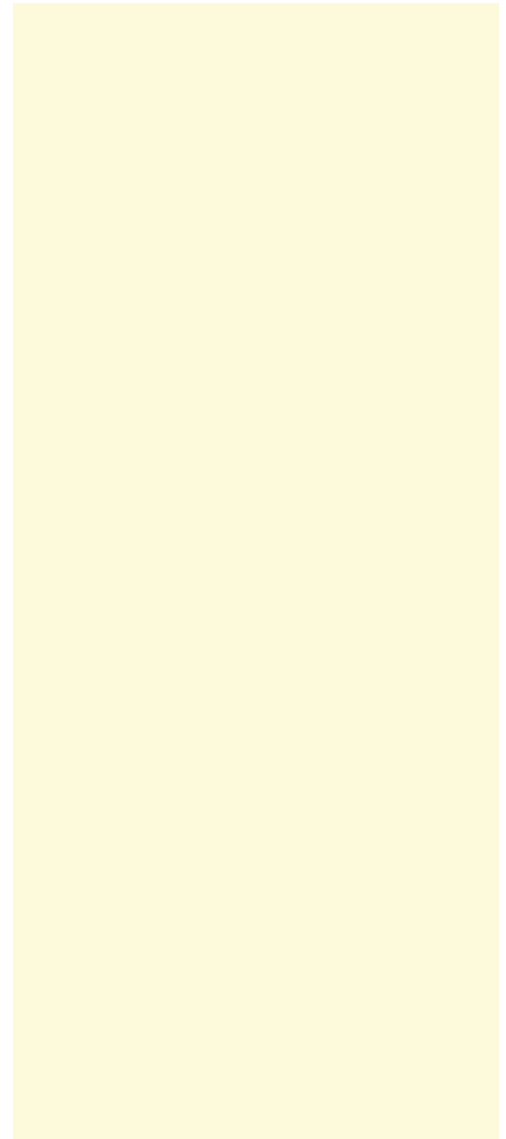
Health Disparities: Preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.

Health Equity/Disparity Facts:

- Educational attainment is a predictor of the level of health and health care.
- Underserved populations often lack access to the same level of health care and educational opportunities as their affluent peers.
- Progress in health equity is measured by how health disparities change over time.

The Every Student Succeeds Act (ESSA) recognizes the need for schools to support the whole child and specifically acknowledges the importance of health and wellness in supporting learning and academic achievement. Under ESSA, states have more authority and flexibility in establishing their plans and strategies. This gives states an opportunity to implement ESSA in a way that supports health and wellness.

NOTES:



Handout #3: Using a Health Equity Lens

Directions: Read each of the three definitions and examples: health disparities, health equality, and health equity. Develop additional examples of each.

HEALTH DISPARITIES		
<p>Definition: preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations. (CDC)</p> <p>Example: Decreased access to feminine hygiene products based on zip code or socioeconomic status. (Affects school attendance and participation in physical education and sports.)</p> <p>Example:</p> <p>Example:</p>		
EQUALITY		HEALTH EQUITY
Everyone is treated the same, but it may or may not result in equitable outcomes.	Definition	When every person has the opportunity to “attain his or her full health potential” and no one is “disadvantaged from achieving this potential because of social position or other socially determined circumstances.” (CDC)
All female high school students are given access to free tampons, regardless of personal or religious beliefs.	Example	All female high school students are given access to free feminine hygiene products and may choose the kind that is aligned with their personal needs and beliefs.
	Example	
	Example	

Health equity is achieved by eliminating health disparities.
 Careful consideration must be made to ensure equity not equality.

Handout #4: Closing and Optional Activity

NOTES:

1. One word to describe how you felt about what you learned today. _____
2. Two things you learned:
 - _____
 - _____
3. Three people in your school whom you are going to share this information with.
 - _____
 - _____
 - _____

Actions Toward Health Equity—Optional Activity

Brainstorm a list of actions your WSCC team could take to promote health equity in the school and community.

SCHOOL	COMMUNITY

Handout #5: Additional Resources

Braveman, P., Arkin, E., Orleans, T., Proctor, D., & Plough, A. (2017). What is health equity? Robert Wood Johnson Foundation. Retrieved from <https://www.rwjf.org/en/library/research/2017/05/what-is-health-equity-.html>

Braveman, P., Acker, J., Arkin, E., Proctor, D., Gillman, A., McGeary, K.A., & Mallya, G. (2018). Wealth matters for health equity. Robert Wood Johnson Foundation. Retrieved from https://www.rwjf.org/en/library/research/2018/09/wealth-matters-for-health-equity.html?rid=0034400001kzY4bAAE&et_cid=1660865

Center for Poverty Research, University of California, Davis. (n.d.). How is poverty related to access to care and preventative healthcare? Data from the Centers for Disease Control. Retrieved from <https://poverty.ucdavis.edu/faq/how-poverty-related-access-care-and-preventive-healthcare>

Centers for Disease Control and Prevention (CDC). (n.d.). Data from 2017 Youth Risk Behavior Surveillance System (YRBSS). Retrieved April 27, 2019 from <https://tinyurl.com/y6on53d7>

Centers for Disease Control and Prevention (CDC). Health disparities (n.d.). Retrieved from <https://www.cdc.gov/healthyouth/disparities/index.htm>

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Healthy Schools Campaign. (2019). About. Retrieved from <https://healthyschoolscampaign.org/about/>

National Academies of Sciences, Engineering, and Medicine. (2017). *Communities in action: Pathways to health equity*. Retrieved from <https://www.nap.edu/catalog/24624/communities-in-action-pathways-to-health-equity>

Office of Disease Prevention and Health Promotion. (2019). Healthy People 2020. Retrieved from <https://www.healthypeople.gov/>

Robert Wood Johnson Foundation (2009). Education matters for health [PDF]. Retrieved from <http://www.commissiononhealth.org/PDF/c270deb3-ba42-4fbd-baeb-2cd65956f00e/Issue%20Brief%206%20Sept%2009%20-%20Education%20and%20Health.pdf>

Society for Public Health Education (SOPHE). (2019). From *commitment to action: Creating healthy and equitable schools*. Washington, DC. Retrieved from <https://www.sophe.org/focus-areas/school-health/>

The Community Guide. (n.d.). Systematic review. Health equity: School-based health centers. Retrieved from <https://www.thecommunityguide.org/findings/promoting-health-equity-through-education-programs-and-policies-school-based-health-centers>

World Health Organization (WHO). (2017). Health promoting school: An effective approach for early action on NCD risk factors. Retrieved from www.who.int/healthpromotion/publications/health-promotion-school/en/.

Videos:

Health Equity Institute for Research, Practice, and Policy. (December 2, 2014). What is health equity? [Video file]. Retrieved from <https://www.youtube.com/watch?v=ZPVwgnp3dAc&feature=youtu.be>

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