

Name: _____

Health Equity Checklist for Residents

☐ STEP 1. Get into a “health equity” frame of mind

Review these concepts that should be considered while reflecting on your work.

Equity	attainment of the highest level of opportunity/engagement/health for all ¹
Disparities/inequities	differences in opportunity/engagement/health based on characteristics of individual or group diversity
Diversity	the varied identities and experiences within our teams and the families and communities we serve
Inclusion	inviting all people to take part in building our processes and structures, a necessary step to achieving best outcomes
Bias (implicit or explicit)	preferences in individuals and systems or processes that can drive differences in opportunity/engagement/health
Racism	system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call ‘race’) ²
Anti-racism	practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism ³
Cultural humility and competency	attitudes, knowledge, and skills needed to work effectively with those who are different from us, includes cultural awareness/sensitivity/responsiveness
Social determinants of health	conditions in which people are born, grow, live, work and age; shaped by distribution of money, power and resources ⁴

1. adapted from Healthy People 2020, <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>; 2. American Academy of Pediatrics, The Impact of Racism on Child and Adolescent Health 3. Ontario Anti-racism Secretariat; 4. World Health Organization, https://www.who.int/social_determinants/sdh_definition/en/

☐ STEP 2. Think about health equity broadly

There are many characteristics of diversity known to contribute to disparities in opportunity, engagement, and health in our communities and our workplaces. These include:

Age, education, job role, income, neighborhood/ZIP code, disability, gender identity, sexual orientation, race/ethnicity, language preference, literacy, religion, immigrant status, acculturation, and many others.

☐ STEP 3. Reflect on all areas

When considering your work, explore how concepts and characteristics listed in STEPS 1 & 2 relate to your self-understanding, your learning environment, and your clinical environment.

☐ STEP 4. Keep track of your thoughts

Please use the worksheet on the next page to record how the concepts above do or don't apply to your work.

Name: _____

Worksheet for including HE in your work

Please record your thoughts about how the terms and characteristics listed in the checklist might apply to your work as a resident.

1. Self-understanding – What insight do you have into your own cultural lenses, biases/preferences, and intercultural sensitivity? How do these affect your interactions with others? How can you learn more?

Please explain:

2. Learning environment – How is health equity included in your residency program, for example in recruitment and selection, education/training, and evaluation of you and your faculty? What is missing? What role can you play, personally, in improving the inclusion of health equity perspectives in your program? How can you learn more?

Please explain:

3. Clinical environment – What role does health equity play in your clinical care? How well do you know the communities and cultures your patients and families come from? In what ways do you or could you automatically include a health equity lens in your clinical encounters? How can you learn more?

Please explain:

Questions? Not sure how to best use this tool? Please contact JC Cowden (jdcowden@cmh.edu) with the Health Equity Integration Project (HEIP) at Children's Mercy Kansas City.

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