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## **Frequently Asked Questions (FAQs)**

**Answers to common questions about the "Roots of Health Inequity" website and learning collaborative**

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### ***Q: Who is the audience for this site? Is the language too complicated?***

The Roots of Health Inequity Learning Collaborative is available to *any* professional that is interested in addressing the root causes of health inequity. Our material is primarily focused on the experiences of staff members working in local public health departments at all levels. Our participants may also include public health researchers and students, members of government agencies, and staff members at community-based organizations.

As a starting point for discussion, the Roots of Health Inequity introduces concepts that may be familiar to seasoned social justice advocates working in public health. Because this site offers a chance for collaborative learning, use the wealth of your experience to build on these concepts and challenge your group members with additional material.

Remember, each group member is responsible for helping the group get the most from this experience, regardless of background or expertise.

If you find the material challenging or have questions about the meaning of a passage, ask your fellow group members for their perspectives and ideas. If your group includes people who are already familiar with these concepts, turn to them for help. You can also find additional background information in the Related Resources section of each unit.

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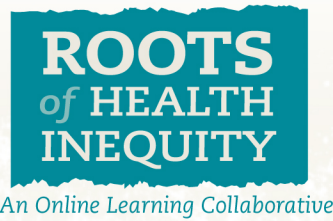
### ***Q: How much time should I set aside to do this?***

The Roots of Health Inequity site offers a collection or menu of activities and discussions. There is no prescribed amount of time necessary to participate on the site or to review material. You don't have to go through each unit from start to finish or feel pressured to explore the material in a particular order. Your group is free to explore the material or participate in the discussions you find most interesting.

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### ***Q: Will Roots be used in accreditation processes and performance reviews?***

There are no plans to tie this course into formal accreditation and quality improvement processes, although participating organizations are welcome to



incorporate material from this course into their staff development programs.

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***Q: Can I get Continuing Education credits for this activity?***

Yes, you can receive Continuing Education for the first unit in this course. That unit is titled "Where Do We Start" See that unit for details. Credit are as follows:

**The International Association for Continuing Education and Training CEU:** The CDC has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102. The CDC is authorized by IACET to offer 0.2 ANSI/IACET CEU's for this program.

**For Nurses, CNE:** The Centers for Disease Control and Prevention is accredited as a provider of Continuing Nursing Education by the American Nurses Credentialing Center's Commission on Accreditation. This activity provides 2.4 contact hours.

**For Health Educators, CECH:** Sponsored by the Centers for Disease Control and Prevention, a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designed for Certified Health Education Specialists (CHES) to receive up to 2.5 Category I CECH in health education. CDC provider number GA0082.

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***Q: I live and work in a rural/urban/suburban community/in a different type of organization/in a different work environment, how can you be sure these case studies apply to me?***

As a national organization, NACCHO has surveyed the landscape of local public health practice across the country. Each example and case study includes issues common to many public health practitioners focused on addressing the root causes of health inequity.

Even if you work in a huge city like New York or a small Southwestern manufacturing town, you may see some connections between the experiences of the people living in these areas and your community members and your organization. As a participant in this learning collaborative, you are responsible for identifying the underlying themes and discussing how they relate to your organization and community.

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***Q: What is a Learning Group and how and when do I need to form one?***

The Roots of Health Inequity is designed to be an interactive, group-based experience. All activities involve group discussion and participation as well as teamwork. Before registering for the Learning Collaborative, form a group in your organization that includes members with different roles and functions. Choose a Group Leader. When it comes to professional roles and responsibilities, consider including colleagues who work in many different parts of your organization, play different roles, and have different experiences in addressing health equity and learning about the root causes. With this type of diversity, your group discussions may reveal surprising insights and opportunities.

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***Q: How will I choose activities and work with Group?***

After selecting a group leader and forming your group you are asked to engage in group decisionmaking before beginning most discussion activities. You may be asked to decide, as a group, which discussion prompts you will answer or whether you would like to pose your own questions. To come to a decision, your group may decide to vote or build consensus—a valuable process on its own.

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***Q: Can I participate on my own?***

If you want to take the course with others, but are not able to form a group from your organization, join the "General Group." You will see the comments from other members and you can engage in their discussions, activities, and bulletin board posts. Access the course units from the group page under the heading "Units." Take this course as a solitary individual by creating a private, closed group. Comments and postings from other members will not appear in this type of group.

NOTE: Continuing Education requirements include participation in group discussions.

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***Tips for using the Site***

- **Feel free to choose.** Don't feel pressured to go through the entire unit in one sitting or go through the material in a particular order. Your group is free to explore the material or participate in the discussions you find most interesting. If your group is not interested in pursuing Continuing Education Units, then your team can decide whether to create its own requirements.



- **Set expectations for participation.** Work with your group to develop guidelines around group participation. Are you interested in getting Continuing Education credits? Are members of your group more intrigued by some discussion prompts than others? Do you expect group members to respond to discussion comments within a certain time? Come to a decision on issues like these, as a group, before you begin.
- **Establish “group norms.”** Because you will be working as a group and discussing sensitive issues, take some time to create ground rules for a respectful discussion (e.g., “there is no hierarchy and everyone is equal, so everyone will have an opportunity to post an original comment and see a response to that comment”) and decide on group members’ responsibilities (e.g., “what’s discussed in the group stays in the group”).
- **Use and share your deeper knowledge.** If you are an experienced facilitator or have experience participating in these issues, please feel free to discuss your experiences with your group members or suggest resources that can help your group answer discussion questions.
- **Set expectations for what you will find here.** No one lesson or predefined set of protocols or tools can eliminate health inequity. It will require a major paradigm shift within the public health community—one that involves reimagining public health as a field, taking risks, and engaging actively and strategically in the political process.