



An online course for the public health workforce.

Information on signing up for this course is located at the end of this document.

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Features & Highlights of the “Roots” Online Course

The “Roots of Health Inequity” addresses systemic differences in health and wellness that are unfair and unjust. The online course is divided into two integrated sections — the community and the course units. The community is made up of self-formed groups that provide a private, supportive environment where colleagues can share their ideas, opinions and experiences. The course units were developed to assist public health practitioners in tackling the root causes of health inequities. This document describes the key features of both the community and the course units.

Sample screens are provided for visual guidance.

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The “Roots” Community

The course material is designed around group participation. For this reason, the course units can only be accessed through a group. Once you log into the “Roots” site, you can join or create an unlimited number of groups. For information on how to form a group or take the course as an individual, download “Create & Lead a Group” on the login in page.

Log In Page (See Sample Screen # 1)

The log in page is the doorway to the “Roots” community and the course units:

<http://members.rootsofhealthinequity.org/>

“My Dashboard” Page (See Sample Screen # 2)

After you log in, you will arrive at your private “dashboard” page that shows your recent activity in the course. From this page you can do the following:

- Go directly to the groups that you have created or joined. Once you join or create a group, you will see the name listed under “My Groups.” Click on the name to go to that group’s page.
- Manage the email notifications that you will receive from groups.
- Join a group that already exists.
- Create a group that you will lead.
- View all groups that are available for you to join.
- Manage the bookmarks that you make throughout the course under “My Bookmarks.”

- Learn about the content and activities in the five units of this course under “Unit Overview.”

Group Overview Page *(See Sample Screen # 3)*

This page provides an overview of recent group activity and serves as the central online meeting space for collaborative learning. From this page you can do the following:

- See a list of group members, as well as the group leader.
- Access the five course units by clicking on a title under “Units.”
- See recent comments made in the course units with links to that page in the unit.
- Participate in discussions with other group members. Create a discussion under “My Actions.”
- Post a note on the bulletin board under “My Actions.”
- Invite others to join this group using an email invitation.
- Leave the group by clicking on the link titled “My Membership” under “My Actions.”
- See group events under “Upcoming Events.” (If no events are planned, this listings will not appear on the page. Only group leaders can post calendar events.)
- Search for a term in both the community and the course units.

NOTE: Comments, discussions and bulletin board posts are available only to group members.

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The “Roots” Course Units

As a participant in this course, you will explore concepts and strategies by working through five units that describe different aspects of social justice as it relates to public health. Each unit provides an in-depth look at a specific topic using interactive maps and timelines, slideshows, resource libraries, video presentations, and interviews with practitioners. A few of the many features in the course are describe below:

- Units begin with an overview page that provides an introduction, goals, highlights and an index to unit content. *(See Sample Screen # 4)*
- Concepts and examples are introduced with text, video, slideshows and interactive presentations. *(See Sample Screen # 5)*
- Healthcare professionals talk about their area of expertise in “Voices from the Field.” *(See Sample Screen # 6)*
- Units have an extensive listing of “Resources” for further exploration of that topic. *(See Sample Screen # 7)*
- Certain pages provide space for group members to have private discussions about the topics and presentations. *(See Sample Screen # 8)*

NOTE: Continuing Education is available for the first unit in this course titled “Where Do We Start” Learn more under “Continuing Education” here: <http://rootsofhealthinequity.org/>

Sample #1: The "Roots" Log In Page

ROOTS
of HEALTH
INEQUITY

A Web-Based Course
for the Public Health Workforce

[Log in](#) | [Request new password](#)

Welcome, please log in.

"The Roots of Health Inequity" is an online course for the public health workforce.

This course contains five units that present different aspects of social justice as it relates to public health. Each unit provides an in-depth look at a specific topic by using interactive maps and timelines, slideshows, resource libraries, videos and interviews with practitioners.

Use your NACCHO login and password.*

E-mail

Enter your e-mail address.

Password

Enter the password that accompanies your e-mail.

[Log in](#)

*If you don't have a login and password, register at the [NACCHO](#) website.
Anyone can register and take this "Roots" online course.

QUICK START FOR NEW USERS

This course is organized around learning groups. You must be a member of at least one group to access course units. Links to the units are available from a group page. Follow these steps to get started:

- (1) Log in.
- (2) On your dashboard, click "Join a Group Now" or "Create a Group".
- (3) On the group page, click a title under "Units" to begin the course.

Help Guides

Download these visual help guides to learn how to use this online course.

[Main Features of this Course](#)
[Create & Lead a Group](#)
[Take the Course Without a Group](#)
[Navigating the Units](#)
[Index of Course Units](#)
[Frequently Asked Questions \(FAQs\)](#)

About the Course

Learn more about the course here.

[Technical Requirements](#)
[Continuing Education](#)
[About This Project](#)
[Contact NACCHO](#)
[Preview The Course](#)

Sample #2: "My Dashboard" Page

ROOTS
of HEALTH
INEQUITY

Welcome Average Joe,
Average Joe's Dashboard

MY DASHBOARD

[My Dashboard](#) | [My Groups](#) | [My Bookmarks](#) | [Groups Directory](#) | [Unit Overviews](#)

[My Dashboard](#) » Average Joe

Average Joe

801B Central Avenue,
Charlotte, NC 28202,
(704)344-0055
averagejoe@ikdev.com

My Recent Discussions

[Unit 1: Where Do We Start?: Discussion: Envision New Possibilities](#)
08/22/2011 10:48 PM
General Group
In critical race theory, unearned privilege is a way of conceptualizing racial inequalities that focuses as much on the advantages that white people accrue from society as on the disadvantages that people of color experience. Most such theories focus on American and European societal condition, since inequality between whites and non-whites is a long-standing feature of these academic areas. White privilege differs from conditions of overt racism or prejudice, in which a dominant group actively...

My Recent Bulletin Posts

[Be sure to see the "How Class Works" video](#)
11/03/2011 05:19 PM
General Group
This animation speaks to what is going on in our country right now. You can share this with the general public by sharing this link from the preview site for the course:<http://rootsofhealthinequity.org/how-class-works.php>

My Upcoming Events

Event Title (created by)	Group	Date
Conference Call by Allison Wolf	General Group	11/07/2011
Kickoff Meeting by Allison Wolf	General Group	11/04/2011

My Groups

Groups in this community that you have joined. Click on a name to participate in a group's activities.

[General Group](#)
[Test Group](#)

My Actions

Click on the links below to take the action described.

[Manage Notifications](#)
[Join A Group](#)
[Create A Group](#)
[View All Groups](#)

My Bookmarks

Direct links to individual pages that you bookmark in this site.

You have not yet bookmarked any content. To make a bookmark, scroll to the bottom of any page and click on the "Bookmark This" text. When you return to "My Dashboard", you will see your list of bookmarks here.

[Manage My Bookmarks »](#)

Unit Overviews

Learn more about the content and activities in the five units of this course. [Go Now »](#)

Sample #3: Group Overview Page (General Group)

Welcome **Average Joe**,
You are working in **General Group**

ROOTS Community

MY DASHBOARD

[Group Overview](#) | [Units](#) | [Discussions](#) | [Bulletin Board](#) | [Calendar](#)

[My Dashboard](#) » General Group

General Group

Group Managers

admin
Andrew Martin

Group Members

[abarna@bedhd.org](#)
[abby.charles@gmail...](#)
[admin](#)
[agkefaldas@charter...](#)
[Allison Wolf \(Online\)](#)
[Andrew Elligers](#)
[Andrew Martin](#)
[Average Joe \(Online\)](#)
[awarlen@indepmo.org](#)
[denise.payton@kct...](#)
[dogondoutchi@aol.com](#)
[frances.varela@sp...](#)
[hughesbd@dhec.sc.gov](#)
[Julianne_Price@do...](#)
[khy8@cdc.gov](#)
[kodegaard@wisc.edu](#)
[kristen.westfall@...](#)
[kristin.dixon@ful...](#)
[Lou Kinard](#)
[Iscootkerblom@co...](#)
[Michael Coletta](#)
[Mikhaila Richards](#)
[ngozi.oleru@kingc...](#)
[Richard Hofrichter](#)
[schafer.l@ghc.org](#)
[Simon Simple](#)
[susan.triggs@vdh...](#)
[Tim Songer](#)
[ushah@hcpes.org](#)
[vqp7@cdc.gov \(Online\)](#)

Group Description:
Join the General Group if you want to take the course with others, but do not have a pre-arranged set of co-workers, colleagues or friends ready to take the course with you. Note that you must be a member of at least one group to access the educational content in the course units.

Recent Group Activity

Unit 1: Where Do We Start?: Discussion: Envision New Possibilities
10/29/2011 02:56 PM
I have found, from experience, that most forums are made up of the leaders of the local community. Many of the committees that I am on do not have representation from the underserved in our community. Living in a small,...

Unit 1: Where Do We Start?: Discussion: Envision New Possibilities
10/29/2011 02:51 PM
I agree with the responses related to the fact that senior leaders will have to be fully on board to address health inequities. There needs to be specific definitions in order for everyone to truly understand the problems...

Unit 3: Public Health History: Discussion: Thoughts About the Examples
09/22/2011 04:48 PM
It is amazing how strong the linkage is between social justice and positive health outcomes. It seems so silly to think that we can continue to let people be paid unfare wages and subsequently eat unhealthily, live in poor...

Unit 3: Public Health History: Discussion: Thoughts About the Examples
09/22/2011 02:32 PM
I was surprised by the info about the documentary about loving everyone.

Unit 3: Public Health History: Discussion: Thoughts About the Examples
09/15/2011 12:59 PM
The House We Live In was interesting...

Units

Below are the five units of this course. Click on a title to enter that unit.

[Unit 1: Where Do We Start?](#)
[Unit 2: Perspectives on Framing](#)
[Unit 3: Public Health History](#)
[Unit 4: Root Causes](#)
[Unit 5: Social Justice](#)

My Actions

Click on the links below to take the action described.

[My Membership](#)
[Create Discussion](#)
[Create Bulletin Board Post](#)
[Invite Members](#)

Upcoming Events

For a complete calendar click on "See All Events."

[Kickoff Meeting](#)
 11/04/2011 11:30 AM
[Conference Call](#)
 11/07/2011 02:00 AM
[See All Events](#)

Recent Bulletin Board Posts

Be sure to see the "How Class Works" video **new** [Average Joe](#) 57 sec ago

Recent Discussions

[What do our testers think about this course?](#)
 2 replies
[Lou Kinard](#)
 6 weeks 28 min ago

Search

Find specific content in the units and group with this keyword search.

Search group

Sample #4: Unit 1 Overview Page

ROOTS
of HEALTH
INEQUITY

Welcome **Average Joe**,
You are working in **General Group**

Unit 1: Where Do We Start?

MY DASHBOARD

[Overview](#) | [CE Statement](#) | [Workforce Capacity](#) | [Community Engagement](#) | [Leadership](#) | [CE Exit](#) | [Voices](#) | [Resources](#)

Unit 1: Where Do We Start?

[Next](#)

Purpose and Overview

Acting on the causes rather than the consequences of health inequities can seem an impossible challenge. Many public health officials committed to social justice wonder where they should start and how they can advance public health practice.

This unit offers a place to start and space for examining your place in society, exploring your organization's culture, and reflecting on the challenges you face.

GOALS FOR THIS UNIT

The goal of this course is not to answer all of the questions associated with the roots of health inequity, but to provide a forum in which your team can have a thoughtful discussion that will inform your work and provide some resources and strategies that will provide support as you develop your own ideas about the fundamental social injustices and institutional manifestations that generate these inequities, as you remain dedicated to eliminating them in disease and illness.

After taking this course, you will be able to:

- Identify methods for beginning to shift elements of public health practice and organizational culture toward the elimination of health inequity.
- Examine approaches to addressing how "privilege" and "power" affect your capacity to act on the root causes of health inequity.
- Describe the components of community capacity and community engagement.
- Describe how political pressure influences public health practice.

This course was built for you to become a co-creator of knowledge. Groups should initiate discussions; you should respond to others in your Learning Group, and hopefully, continue to discuss and explore these ideas offline.

Highlights & Features

Biggest Obstacles Poll
INTERACTIVE
Take Poll Now
[GO NOW](#)

Action at the Neighborhood Level
INTERACTIVE
Polluting Sites in Northern Manhattan
[GO NOW](#)

A Neighborhood Fights Back
INTERACTIVE
West Harlem's Battle for Clean Air
[GO NOW](#)

Exposing Hidden Interests
SLIDESHOW
Smallville Case Study
[GO NOW](#)

Index of Content for this Unit

Click on a title to jump to that page.

Workforce Capacity

- Let's Start
- INTERACTIVE: Biggest Obstacles Poll
- Inspire Change From Within
- SLIDESHOW: Doak Bloss
- DISCUSSION: Confront Unearned Privileges (CE)
- DISCUSSION: Envision New Possibilities

Community Engagement

- Authentic Community Engagement
- Action at the Neighborhood Level
- INTERACTIVE: Polluting Sites in Northern Manhattan Interactive
- INTERACTIVE: A Neighborhood Fights Back
- DISCUSSION: Thoughts about the Presentation
- DISCUSSION: Share Your Experience (CE)

Leadership

- Competing Interests and Political Pressures
- DISCUSSION: Political Pressure Points
- DISCUSSION: Sharing Strategies
- Exposing Hidden Interests
- INTERACTIVE: Smallville
- DISCUSSION: Focusing on Smallville
- DISCUSSION: Scrutinizing Decisions (CE)
- Statements, Assumptions and Actions
- COMPARISONS and DISCUSSION: Statements, Assumptions and Actions

Voices from the Field

- Index of Voices
- Dr. Renee Canady
- Vernice Miller-Travis (CE)
- Dr. Umair A. Shah
- Doak Bloss

Resources

- Index of Resources
- A Starting Place
- Recognizing Community Strengths
- Community Relationships: A Self-Assessment
- Rajiv Bhatia: Using Our Voice Excerpt

Conclusion

- The Last Word
- Satisfaction Survey

[Printer-friendly Version](#) | [Unbookmark This](#)

[Next](#)

Sample #5: Interactive on Hurricane Katrina in Unit 4

ROOTS of HEALTH INEQUITY

Welcome Average Joe,
You are working in General Group

Unit 4: Root Causes

MY DASHBOARD

Overview | Class Oppression | **Racism** | Gender Inequity | Conclusion | Voices | Resources

Previous

Next

Hurricane Katrina: The Unnatural Disaster?

The devastation caused by Hurricane Katrina was not an accident. Nor was it simply an issue of mismanagement. Instead, Katrina is a story of racism and severe poverty in a highly segregated city. More than a third of those affected lived below the poverty line. If asked who would suffer the most, the answer was predictable.

DIRECTIONS: After the interactive has loaded, click on the yellow navigation buttons to see the changing population of New Orleans and how racism contributed to the hurricane disaster.

New Orleans in the Early Twentieth Century

Lake Pontchartrain

African American Population

Less than 20% More than 40%

French Quarter

1900 1910 1920 1930 1940

Drag the timeline

1 2 3 4 5 6 7 8 9 10

Back Next

In the aftermath of Plessy v. Ferguson, New Orleans endured as a racially and culturally vibrant city. Throughout the first half of the twentieth century, a rigid caste/race system maintained social distance, but land constraints meant people of color were likely to live in a community with or near whites. Although poverty was widespread, it was not yet geographically concentrated by race.

What were the root causes of the Katrina disaster?

The map interactive above reflects the changes in power at all levels and how it contributed to the social and economic inequities that placed people in positions of extreme vulnerability. New Orleans and the Gulf Coast states in 2005 had some of the worst levels of poverty, unemployment, and political participation anywhere in the country.

In many neighborhoods limited transportation, lack of social services, policies of the real estate industry, and so forth suggest that a series of accumulated decisions by many public agencies and private organizations led to the disaster that did not have to happen. Many residents who left have never returned.

Up Next

Justice on the Table

This video describes how migrant farm workers in the United States suffer disproportionately from their immigrant status and ethnicity, experiencing uniquely wretched, dangerous working and living conditions. [GO NOW »](#)

Roots of Health Inequity | © Copyright 2011 NACCHO

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Sample #6: Healthcare Professionals speak in “Voices from the Field”

ROOTS
of HEALTH
INEQUITY

Welcome **Average Joe**,
You are working in **General Group**
Unit 4: Root Causes


MY DASHBOARD

Overview | Class Oppression | Racism | Gender Inequity | Conclusion | **Voices** | Resources

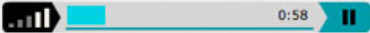
◀ Previous

Next ▶

Portia Wu



Portia Wu




[Download Audio](#)
[Download Transcript](#)

Summary

Today, in families with children, almost two-thirds have all parents working out of the home. Four in ten working mothers are their family's primary breadwinners. Our workplace policies do not reflect the needs of these families and often force workers to choose between keeping their job and caring for their families. Service sector jobs, jobs in food service, healthcare and childcare are where the majority of women work. Between 70 and 80 percent of workers in these jobs don't have access to paid sick days. Many of these workers go to work sick where they touch us, our children, and our food. The negative health consequences of the lack of paid sick days can be tremendous. And it also affects our overburdened healthcare system. Parents who do not have paid sick days are five times as likely to report taking a child or other family member to the emergency room compared


Related Voices



Megan Gaydos

The work environment is often overlooked as a major factor in impacting community health. Yet, it is a significant factor in the distribution of risk and disease burden in communities.

Low-wage workers are less likely to have access to paid sick days. Often these workers are women and primary caregivers who must choose between... [Learn More »](#)



Pat Baille

There are at least 29 states where you can be fired simply for being LGBT because there are no federal protections for LGBT employees. Even if a company has nondiscrimination policies, that doesn't mean all employees have a good workplace environment. But policies do make a difference. The number one workplace issue is the lack... [Learn More »](#)

Sample #7: Listing of Resources from Unit 5

ROOTS
of HEALTH
INEQUITY

Welcome Average Joe,
You are working in General Group
Unit 5: Social Justice

MY DASHBOARD

Overview | What Is Social Justice? | Identifying an Approach | Developing Strategies | Conclusion | Voices | **Resources**

[Previous](#)[Next](#)

Resources

Featured Resources

A Vision of Social Justice as the Foundation of Public Health: Commemorating 150 Years of the Spirit of 1848 [Learn More »](#)

Social Injustice and Public Health [Learn More »](#)

Justice and the Politics of Difference [Learn More »](#)

Social Determinants of Health [Learn More »](#)

Public Health as Social Justice [Learn More »](#)

Other Resources

What Does Social Justice Require for the Public's Health? Public Health Ethics and Policy Imperatives [Learn More »](#)

Why Social Justice Matters [Learn More »](#)

Using Our Voice: Forging a Public Health Practice for Social Justice [Learn More »](#)

Making It Politic(al): Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health [Learn More »](#)

Defining Equity in Health [Learn More »](#)

What Is a "Health Disparity"? [Learn More »](#)

Injustice: Why Social Inequality Persists [Learn More »](#)

Related Voices



Ngozi Oleru

The principles of social justice guide the practice of public health. We in public health have to embrace those core principles and deal with the political power structure, the economic systems, and the social relationships within our communities that determine whether somebody is flourishing or not, or gives the opportunity... [Learn More »](#)





Sample #8: Comments by Group Members within Units

1. Post your stories of your most successful partnerships with members of your community. What made them work?
2. How is your organization working with its community to address health inequities? What plans and processes are in place to promote authentic community engagement?
3. What do you want to know about how to support communities in holding political leaders and key decisionmakers accountable? Share your questions and respond to those of your learning group members.

Begin your discussion below.

Join Discussion

Format



[Switch to plain text editor](#) [Save](#)

Comments (5)

[La Verne Partlow](#)

15 weeks 2 days ago

[reply](#)

[Flag as offensive](#)

My most successful partnership has been working with the Belmont Neighborhood Partners (BNP). The BNP is a organization consisting of members from a historically black community in the county. After researching the health problems of the community, I worked with the City Planner to present to the group initiatives we could work with them to implement for the residents of their community. We wrote for and were awarded a small grant to construct a community garden, map out and label walking routes and offer nutrition classes.

What made this a successful partnership is that we involved the community residents from the beginning. We didn't go into their community telling them what their problems were nor tell them what we were going to do fix their problems. We simply presented the information to them and what initiatives were available to their community. From there, they decided they wanted us to apply for the grant on the BNP's behalf and what they wanted the grant funds to go towards. The community was involved in constructing and maintaining the community garden.

[Heidi Merchen](#)

15 weeks 20 hours ago

[reply](#)

[Flag as offensive](#)

In transforming Public Health practice and working with residents, it's so important to remember that the communities are the experts and know better than we ever will what the most pressing neighborhood challenges are.

[Heather Barr](#)

15 weeks 1 day ago

[reply](#)

[Flag as offensive](#)

This is a very tiny exapmle of succesfully partnering with a community. H1N1 provided (HCHN (my unit in the health dept, which deals with homeless people's health) an hidden opportunity. Our emergency preparedness section and HCHN were able to secure a grant which we used to develop a video for training staff who serve homeless people about reducing the risk of communicable diseases in their settings. We wanted this video to be populated by the shelter providers, homeless people, and a few health professionals whose commentary would serve to underscore what the providers and homeless people had to say about disease prevention. Our goal was to present the community as competent partners in identifying prolems and solutions. We also wanted accurate depictions of the groups impacted by communicable disease and homelessness, and we wanted them portrayed in a respectful, dignified way, that emphasised their humanity. Having only 6 weeks to complete the project which would involve a lot of people places and footage was a challenge. Having a long and very enjoyable mutually trusting relationship with people in the community (particularly the Native American Community from previous partnerships with them over a TB

Sign Up for the "Roots of Health Inequity" Online Course

Signing up for the "Roots of Health Inequity" online course is easy. There is no fee and you can get started at any time. Just go to <http://members.rootsofhealthinequity.org> and log in with your current NACCHO email and password.

If you are not registered at NACCHO, then go to <http://www.naccho.org/> and sign up there. When your registration is complete, use the same email and password to log into the "Roots of Health Inequity" course.

Once you log in, you will see your "Dashboard" with personal information. From here you can join a group or create a group. **You must be a member of at least one group to access the educational content in the course units.**

For quick access to the course units, join the "General Group." On the group page you will see the titles of each unit under the heading "Units." Click on one of these to see that unit.