OHSU Portland State University | SCHOOL OF PUBLIC HEALTH

Materials supporting use of A Reflexive Tool for Building Equity & Inclusion Into SPH Courses

These resources serve as points of departure for your own inquiry into building equity and inclusion into your courses at the OHSU-PSU School of Public Health. This curated selection is both incomplete and intended to invite contributions to improve it. These resources have *not* been chosen as easy texts to include in your courses, but as departure points for you to build your own competencies and knowledge domains.

General motivations on health equity and social justice as vital components of public health.

Whitehead, M. (1991). The concepts and principles of equity and health. *Health Promotion International*, 6(3), 217–228.
This is the seminal articulation of health equity, and is referenced in much of the health equity and health inequities literature.

Sen, A. (2002). Why Health Equity? *Health Economics*, 11(8), 659–666.
Nobel prize-winning health economist makes the case for heath equity as central to the public health program.

Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., ManderScheid, R., & Troutman, A. (2011). Health Disparities and Health Equity: The Issue Is Justice. *American Journal of Public Health*, 101(S1), S149–S155.
A didactic take on the principles underlying health equity, and why a more just society is a more healthy society.

Braveman, P. A. (2014). What Are Health Disparities and Health Equity? We Need to Be Clear. Public Health Reports, 129(Supplement 2), 5–8.
Another didactic take, landing on basic concepts and arguments.

Resources for teaching equity.

Boelen, C. (2016). Why should social accountability be a benchmark for excellence in medical education? *Educación Médica*, *17*(3), 101–105.
A moral argument for the central place equity must take in medical education.

Petteway, R., Mujahid, M., Allen, A., & Morello-Frosch, R. (2019). Towards a People's Social Epidemiology: Envisioning a More Inclusive and Equitable Future for Social Epi Research and Practice in the 21st Century. *International Journal of Environmental Research and Public Health*, *16*(20), e3983.
Three social epidemiologists turn the lens of health equity onto the discipline arguably most concerned with its research, advocacy and promotion.

Staff (2020) Equity and Empowerment Lens. Multnomah County, Office of Equity.
Introductory resources by one of our local health departments.

Resources for inclusive curriculum and inclusive teaching.

Alger, J. R. (1997). The Educational Value of Diversity. *Academe*, 83(1), 20–23.
A fundamental motivation for diversity in education.

Bezzerides, J., Daly-Galeano, M., & Payton, S. (2020). Syllabus as Inclusive Practice. *Syllabus*, 9(1), 1–2.
A very simple example of the impact simple steps towards inclusion can make

Harper, G. W., & Neubauer, L. C. (2021). Teaching During a Pandemic: A Model for Trauma-Informed Education and Administration. Pedagogy in Health Promotion, 7(1), 14–24.
A reflection on trauma-informed teaching higher ed in the context of the COVID-19 pandemic using the Substance Abuse and Mental Health Services Administration's approach.

Killpack, T. L., & Melón, L. C. (2016). Toward Inclusive STEM Classrooms: What Personal Role Do Faculty Play? *CBE—Life Sciences Education*, 15(3), e9.
An empirically-driven and methodical rationale paired with a series of recommendations for faculty agency in creating inclusive STEM classrooms

Lamont, A. (2016) Guide to Allyship.
A black American's simple instruction guide for how to be a better ally. Useful life skills for inclusion, whether an educator or not!

Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach (HHS Publication (SMA) 14-4884; p. 20). Substance Abuse and Mental Health Services Administration.
SAMHSA's working paper on four key assumptions and six key principles of the trauma-informed approach

Resources for Question 4: Given the US's history with eugenics, genocide, colonization, and chattel slavery, can you center the use and mis-use of race & ethnicity, and racism where it intersects course content?

Chandanabhumma, P. P., & Narasimhan, S. (2019). Towards health equity and social justice: An applied framework of decolonization in health promotion. *Health Promotion International*, 35(4), 1–10. [Not in our library system, but an excellent article. Try ILL or sci-hub?]

A deep dive into concepts useful for public health researchers, practitioners, and intervention designers to land on colonization and decolonization with respect to health inequities, useful in the US domestic context, but also for Indigenous health equity globally.

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist theory and Antiracist Politics. *University of Chicago Legal Forum*, 1, 139–167.

Seminal work defining the contemporary concept of intersectionality and its material importance to individual and classed experience

Ford, C. L., & Airhihenbuwa, C. O. (2010). Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis. *American Journal of Public Health*, 100(Supplement 1), S30–S35.

A deep dive into concepts useful for public health researchers, practitioners, and intervention designers to land on racism as a cause of health inequities

Ford, C. L., & Airhihenbuwa, C. O. (2018). Commentary: Just What is Critical Race Theory and What's it Doing in a Progressive Field like Public Health? *Ethnicity & Disease*, 28(Suppl 1), 223–230.

Another deep dive, but into the history of critical race theory as applied in the academic literature

Harawa, N. T., & Ford, C. L. (2009). The Foundation of Modern Racial Categories and Implications for Research on Black/White Disparities in Health. *Ethnicity & Disease*, 19(2), 209–217.

History of racial and ethnic constructs in the US

Jones, R., Crowshoe, L., Reid, P., Calam, B., Curtis, E., Green, M., Huria, T., Jacklin, K., Kamaka, M., Lacey, C., Milroy, J., Paul, D., Pitama, S., Walker, L., Webb, G., & Ewen, S. (2019). Educating for Indigenous Health Equity: An International Consensus Statement. *Academic Medicine*, 94(4), 512–519.

A framework centering colonization, and decolonization in Indigenous vs settler health inequities

Kawachi, I., Daniels, N., & Robinson, D. E. (2005). Health Disparities By Race And Class: Why Both Matter. *Health Affairs*, 24(2), 343–352.

A brilliant examination of the conceptual meanings of race/racism and economic class, and why the two are analytically inseparable in the US (with empirical examples)

Kahn, J., Nelson, et al. [67 other scholars] (2018). How Not to Talk About Race and Genetics. *BuzzFeed News*, e11.
A searingly incisive, yet funny rebuttal to contemporary phrenologist David Reich's NY Times article How Genetics Is Changing Our Understanding of 'Race'

Krieger, N. (2000). Refiguring "Race": Epidemiology, Racialized Biology, and Biological Expressions of Race Relations. International *Journal of Health Services*, 30(1), 211–216.
A short and sweet conceptual introduction to the differences between racialization of biology (i.e. contemporary phrenology), and social construction of race

Wilson, Y., White, A., Jefferson, A., & Danis, M. (2019). Intersectionality in Clinical Medicine: The Need for a Conceptual Framework. *American Journal of Bioethics*, 19(2), 8–19.
History of racial and ethnic constructs in the US. See also Muntaner & Augustinavicius' critique of intersectionality and this specific article listed below.

Muntaner, C., & Augustinavicius, J. (2019). Intersectionality: A Scientific Realist Critique. *The American Journal of Bioethics*, 19(2), 39–41. [Not in our library system, but. Try ILL or sci-hub?]
An excellent critique of the common intersectional approach which researchers cleaving to intersectional analysis should definitely read.

Resources for Question 5: Are students being taught to competently articulate population health inequities?

Asada, Y., Hurley, J., Norheim, O. F., & Johri, M. (2014). A three-stage approach to measuring health inequalities and inequities. *International Journal of Equity in Health*, 13(98), 1–13.
A comparison of different approaches to narrowly and widely measuring health inequities

Murray, C. J. L., Gakidou, E. E., & Frenk, J. (1999). Health inequalities and social group differences: What should we measure? *Bulletin of the World Health Organization*, 77(7), 537–544.
A critique of methodological and conceptual challenges in measuring health inequities in an international context

Penman-Aguilar, A., Talih, M., Huang, D., Moonesingh, R., Bouye, K., & Beckles, G. (2016). Measurement of Health Disparities, Health Inequities, and Social Determinants of Health to Support the Advancement of Health Equity. *Journal of Public Health Management and Practice*, 22(Suppl 1), S33–S42.
A critique of methodological and conceptual challenges in measuring health inequities in an international context

Developed by Alexis Dinno in 2020.
Corresponding author: alexis.dinno@pdx.edu
Most current tool version is: A Reflexive Tool for Building Equity & Inclusion Into SPH Courses v1.0.2 date 9/22/2022