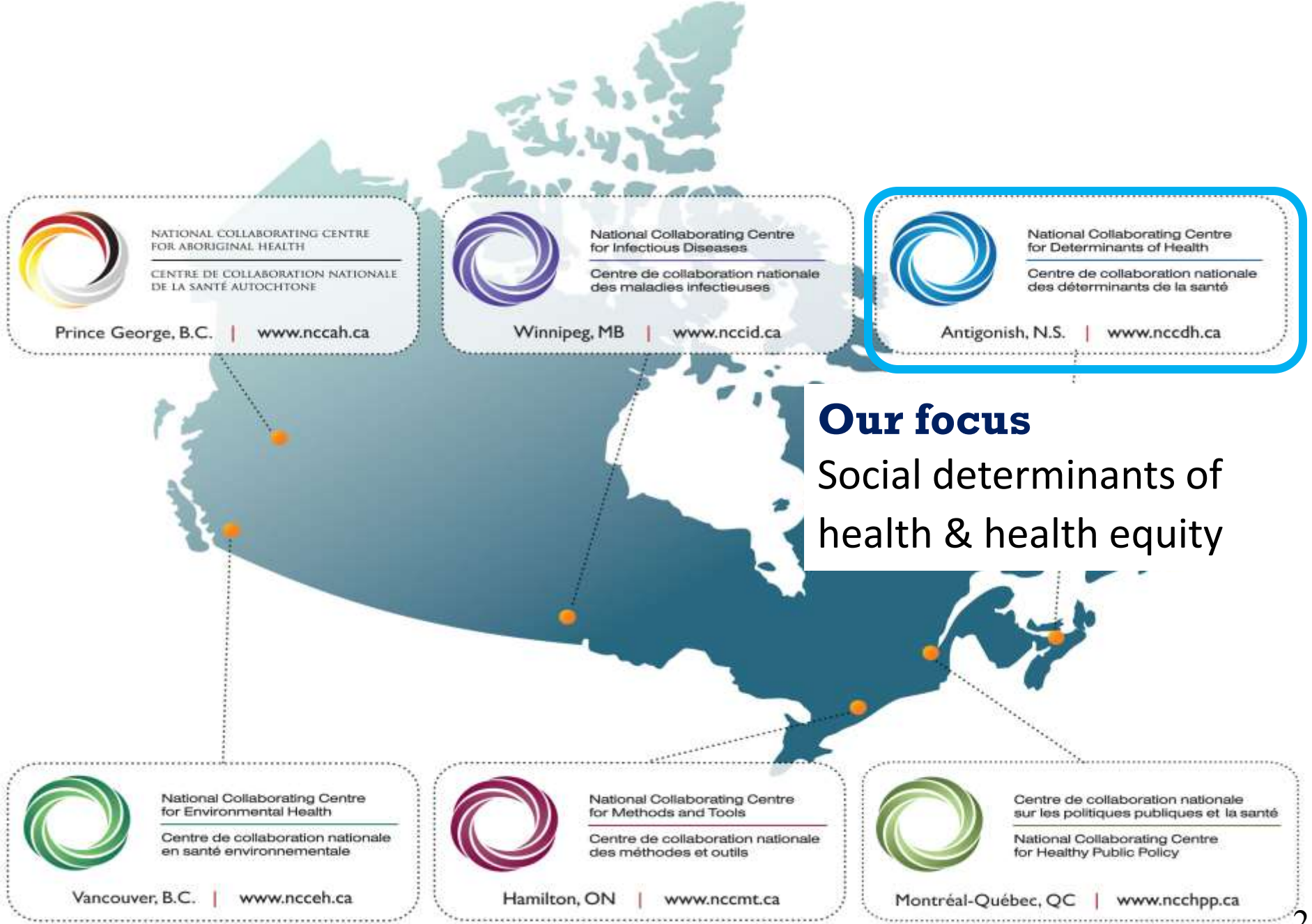


Using online learning & support to develop community health nursing skills for health equity work



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for Determinants of Health

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Our focus
 Social determinants of health & health equity

Original 2013 project

- Comprehensive scan of online courses
- Intent
- Recommended 12 courses
- Recognized need for a national, introductory, online course

An Environmental Scan and Assessment of
Online Learning Opportunities Related to
Health Equity and Social Determinants of Health, for Public
Health Practitioners in Canada

Report prepared for



National Collaborating Centre
for Determinants of Health
Centre de collaboration nationale
des déterminants de la santé

By

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May 30, 2013



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Skills Online

- Online continuing education for public health professionals/practitioners
- Content that reflects current public health practice in Canada
- Learning content that is mapped to the Core Competencies for PH in Canada: Release 1.0 http://www.phac-aspc.gc.ca/php-ppsp/ccph-cesp/about_cc-apos_ce-eng.php
- Based on adult learning principles
- Easily accessible online
- Asynchronous
- Facilitated 8 week sessions totaling 25-40 hours of work
 - Teams of 8 – 15 inter-professional learners
 - PHAC trained facilitators (public health practitioners)
- Self-directed modules

2015 Decision to develop a HE course with Skills Online

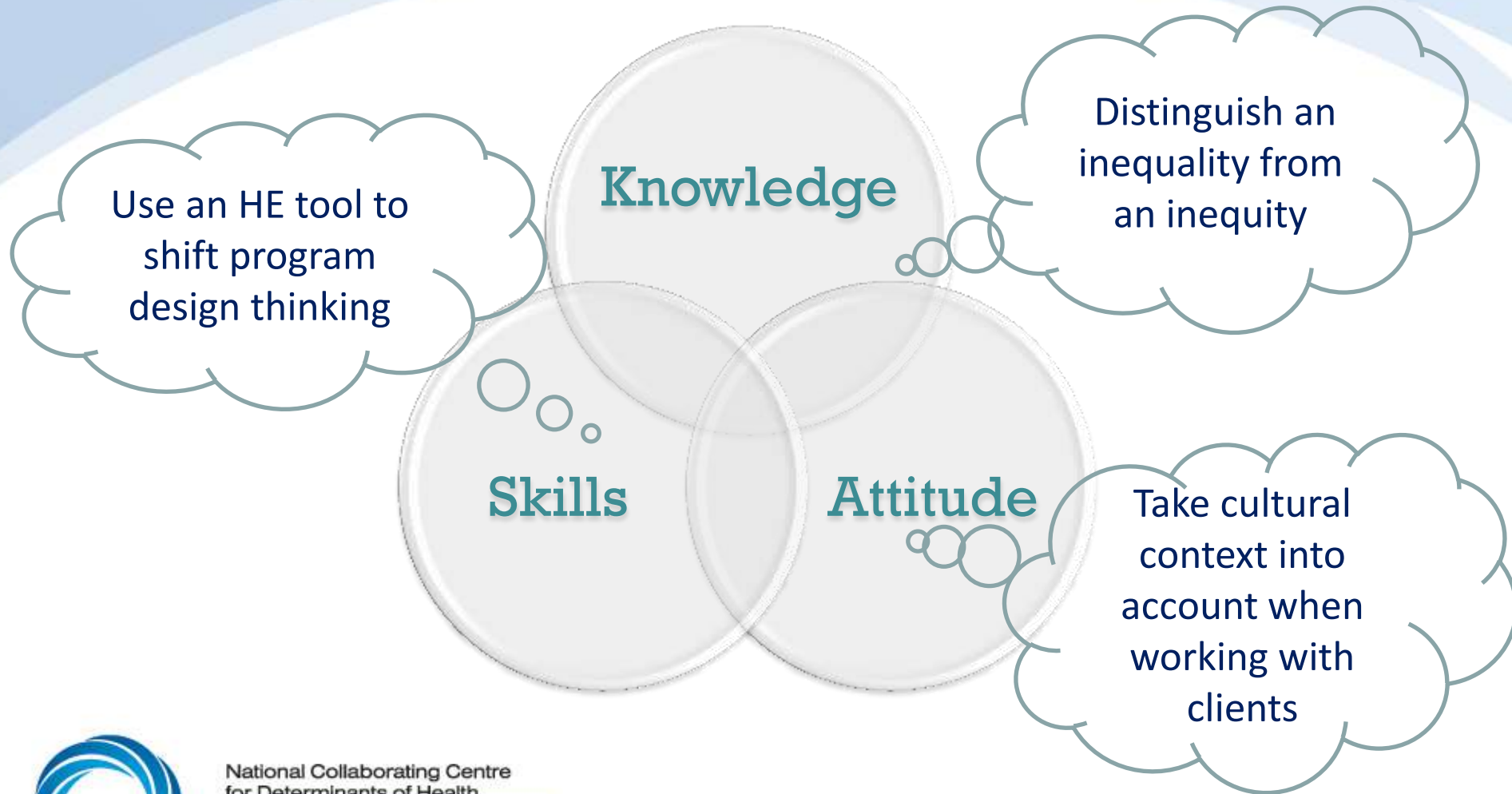
- Updated the online course scan
- Found 12 more courses
- Conducted a needs assessment with 12 key informants



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Needs assessment: 3 categories of learning needs



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Learning goals and objectives drawn from needs assessment interviews

Describe HE **concepts and pathways** through which health inequities are created and persist

Identify **personal barriers and enablers** to acting effectively to address the social inequalities that lead to health inequities

Identify ways that PH **organizations** can build capacity for HE work

Describe what effective HE work looks like, at the **individual level**, for different employment roles and at different organizational levels₈

Indigenous Cultural Safety Overview



San'yas Indigenous Cultural Safety Training
Provincial Health Services Authority in BC



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Post training support

Post Training Support

After completion of Core ICS or Core ICS Health, alumni will have access to:

More Training

For participants who have completed the ICS Core Training, we have additional training available and we are working to expand this.

Resources

You will find a number of resources here that you may find useful in your work with Aboriginal peoples. These Resources are updated regularly.

Connect With A Facilitator

We have facilitators available for ICS alumni to connect with and ask questions post-training.

→ [Learn About Post-Training](#)

Testimonial

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Roots of Health Inequity

ROOTS
of HEALTH
INEQUITY

ABOUT PROJECT | ABOUT COURSE | PREVIEW INTERACTIVES | HOW TO REGISTER | SITE CREDITS | LEARN MORE CONTACT

NACCHO presents
The Roots of Health Inequity
A Web-Based Course for the Public Health Workforce
[LEARN MORE »](#)

1 | 2 | 3 | 4 | 5 | 6

What's in this Online Learning Collaborative?

ENTER



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<http://www.rootsofhealthinequity.org/about-course.php>

(1) Where Do We Start?

Explore the relationship among changing the culture of our organizations, engaging community members, and negotiating with political pressures strategically (UNIT 1: Where Do We Start?). This unit provides Continuing Education by participating in specified activities.

(2) What Are "Frames" and How Do They Influence Public Health Practice?

Consider how "mental models" or "frames" influence public health work. Discuss how values, assumptions, and interests affect the capacity for addressing health inequities (UNIT 2: Perspectives on Framing).

(3) What Can History Teach Us about the Role of Public Health and Public Health Practitioners?

Explore the transformation of public health during the last 150 years, including the forces that advanced or limited the field (UNIT 3: Public Health History).

(4) What Are the Root Causes of Health Inequities?

Examine the importance of class structure, racism, and gender inequity in the development of health inequities (Unit 4: Root Causes).

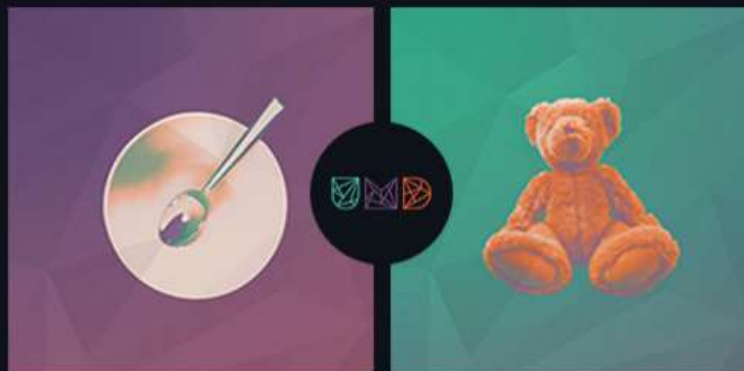
(5) What Are the Principles of Social Justice?

Explore the principles of social justice and ways to influence the institutions and agencies that generate health inequity. (Unit 5: Social Justice).

SPENT

**IT'S JUST STUFF.
UNTIL YOU DON'T HAVE IT.**

USE YOUR NAME FOR GOOD AT
[NAMESFORCHANGE.ORG](http://namesforchange.org) →



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<http://playspent.org/html/>

DEVELOPMENT OF ONLINE COURSES RELATED TO “SOFT SKILLS”

elearning and “Soft Skills”

- “Soft Skills”: such as the example of *“apply understanding of privilege to conversations with clients”*
 - are not acquired from knowledge alone
 - must be internalized
 - have to be applied in different contexts.
- Learner first acquires knowledge, practices the skill, and then applies skill.
- Can an elearning course accomplish this?
 - Provides resources to understand principles and concepts
 - Illustrates/highlights the differences/impact on the skill can make to practice
 - Identifies key areas to focus on to develop the skill
 - Prepares the learner with “a sound understanding of first principles”
- Then what?

Support

- The acquisition, mastery and internalization of complex skills requires hours of practice.
- Blended learning:
 - Dedicate a small proportion to acquiring knowledge, and the rest to practice/application: demonstration of skill, discussion, reflection, coaching, mentoring
- Integrate the elearning in practice settings:
 - Contextualize via example, simulation and coaching

Effective elearning for skills development (1)



Effective elearning for skills development (2)

1. Build the foundation
 - Cultivate base of knowledge
 - Deliver basic principles
 - Offer a variety of formats for delivery
2. Connect to practice
 - Connect to the application of skill to practice
 - Contextualize via example, simulation and coaching
3. Reflect on continuous improvement
 - Competence/capability is initiated by knowledge acquisition: theories, concepts and principles
 - To maximize the impact, the learner must be ready to take on the responsibility for application to practice (integration of skills)
 - Ongoing reflection and reinforcement

Source: Tony Sheehan, TrainingZone

**Your experience with online learning
and attitude change?**