

Health Equity and Population Health Facilitators Guide

Faculty Facilitation Guide

Health Equity & Population Health

For Coaches, Faculty, and Facilitators

Course Purpose (Faculty Overview)

This course introduces learners to **health equity and population health concepts** relevant to entry-level healthcare careers. The focus is on **awareness, empathy, prevention, and systems thinking**, not political advocacy or clinical decision-making.

Faculty and coaches should emphasize:

- Reflection over debate
 - Systems over individual blame
 - Respectful, non-judgmental discussion
 - Workforce readiness and professionalism
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General Facilitation Guidance (All Lessons)

Recommended Lesson Time: 20–30 minutes

- 5 minutes: Coach intro (Dr. Rob script)
- 10–15 minutes: Learner content review
- 5–10 minutes: Reflection or discussion

Best Practices:

- Encourage curiosity, not “right answers”
 - Redirect political or personal debates back to systems
 - Reinforce respectful language
 - Normalize different lived experiences
 - Emphasize healthcare roles and scope
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Lesson 1 – Introduction to Health Equity & Population Health

Learning Objectives

Learners will:

- Understand the difference between individual health and population health
- Define health equity in a non-political, workforce-relevant way
- Recognize healthcare as part of a larger system

Estimated Time

20–25 minutes

Key Faculty Emphasis

- Population health = group outcomes
- Equity = fairness and opportunity
- Focus on awareness, not solutions

Discussion Prompts

- What factors influence health beyond medical care?
- Why is it important to look at health at the community level?
- How does awareness change how we treat others?

Faculty Tips

- Use real-world examples (transportation, food access)
 - Avoid framing equity as blame or politics
 - Reinforce empathy as a professional skill
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Lesson 2 – Social Determinants of Health (SDOH)

Learning Objectives

Learners will:

- Identify major social determinants of health
- Understand how non-medical factors influence outcomes
- Practice empathy-based thinking

Estimated Time

20–30 minutes

Key Faculty Emphasis

- SDOH explain barriers, not excuses
- Focus on understanding, not fixing
- Replace judgment with awareness

Discussion Prompts

- Which social factors affect health the most?
- How might SDOH impact appointment attendance?
- How does understanding SDOH improve communication?

Faculty Tips

- Keep discussion grounded in observation
 - Avoid personal disclosure pressure
 - Reinforce professionalism and respect
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Lesson 3 – Access to Care and Health Systems

Learning Objectives

Learners will:

- Define access to care beyond “having a hospital”
- Identify common barriers to healthcare access
- Understand healthcare as a system

Estimated Time

20–25 minutes

Key Faculty Emphasis

- Access \neq availability alone
- Systems can be complex and confusing
- Delayed care is often systemic

Discussion Prompts

- What makes healthcare hard to navigate?
- Why might preventive care be underused?
- How can communication support access?

Faculty Tips

- Emphasize system complexity
 - Avoid criticizing individuals or institutions
 - Reinforce clear communication as a workforce skill
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Lesson 4 – Health Disparities and Outcomes

Learning Objectives

Learners will:

- Define health disparities
- Understand disparities as system outcomes
- Recognize patterns without assigning blame

Estimated Time

20–30 minutes

Key Faculty Emphasis

- Disparities are measurable patterns
- They reflect long-term conditions
- Equity-focused care improves outcomes

Discussion Prompts

- Why do some groups experience worse outcomes?
- How can prevention reduce disparities?
- What role does respect play in equity?

Faculty Tips

- Keep discussion factual and respectful
 - Emphasize prevention and education
 - Avoid deficit-based language
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Lesson 5 – Prevention, Public Health, and Community Wellness

Learning Objectives

Learners will:

- Understand prevention and public health roles
- Identify levels of prevention
- Recognize wellness beyond clinical care

Estimated Time

20–25 minutes

Key Faculty Emphasis

- Prevention saves lives and resources
- Public health works quietly but powerfully
- Wellness is community-based

Discussion Prompts

- What are examples of prevention you see daily?
- Why is prevention sometimes overlooked?
- How does prevention support equity?

Faculty Tips

- Highlight success stories (vaccines, safety laws)
- Reinforce prevention as a healthcare value
- Connect to community health roles

Lesson 6 – Cultural Awareness, Bias, and Respectful Care

Learning Objectives

Learners will:

- Define cultural awareness and bias
- Recognize bias as universal and addressable
- Practice respectful communication

Estimated Time

25–30 minutes

Key Faculty Emphasis

- Bias awareness ≠ blame
- Respect improves safety and trust
- Listening is a professional skill

Discussion Prompts

- How can assumptions affect care?
- What does respectful communication look like?
- How can bias awareness improve teamwork?

Faculty Tips

- Set clear norms for respectful dialogue
 - Avoid calling out individuals
 - Focus on growth and professionalism
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Lesson 7 – Data, Trends, and Population Health Insights

Learning Objectives

Learners will:

- Understand why population health data matters

- Recognize trends as tools for improvement
- Appreciate evidence-based decision-making

Estimated Time

20–25 minutes

Key Faculty Emphasis

- Data informs prevention, not judgment
- Trends guide resources and policy
- Evidence supports safer care

Discussion Prompts

- Why do guidelines change over time?
- How does data support prevention?
- What happens when data is ignored?

Faculty Tips

- Keep explanations simple and practical
 - Avoid statistics overload
 - Reinforce trust in evidence-based practice
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Lesson 8 – Healthcare Workers as Community Advocates

Learning Objectives

Learners will:

- Define advocacy within scope of role
- Recognize everyday advocacy actions
- Understand education as advocacy

Estimated Time

20–25 minutes

Key Faculty Emphasis

- Advocacy ≠ politics
- Small actions matter
- Healthcare workers are trusted voices

Discussion Prompts

- What does advocacy look like day-to-day?
- How can education improve health?
- How can healthcare workers model wellness?

Faculty Tips

- Emphasize role-appropriate advocacy
 - Avoid policy debate
 - Reinforce professionalism and trust
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Lesson 9 – Building Healthier Communities Together

Learning Objectives

Learners will:

- Understand collective responsibility for health
- Connect individual actions to community impact
- Reflect on their future role in healthcare

Estimated Time

20–30 minutes

Key Faculty Emphasis

- Health is a team effort
- Collaboration drives change
- Awareness leads to action

Discussion Prompts

- What does “healthy community” mean?
- How can individuals contribute to population health?
- What stood out most in this course?

Faculty Tips

- Encourage reflection and synthesis
- Reinforce learner growth
- Connect lessons to career readiness

Faculty Closing Reminder

This course is about **building health-literate, empathetic, workforce-ready healthcare professionals**. Your role as a facilitator is to guide reflection, reinforce professionalism, and create a respectful learning environment.

If you'd like, next I can:

- Convert this into a **Canva faculty handbook**
- Create **facilitator slide decks**
- Add **rubrics for reflections**
- Build a **coach certification checklist**
- Align guides across *all* courses for consistency

You said:

Do this for each of the courses in the Pre APrentice program in a cut and paste format similar to this

ChatGPT said:

Got it — and you're right to ask for this.

What you're building now is the **instructional backbone** of a *state-ready, workforce-ready pre-apprenticeship*.

Below is a **CUT-AND-PASTE Faculty & Coaches Facilitation Guide FORMAT**, applied **course-by-course**, using the **same structure you approved** for Health Equity & Population Health.

⚠️ Important framing choice

To keep this usable (and not overwhelm a single message), I'm giving you:

- **Full faculty guide text per course**
- **Lesson-by-lesson objectives, timing, emphasis, prompts, and tips**
- Written so you can paste directly into:
 - LearnDash
 - Google Docs
 - Faculty handbook
 - Grant appendix
 - LMS “Instructor Notes”

If you want, next we can:

- Expand *any one course* further
 - Convert these into **Canva faculty manuals**
 - Align **all Dr. Rob coach scripts** into a single master guide
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🎮 GAME-READY GLOSSARY – *HEALTH EQUITY & POPULATION HEALTH*

Term	Detailed Definition	Short Definition (Crossword Clue)	Short Definition (Flashcard)
Health Equity	Ensuring everyone has a fair and just opportunity to attain their highest level of health by removing barriers such as poverty, discrimination, and lack of access to care.	Fair chance for everyone to be healthy.	Fair opportunity for best possible health.
Population Health	The health outcomes of a group of individuals, including how they are distributed within the group and the factors that influence them.	Study of health outcomes of groups.	Group-level health and outcomes.
Social Determinants of Health (SDOH)	The non-medical factors such as income, housing, education, and environment that affect health outcomes and contribute to inequities.	Non-medical factors shaping health.	Life factors that influence health.
Health Disparities	Systematic differences in health status or healthcare access among different population groups due to social or economic conditions.	Unequal health outcomes among groups.	Measurable health differences between groups.
Access to Care	The ability to obtain timely, affordable, and appropriate healthcare services when needed.	Ease of getting timely care.	Ability to reach needed healthcare.
Prevention	Actions taken to stop illnesses or injuries before they occur, including vaccination, education, and early screening.	Steps to stop illness before it starts.	Avoiding illness through early action.
Public Health	The science and practice of protecting community health through policy, education, and prevention activities for large populations.	Science of community health protection.	Health of communities through prevention.
Cultural Awareness	Recognizing and respecting cultural differences in beliefs, values, and practices that influence health and healthcare.	Understanding different cultures in care.	Respect for cultural differences.
Bias	A tendency or prejudice that affects judgment or behavior, often	Hidden preference shaping decisions.	Unconscious preference affecting fairness.

Term	Detailed Definition	Short Definition (Crossword Clue)	Short Definition (Flashcard)
	unconsciously, leading to unfair treatment.		
Respectful Care	Providing treatment that honors a patient's dignity, culture, and preferences while building trust.	Dignified, person-centered care.	Caring with dignity and respect.
Advocacy	Supporting or promoting policies, practices, or actions that improve health and reduce inequities.	Speaking up to support health.	Acting to improve health fairness.