



Training and Education Programs for Underserved Populations

### COMPETENCY MAP for the CERTIFICATE IN HEALTH EQUITY

The Centers for Disease Control state that health equity is achieved when every person has the opportunity to "attain his or her full health potential" and no one is "disadvantaged from achieving this potential because of social position or other socially determined circumstances." Achieving health equity requires ongoing societal efforts to address avoidable inequalities, historical and contemporary injustices, and the elimination of health and healthcare disparities. Health equity education involves equipping future health care professionals with knowledge about and skills for intervening at the intersection of medical and social care, whether at the individual, system or population level.

UCSF graduate level learners who rotate at Zuckerberg San Francisco General (ZSFG) and are committed to working with underserved populations are eligible to obtain the **STEP UP Certificate in Health Equity**. Completion of the certificate program demonstrates the achievement of educational competencies considered fundamental to future work with vulnerable populations.

The five educational domains addressed in the STEP UP Health Equity Certificate Program are described below. For each domain, a definition, competencies and example learning activities are listed. **To complete the program, trainees must demonstrate the achievement of at least two competencies in each of the five Certificate domains. This is done by completing one relevant learning activity in each of the two chosen competencies, for a total of 10 learning activities. Additionally, trainees must complete a scholarly project component related to practicing skills to meet the needs of underserved populations.**

Note that the competencies are sometimes overlapping across domains; to maximize learning, the same activity may not be used to meet requirements in two competencies. Documentation of activities can be submitted at any time during training, but must be completed by the end of February prior to residency graduation. A meeting of the STEP UP Faculty and Resident Task Force will take place once a year in March to review/approve certificate candidates who will be graduating that year.

#### **ZSFG Certificate Health Equity**

Website: <http://stepup.ucsf.edu/>

## Domain 1: Advocacy & Leadership

### Definitions

Advocacy is the act or process of supporting a cause or proposal. Advocacy competencies relevant to health equity include knowledge about social determinants of health and both knowledge and skills related to how specific programs, larger systems and social policies can be used to promote individual and population health.

Leadership is defined by a set of knowledge, skills and attitudes necessary for creating and responding to change, guiding organizations and working with and through others. Leadership competencies relevant to health equity involve attitudes, knowledge and skills related to collaboration, evaluation and self-care.

<b>Competency</b>	<b>Activity Examples</b>
<b>1.1 Demonstrate understanding of major policies affecting US health care.</b>	<ul style="list-style-type: none"> <li>a) Review and reflect on this <a href="#">Medi-Cal 101</a> webinar.</li> <li>b) Read and reflect on <a href="#">ACA Repeal in California – Who Stands to Lose?</a></li> <li>c) Attend a lecture or event focused on health care policy.</li> </ul>
<b>1.2 Understand the various roles health care practitioners can play in effecting change in health care systems and policies.</b>	<ul style="list-style-type: none"> <li>a) Read and reflect on designated <a href="#">articles</a>.</li> <li>b) Attend a lecture or event where health care practitioners come together to advocate for or against specific structures, policies or systems.</li> </ul>
<b>1.3 Advocate for public health policies, programs and resources.</b>	<ul style="list-style-type: none"> <li>a) Prepare testimony to delivery before a legislative or regulatory body.</li> <li>b) Prepare all or part of a policy brief.</li> <li>c) Participate in a legislative visit.</li> </ul>
<b>1.4 Educate the public about current and emerging health issues impacting underserved populations.</b>	<ul style="list-style-type: none"> <li>a) Write a letter to the editor, commentary or op-ed.</li> <li>b) Participate in a community-based educational activity.</li> </ul>
<b>1.5 Employ traditional and social media skills, and identify the different media outlets available to communicate a message.</b>	<ul style="list-style-type: none"> <li>a) Participate in ZSFG <a href="#">Writing for Change</a> media session.</li> <li>b) Submit a letter to the editor, commentary or op-ed.</li> <li>c) Conduct a Facebook or Twitter campaign to highlight an issue of import.</li> </ul>
<b>1.6 Use a political analysis framework to identify key players, their influence on policy and how you might work with them to advance your position.</b>	<ul style="list-style-type: none"> <li>a) Read and write a reflection on designated <a href="#">articles</a>.</li> <li>b) Participate in a UCSF/ZSFG session on advocacy.</li> </ul>
<b>1.7 Demonstrate understanding of different types of leadership and build skills to lead change.</b>	<ul style="list-style-type: none"> <li>a) Read and write a reflection on designated <a href="#">articles</a>.</li> <li>a) Complete the IHI Open School Module: <a href="#">Becoming a Leader in Health Care</a>. (Contact <a href="mailto:joanie.rothstein@ucsf.edu">joanie.rothstein@ucsf.edu</a> to get course code.)</li> <li>b) Review the ZSFG organization chart and ask one person in a leadership position about his or her leadership priorities.</li> </ul>

<b>1.8 Listen to others in an unbiased manner, respect points of view of others, and promote the expression of diverse opinions and perspectives.</b>	<ul style="list-style-type: none"> <li>a) Submit evaluations demonstrating unbiased and respectful listening.</li> <li>b) Facilitate a group discussion that promotes diverse opinions and perspectives.</li> <li>c) Watch this <a href="#">video</a> lecture on Stereotype Threat.</li> </ul>
<b>1.9 Learn to identify burn out and demonstrate self-care.</b>	<ul style="list-style-type: none"> <li>a) Participate in a ZSFG Wellness Center activity.</li> <li>b) Complete three 15-minute meditation sessions on <a href="http://calm.com">calm.com</a>.</li> <li>c) Read and reflect on designated <a href="#">articles</a>.</li> </ul>

## Domain 2: Social Determinants of Health and Structural Competency

### Definition

Social determinants of health (SDH) are the economic and social conditions that underlie health and health outcomes. Examples include income and social status, social support networks, education and literacy, employment and working conditions, physical environments, culture and access to health care. Structural competency is a term that refers to how clinical training and health care systems can intervene above the level of individual patients on social structures, institutions and policies that must be altered to improve population health and promote health equity.

<i>Competency</i>	<i>Activity Examples</i>
<b>2.1 Understand how social, behavioral, environmental and biological factors contribute to specific individual and population health outcomes.</b>	<ul style="list-style-type: none"> <li>a) Complete the Roots of Inequality Lesson on <a href="#">Root Causes</a> (must login to view)</li> <li>b) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>2.2 Distinguish between health disparities and health care disparities.</b>	<ul style="list-style-type: none"> <li>a) Attend relevant educational session.</li> <li>b) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>2.3 Define and describe health equity.</b>	<ul style="list-style-type: none"> <li>a) Complete IHI Open School Module <a href="#">TA 102: Improving Health Equity</a>. (Contact <a href="mailto:joanie.rothstein@ucsf.edu">joanie.rothstein@ucsf.edu</a> to get course code.)</li> <li>b) Read and write a reflection on designated <a href="#">articles</a>.</li> <li>c) Complete <a href="#">Health Equity</a> course at the Michigan Public Health Training Academy.</li> </ul>
<b>2.4 Understand the life course approach to health and health disparities.</b>	<ul style="list-style-type: none"> <li>a) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>2.5 Understand the socio-economic history of the Bay Area.</b>	<ul style="list-style-type: none"> <li>a) Listen to Fresh Air podcast on <a href="#">Government Created Ghettos</a>.</li> <li>b) Access <a href="#">SF</a> and <a href="#">Alameda</a> health data and comment on health trends for specific populations over time.</li> <li>c) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>2.6 Understand ways that health care</b>	<ul style="list-style-type: none"> <li>a) Review and reflect on this <a href="#">webinar</a> on structural competency.</li> </ul>

**systems can help address structural determinants of health.**

- b) Read and write a reflection on designated [articles](#).
- c) Spend some time shadowing a lawyer in one of ZSFG's Medical Legal Partnerships.

### Domain 3: Community Engagement and Community Relationships

#### Definitions

Academic center community engagement is the collaboration between institutions of higher education and their larger communities (local, regional, state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and advocacy. Methods for community engagement for academic institutions specifically related to health equity include community service, service-learning, community-based participatory research, training and technical assistance, and capacity-building. Community relationships deal with complexities of community assessment and building sustainable community partnerships.

Competency	Activity Examples
<b>3.1 Describe the principles of community partnership.</b>	<ul style="list-style-type: none"> <li>a) Complete the CLE course on <a href="#">Community Engagement</a> and describe how you would begin to develop a community partnership with a local agency.</li> <li>b) Develop or participate in a community partnership.</li> <li>c) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>3.2 Describe methods for community assessment.</b>	<ul style="list-style-type: none"> <li>a) Complete the CLE course on <a href="#">Community Engagement</a> and describe how you would undertake a community assessment on a given issue.</li> </ul>
<b>3.3 Identify best practices for community-engaged interventions that result in meaningful improvement in health equity.</b>	<ul style="list-style-type: none"> <li>a) Site visit to exemplary community-engaged project, demonstrating best practices in community engagement, followed by written or verbal reflection.</li> <li>b) Submit a description of a local example of community engagement best practices.</li> <li>c) Participate in a community engaged project and reflect on challenges and successes.</li> <li>d) Complete <a href="#">online modules</a> about <i>Community Oriented Primary Care</i>.</li> </ul>
<b>3.4 Understand the fundamentals of Community Based Participatory Research and other community engagement strategies for research.</b>	<ul style="list-style-type: none"> <li>a) Watch and reflect on this webinar on <a href="#">Case Studies of Community Led Models</a>.</li> <li>b) Watch and reflect on this <a href="#">webinar</a> on <i>Community Based Participatory Research</i>.</li> <li>c) Watch and reflect on this <a href="#">webinar</a> on <i>Enhancing the Impact of Community Engaged Scholarship</i>.</li> <li>d) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>3.5 Describe how community engagement principles can be applied to both local and global efforts to achieve health equity.</b>	<ul style="list-style-type: none"> <li>a) Complete the CLE course on <a href="#">Clinical Care in Low Income Settings</a> and write a reflection on the Global Women's Issues module. (Contact <a href="mailto:joanie.rothstein@ucsf.edu">joanie.rothstein@ucsf.edu</a> to get course code.)</li> <li>b) Watch this <a href="#">seminar</a> entitled <i>Health Happens in Neighborhoods and What We Can Do About It</i>. (Start video at minute 15).</li> </ul>

## Domain 4: Cultural Humility and Cultural Responsiveness

### Definition

Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient-provider dynamic, and to developing mutually beneficial and non-paternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations. Cultural humility and cultural responsiveness training is one of the few areas of U.S. health professional clinical training where trainees examine social aspects of health in terms of differences by race/ethnicity and socioeconomic status, but it often focuses on patients' beliefs, doctor-patient communication, and culture as a causal variable in individual outcomes rather than on the institutional causes of population differences in health. Health professionals advancing health equity will need to have knowledge and skills across these domains.

### Cultural Humility and Cultural Responsiveness

Competency	Activity Examples
<b>4.1 Define cultural humility and identify individual, organization and population level humility.</b>	<ul style="list-style-type: none"> <li>a) Attend a STEP UP <a href="#">session</a> on cultural humility.</li> <li>b) Read and write a reflection on designated <a href="#">articles</a>.</li> <li>c) <a href="#">Watch video</a> of STEP UP Grand Rounds on Islamophobia.</li> <li>d) Watch this video on <a href="#">Cultural Humility: People, Principles, and Practices</a></li> </ul>
<b>4.2 Understand and give examples of cultural influences on individuals and communities.</b>	<ul style="list-style-type: none"> <li>a) Attend a STEP UP <a href="#">session</a> on cultural influences.</li> <li>b) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>4.3 Understand and demonstrate allyship in your work with and in diverse communities.</b>	<ul style="list-style-type: none"> <li>a) Submit evaluations citing your work with diverse communities.</li> <li>b) Participate in a community-based project.</li> <li>c) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>4.4 Understand cultural and linguistic barriers to accessing health services and demonstrate effective use of interpreter services.</b>	<ul style="list-style-type: none"> <li>a) Understand when interpreter services are needed and how to access them at <a href="#">UCSF</a>.</li> <li>b) Review the <a href="#">CLAS Standards</a>.</li> <li>c) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>4.5 Understand how racism, implicit bias and microaggressions can play out in a health care setting.</b>	<ul style="list-style-type: none"> <li>a) Watch the APHA <a href="#">webinar</a> on <i>Naming and Addressing Racism</i>.</li> <li>b) Watch the Clinicians for the Underserved <a href="#">webinar</a> on <i>Addressing Race, Power and Privilege in Clinical Settings</i>.</li> <li>c) Review some of the <a href="#">Unconscious Bias resources</a> on the UCSF Office of Diversity and Outreach's website.</li> <li>d) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>4.6 Identify populations that are missing from traditional 'underserved' definitions.</b>	<ul style="list-style-type: none"> <li>a) Find articles on relevant populations and write a reflection.</li> <li>b) Review the <a href="#">Healthy People 2020</a> website and reports from the <a href="#">IOM Health Disparities</a> collection and identify populations that are impacted by health disparities.</li> <li>c) Watch this <a href="#">webinar</a> on <i>Understanding Transgender Identities and the Unique Care Needs of Transgender</i></li> </ul>

People or read this [brief](#) on Transgender Health Equity

## Domain 5: Quality and Equity Improvement / Health Systems

### Definition

Quality improvement (QI) consists of systematic and continuous actions that lead to measurable improvement in health care services and the health status of targeted patient groups. Quality and Equity Improvement (QEI) related specifically to health equity includes knowledge and skills to improve care for underserved populations.

Competency	Activity Examples
<b>5.1 Understand the various ways the term “population health” can be defined.</b>	<ul style="list-style-type: none"> <li>b) Complete IHI Open School Module <a href="#">TA 101: Introduction to Population Health</a>. (Contact <a href="mailto:joanie.rothstein@ucsf.edu">joanie.rothstein@ucsf.edu</a> to get course code.)</li> <li>c) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>5.2 Understand how QI can improve the care of underserved populations.</b>	<ul style="list-style-type: none"> <li>a) Participate in a QEI project that specifically targets public health system or underserved population.</li> <li>b) Submit a description of a local QI resource that can be posted on the STEP UP website.</li> <li>c) Find and review three QEI projects focused on the underserved at the <a href="#">AHRQ Innovations Exchange</a>.</li> <li>d) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>5.3 Demonstrate how to use health care data to address scientific, political, ethical or social health issues.</b>	<ul style="list-style-type: none"> <li>a) Analyze a clinical or care scenario that leads to undesirable outcomes for a vulnerable population group; provide an alternative pathway.</li> <li>b) Read and write a reflection on designated <a href="#">articles</a>.</li> <li>c) Watch this <a href="#">webinar</a> on <i>Making Data Work for the Public’s Health: The Current Total</i></li> </ul>
<b>5.4 Understand the structure of the Medicaid delivery system and identify strategies to finance projects in safety net settings.</b>	<ul style="list-style-type: none"> <li>a) View this <a href="#">webinar</a> on <i>Models for Improving Medicaid Primary Care</i></li> <li>b) View this <a href="#">webinar</a> on <i>Building an Equitable Delivery System</i></li> <li>c) Create a budget for a QEI project that you are working on in a safety-net setting.</li> <li>d) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>5.5 Understand how new technologies can be employed to facilitate community health improvement.</b>	<ul style="list-style-type: none"> <li>a) Apply new technology to a health improvement project you are working on in a safety net setting.</li> <li>b) Complete online <a href="#">GIS mapping module</a> courses</li> <li>c) View <a href="#">webinar</a> on <i>Digital Health and the Underserved</i></li> <li>d) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>
<b>5.6 Understand approaches to evaluation for systems-based change in safety net settings.</b>	<ul style="list-style-type: none"> <li>a) Complete a logic model for a project or program you are working on.</li> <li>b) Read and write a reflection on designated <a href="#">articles</a>.</li> </ul>