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| **Name:** |  |

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|  | Focusing on Health Equity**Student Data Collection Sheet** |

**Think About It!** Write your answers below:

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| Understanding Health Equity | 1. What are a few reasons why a person might not go to the doctor?
 |
| 1. How often do you go outside? Do you think this affects your health?
 |
| 1. How far do you have to travel from your home to find a store that sells fresh affordable vegetables, meat, and fruit? Could you get there on foot or by public transportation if you needed to?
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| Health Equity and CDC | 1. How does education access and quality connect to other categories of social determinants of health?
 |
| 1. Describe four reasons why someone might be unable to get medical care.
 |
| 1. Generational poverty occurs when two or more generations of a family live in poverty. Why do you think the cycle of poverty is so hard for families to break?
 |

In this step, you share your information. Sharing the information you collect is key. Click the links below to share:

https://observer.globe.gov/do-globe-observer/mosquito-habitats

http://www.citizenscience.us/imp/collectionform.php

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| Citizen Science | 1. What were some disparities and inequities exposed by the COVID-19 pandemic?
 |
| 1. What items, features, and services does a person who uses a wheelchair need in their built environment?
 |
| 1. Property taxes are frequently used to pay for improvements and amenities in the built environment. How does this contribute to poorer community health in lower income areas with lower property values and less tax revenue?
 |

Examine your Built Environment

Walkability/Transportation

|  |  |  |
| --- | --- | --- |
|  | Sidewalks present | How many traffic lanes (on average)? What is the posted speed limit (average)? How wide is the buffer between road and sidewalk?  |
|  | Pedestrian buttons/walk signals present |
|  | Clearly marked crosswalks |
|  | Curb cuts or ramps at intersection |
|  | Public parking available |
|  | Public transit available |
|  | Dedicated bike lanes and signage present |

Amenities

|  |  |  |
| --- | --- | --- |
|  | Trash bins available | How much tree cover is present? Is cover available for inclement weather?  |
|  | Benches available |
|  | Bike racks present |
|  | Public water fountains present |
|  | Fountains, sculptures, art features present |
|  | Landscaping, gardens, ponds present |
|   | Adequate street lighting installed |

Maintenance

|  |  |  |
| --- | --- | --- |
|  | Buildings well maintained | Is there evidence of drug use or illegal activity?  |
|  | Sidewalks in good repair with no trip hazards |
|  | Area free from graffiti/tagging |
|  | No broken glass or litter |
|  | Buildings habitable, not abandoned |

Facilities: How many of the following building types are present in the area?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Positive Features |  | Negative Features |
|  | Grocery store/supermarket |  | Fast food restaurants |
|  | Sit down restaurant |  | Liquor stores/bars |
|  | Small business retail stores |  | Abandoned buildings |
|  | Big box retail stores (ex. Home Depot) |  | Unmaintained lots |
|  | Farmer’s market |   |   |
|  | Community garden |   |   |
|  | Parks/ playing fields/ playgrounds |   |   |
|  | Gyms/fitness center |   |   |
|  | Pharmacy/drug store |   |   |
|  | Medical office/hospital |   |   |
|  | Government offices |   |   |
|  | Schools |  |  |

Compare the Environments of Two Different Places

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| Environmental Exposures |
| Place Name |  |  |
| % of Impervious Surfaces |  |  |
| % of Seniors Living Alone |  |  |
| % of Adults 18+ with Asthma |  |  |
| % of Mobile Home Housing Units |  |  |
| Average Annual PM2.5 Concentration |  |  |
| # of Days with 8-Hour Ozone Above NAAQS |  |  |
| # of Extreme Heat Days |  |  |
| # of Extreme Precipitation Days |  |  |
| # of People within a Flood Hazard Area |  |  |

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| Community Characteristics |
| % of people by age group | 0-4 |  |  |
| 5-19 |  |  |
| 20-34 |  |  |
| 35-54 |  |  |
| 55-64 |  |  |
| 65+ |  |  |
| % of people by raceNote: all categories also include Hispanic | White |  |  |
| Black |  |  |
| Other |  |  |
| Asian/Pacific Islander |  |  |
| American Indian/ Alaskan Native |  |  |
| % of people living in poverty |  |  |
| # of households without internet |  |  |
| # of households without a vehicle available |  |  |
| Overall Percentile Vulnerability RankFor this row, the larger map area will be broken into smaller ones. Write a summary of what you see using the major color(s) present. Zoom in and look at the map details for each area, such as city names, highways, airports, etc. |  |  |
| For this row, choose one of the dropdown options to discuss. Highlight it in the chart to show what you’re discussing. Use the same one for both places.* Low Income and Low Food Access
* % of Population with a Disability
* % of Population that Speaks English Less Than “Very Well”
* % of Population >= 25 with High School Education or Higher
* % of Population >= 16 Who Are Unemployed
* % of Housing Units with No Vehicle Available
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| Health Burden |
| % of Population without Health Insurance |  |  |
| # of Hospital Beds per 10,000 people |  |  |
| % Population over 5 Living with a Disability |  |  |
| For this row, choose one of the dropdown options to discuss. Highlight it in the chart to show what you’re discussing. Use the same one for both places.* Life Expectancy at Birth
* % of Adults with Not Good Mental Health for >=14 Days
* % of Adults with Current Asthma
* % of Adults Who Have Had a Stroke
 |  |  |
| Average Annual Infant Mortality per 1,000 births  |  |  |
| Percent of Low Birth Weights |  |  |
| Points of Interest |  |  |

Compare Your Selected Environments

Find information from your charts that represents each of the five **social determinants of health**.

* Compare the data you recorded for the two places you selected.
* Identify any **disparities** you see and explain how they might affect residents’ health.
* Propose interventions that might reduce the **disparities** identified.

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| Health Care Access and Quality  |
| Education Access and Quality  |
| Social and Community Context  |
| Economic Stability  |
| Neighborhood and Built Environment  |

Reexamine your Built Environment

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|  | Schools |  |  |
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What do you think of your community’s **built environment**? What changes are needed?

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Reflections

Now that you have completed this investigation, think about what you learned from your research and experiment. Answer the questions below.

1. Provide examples of 3 things in your **built environment** that contribute to good health.

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1. Based on the data you collected, what health **inequities** did you see in your community?

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1. When does a health **disparity** become a **health inequity**? Provide an example.

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1. There’s a saying in **public health** that your zip code affects your health more than your genetic code. What do you think this saying means?

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1. Provide an example of how poverty relates to each of the five **social determinants of health** discussed in this lesson.

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1. Systemic racism is linked to poorer health for racial and ethnic minority groups than for White persons. An example occurs when medical schools train doctors using images of skin symptoms only on pale skin, not skin with darker pigmentation. This results in a medical system that is not properly trained to treat people of color. What are some other systems that produce health **disparities** for people of color?

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