**

Working in Health Promoting Ways

Checklist: Equity

Does our health promoting service, program or activity seek to reduce inequities in health? How will this be achieved?

Is our health promoting service, program or activity accessible to those with the highest need? Have we engaged those with the highest need in the planning, delivery and evaluation stages of the service, program or activity?

Do our health promotion strategies actually increase inequities? (For example, if wealthy people adopt healthier lifestyles faster than the less well off, the net result of individually targeted interventions is a bigger gap in health outcomes between rich and poor.)

Are certain priority population groups (such as children, culturally and linguistically diverse communities, people with low English fluency, recently arrived communities, older people or Aboriginal and Torres Strait Islander groups) at special risk? Are their needs being neglected? How will we involve these particular population groups in the development of our service, program or activity?

Are we seeking to address the social determinants of health?

Do we work in partnership with others to address the social determinants of health? Who can we work with? How can we identify the right people?

Are we employing community development and community building strategies into our health promotion practice? Can we help community members advocate for such issues?

Are there opportunities to advocate for or reduce social inequities and injustice?

Do we need further skill development in quality health promotion practice and issues such as equity in health?

Further information

Keleher H & Murphy B 2004, *Understanding Health: A Determinants Approach*, Oxford University Press, Oxford.

Nutbeam D 1999, ‘The challenge to provide evidence in Health Promotion’, *Health Promotion International*, vol. 14, no. 2, pp. 99-101, [www.heapro.oxfordjournals.org/cgi/content/full/14/2/99](http://www.heapro.oxfordjournals.org/cgi/content/full/14/2/99)

Nutley SM, Walter I & Davies HTO 2003, ‘From knowing to doing; A framework for understanding the evidence-into-practice agenda’, *Evaluation*, vol. 9, no. 2, pp. 125-148.