



Presenter Self Reflection Tool

Thank you for your interest in submitting an abstract for SWHPN's education programming (including in-person conferences, virtual workshops and recorded webinars). We greatly value your contributions to our community.

To help align your session with SWHPN's commitment to anti-oppression and equity, we kindly ask that you complete this self-reflection tool for each session you plan to lead. This process encourages thoughtful integration of anti-oppressive frameworks into your content. If you'd like further guidance or discussion, SWHPN's Education Committee is available for consultation.

This tool, **adapted with permission from the UCSF School of Medicine Anti-Oppression Curriculum Initiative (AOCI)**, supports the integration of anti-oppressive frameworks into our teaching and practice. It draws on a variety of sources and perspectives, including anti-racist and anti-oppressive approaches. [oppressive approaches.](#)

For additional information, please visit the [AOCI website](#).

SWHPN'S MISSION

SWHPN enhances hospice and palliative care social work through mentorship, education, community building, and advocacy as change agents committed to equity and anti-racism. We start with ourselves to dismantle harms perpetuated within the systems in which we exist.

Purpose of This Review Tool

Our goal is to enrich the educational environment by embedding a deeper understanding of the sociopolitical contexts that affect both our learners and the communities they serve. This process is about embracing diverse perspectives and supporting inclusion which enhances the quality of our work, not about enforcing political correctness.

This review tool guides you through several domains for reflection with the following goals:

- **Client Cases:** Focus on representation, inclusivity and avoiding stereotypes
- **Presentation Design:** Embed anti-oppressive and trauma-informed approaches into your materials
- **Risk Factors, Disparities and Equity Solutions:** Include a thoughtful examination of social identities, disparities and health equity
- **Accessibility:** Ensure that all participants can effectively engage with the content

Suggestions for All Educators:

- Add your pronouns to your name on slides and/or video platforms
- Allow 5-10 minutes at the end of your session for Q+A
- Acknowledge and honor the expertise that participants bring to the discussion

Reflection Questions

As you complete the review tool, please consider the following:

I. Relationship To Content

- Have you taken time to consider how your unique psychosocial history and lens influence your relationship to the content?
- What steps do you take to center and uplift the voices of the populations you are discussing?
- If you do not share identity characteristics with a population you are discussing, how do you acknowledge your privilege and recognize the limitations in fully understanding their lived experience?

II. Client/Case Scenarios

- Is person-first language used? (e.g., "individual experiencing homelessness" vs. "homeless person")
- Are pronouns consistent throughout the materials?
- Are there assumptions of "us vs. them"? (Goal: Avoid false separation between clinicians and patients. Topics such as substance use disorder (SUD), homelessness, disabilities, or illnesses likely also apply to audience members)
- Are spoken and/or implied aspects of identity or social/structural determinants included?
- Are any stereotypes or bias present?
- Is intersectionality acknowledged? (Intersectionality refers to how overlapping social categorizations—such as race, class and gender—create interconnected systems of discrimination or disadvantage)
- If discussing communities that have experienced discrimination or inequities (social, economic, political, healthcare), are they portrayed in ways that recognize strengths and uplift, even if challenges are also present?
- Are structural factors (e.g., racism) acknowledged, or are individual factors (e.g., behaviors) over-emphasized? **dual factors (e.g., behaviors) over-emphasized?**

III. Risk Factors and Equity Solutions

- Are individual-level factors emphasized over structural ones? If so, consider incorporating social/structural factors.
- Are individual characteristics (e.g., weight, substance use, mental health conditions) implicitly or explicitly judged or moralized?
- Is disparities data discussed with proper context?

IV. Session Design

- Are participants' access needs met?
- Is closed captioning enabled for virtual sessions?
- If you are utilizing prompts for learners:
 - Do the prompts encourage personal reflection and remain sensitive to diverse experiences?
 - Are the expectations for all participants to respond appropriate?

Additional Resources

Please refer to these materials for further support:

AMA/AAMC, Advancing Health Equity: A Guide to Language, Narrative and Concept (2021):

<https://www.ama-assn.org/system/files/ama-aamc-equity-guide.pdf>

The U.S. General Services Administration (GSA), Creating Accessible Presentations:

<https://www.section508.gov/create/presentations/>

Holiday, T. & Gable, T. (2022). Equity Review Tool: A Process Guide for Equity-centered Instructional Materials.

<https://www.everylearnereverywhere.org/wp-content/uploads/Equity-Evaluation-Tool.pdf>

If there is anything in this tool you don't understand, need clarification on, or would like to discuss further, **the SWHPN Education Committee is available for consultation**. Please feel free to reach out to us at info@swhpn.org.