

Welcome from the Editors

We are so pleased to welcome readers to the sixth issue of the *Healthy Populations Journal* (HPJ), a special edition focusing on health equity. HPJ is a multi-faculty, student led, open access, peer-reviewed journal housed at HPI at Dalhousie University. HPJ aims to make academic authorship accessible for students by reducing barriers to publishing, sharing, and accessing research. As part of our mission to support and disseminate research which advances knowledge on population health research and global health equity, we partnered with the CAHSPR Student Working Group to create a special issue to facilitate a sharing of student-led research taking place across Canada.

As trainees in health services and policy research, we have conducted a large part of our graduate studies during the COVID-19 pandemic. Our identity as emerging scholars has been shaped by the social dynamics and political decisions made about the broader social and health system crises which have been brought to the forefront by COVID-19. In this context, we witnessed the repeated evocation of health equity among different entities in ways that used “equity” to characterize certain population groups in a deficit manner. To counter this narrative, the CAHSPR Student Working Group and HPJ wanted to create space to highlight strength-based health equity research efforts led by emerging scholars.

We carefully selected the articles in this issue to represent various fields of health services and policy research to broaden each other’s understanding on the range and complexities of health inequities and the impact they have on different populations. Research articles and commentaries in this issue explore wide-ranging and timely topics related to health equity including Ménard et al.’s call for more research on the impact of language discordance in long-term care; Anderson et al.’s discussion on child rights and wellbeing in Nova Scotia; Voss et al.’s reflections on promoting Exercise is Medicine on Campus for equity deserving groups; and O’Donnell et al.’s paper on parents’ use of social media to understand their child’s teething pain.

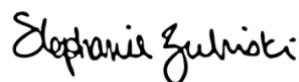
This issue features three literature reviews: McCoy et al.’s review on equitable transitions for patients receiving palliative/end-of-life care; Gilham et al.’s review on tools to appraise teachers’ mental health literacy; and Chanzu et al.’s review on the use of infographics and medication adherence. In addition, two research protocols describe important future work: Jefferies et al.’s rapid review protocol looking at initiatives for the advancement of Black nurses in Canada, and Aly et al.’s scoping review protocol for exploring frailty among older populations in Arabic-speaking countries. This issue concludes with a book review commentary by Machat and an infographic by Chanzu et al.

The cover of this issue features original art by Jane Zhao, a PhD student at University of Toronto.

This special issue would not be possible without support from the Healthy Populations Institute, CAHSPR SWG, and guidance from the HPJ Editorial Board Members. We hope you enjoy reading Volume 3, Issue 2.



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