

Linking health inequities and social justice: Teaching the social determinants of health



APHA

Broadening teaching
about health inequities
and social justice

November 6, 2007

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PHP Mission statement



The Population Health Project promotes dialogue, debate, and action around the ways in which political, economic, and social inequalities interact to affect the health of our society. We educate youth and adults about the links between social justice and health equity, and use this knowledge to advocate for social change.

Today

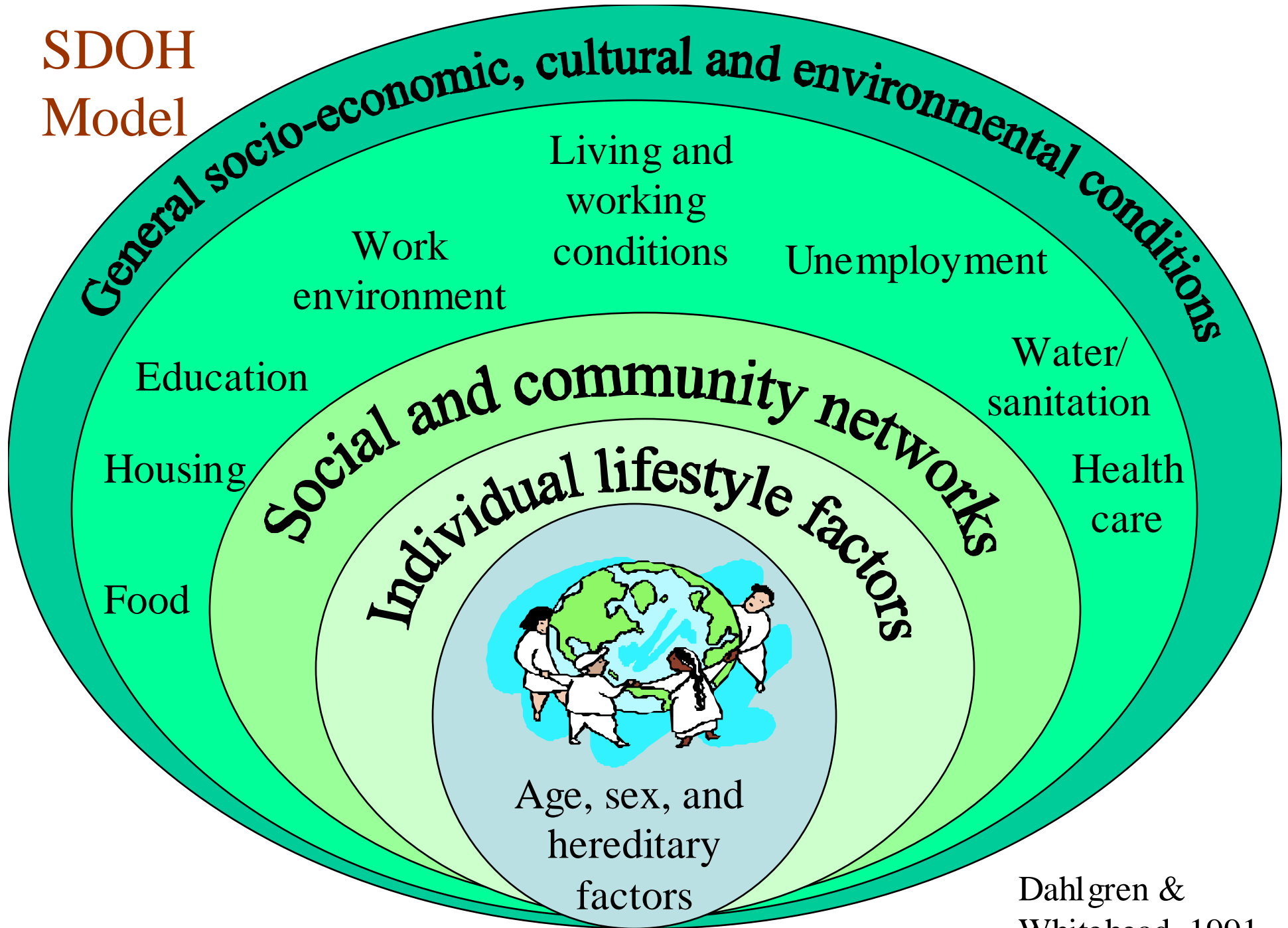
- PHP approach
 - Population health
 - Social determinants of health (SDOH)
 - *Critical* health literacy
- Curriculum – 5 modules so far
 - Seattle Girls School (2005-2007)
 - Puget Sound Early College (2006-2007)
 - University of Washington (2005-2007)
 - Sea Mar Community Health Centers (2007)
- Findings and challenges
- Discussion

Case for population health approach

1. Individual behavioral factors explain small proportion of disease compared to societal factors
2. Individual health behavior approach - limited effect in disadvantaged pops because fails to address issues of **why** behaviors are adopted
3. "Blame the victim" – disadvantaged blamed for illness when responsible factors are outside their control

Raphael, 2003, Health Promotion International, Vol 18, No 4

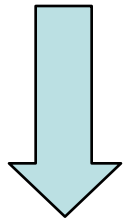
SDOH Model



Dahlgren &
Whitehead, 1991

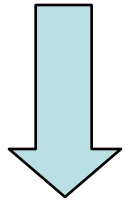
Three Levels of Health Literacy

1. Functional



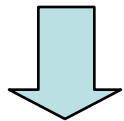
Transmission of factual information (AIDS, drugs, tobacco)

2. Interactive



Develop personal skills – problem solving, communication, decision making. Act independently on advice received

3. Critical

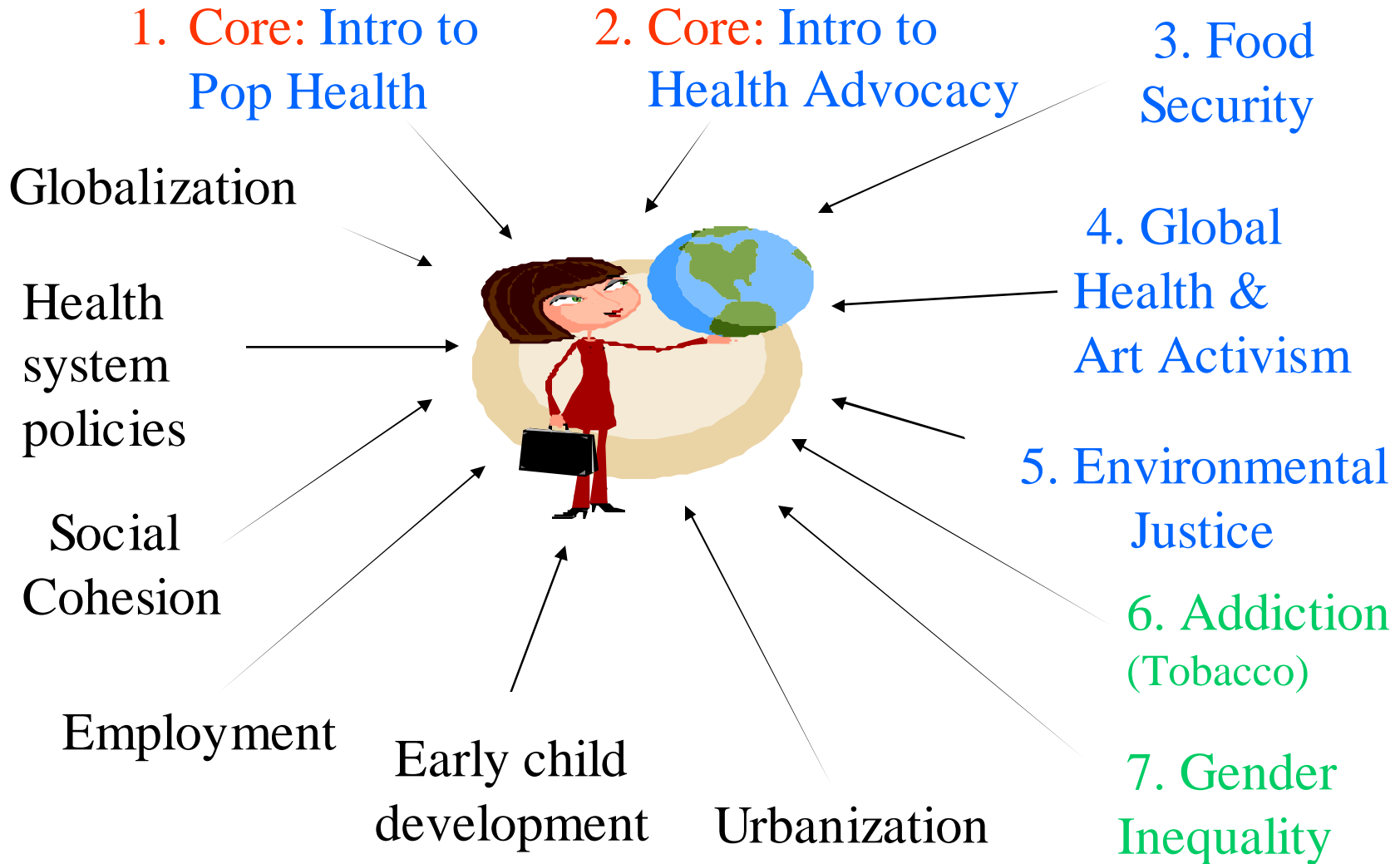


*Individual and community capacity to **understand** and **change** how social, economic, and political forces affect health – social action on policies and practices*

Health Literacy: Typical U.S. Health Education/Promotion Model

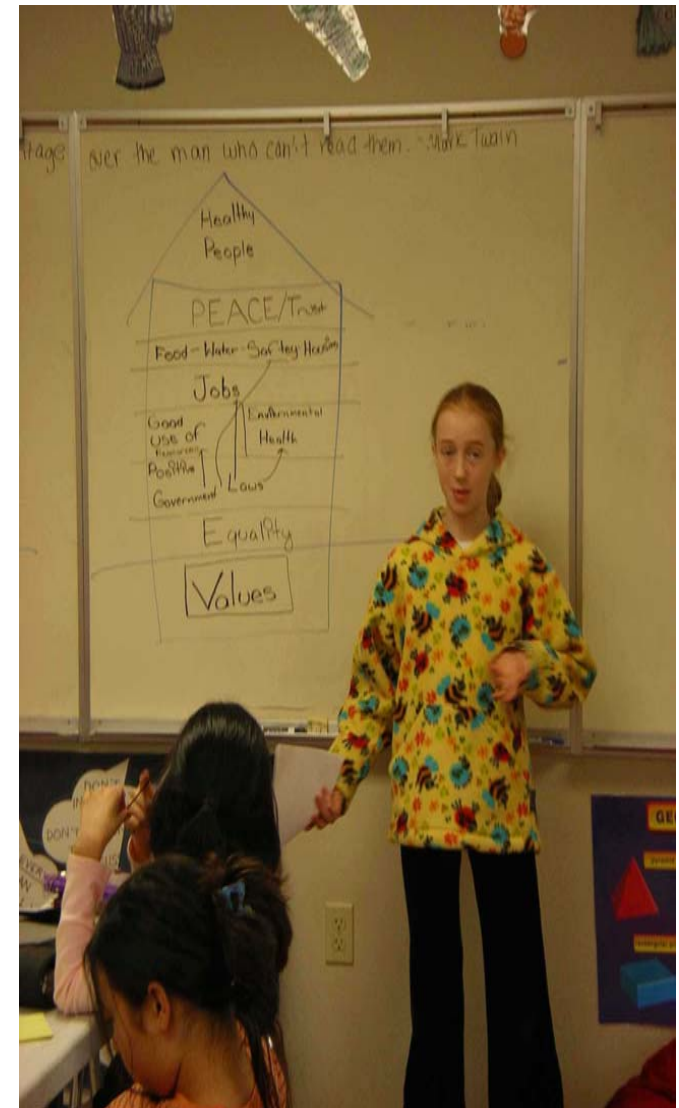
- ❑ Downstream factors that can be manipulated by an **individual**
- ❑ Schools –
 - Functional
 - Interactive if lucky
- ❑ Health centers/departments –
 - Degree to which individuals can obtain, process and understand basic health info and services
 - Treat individual over tackling upstream causes

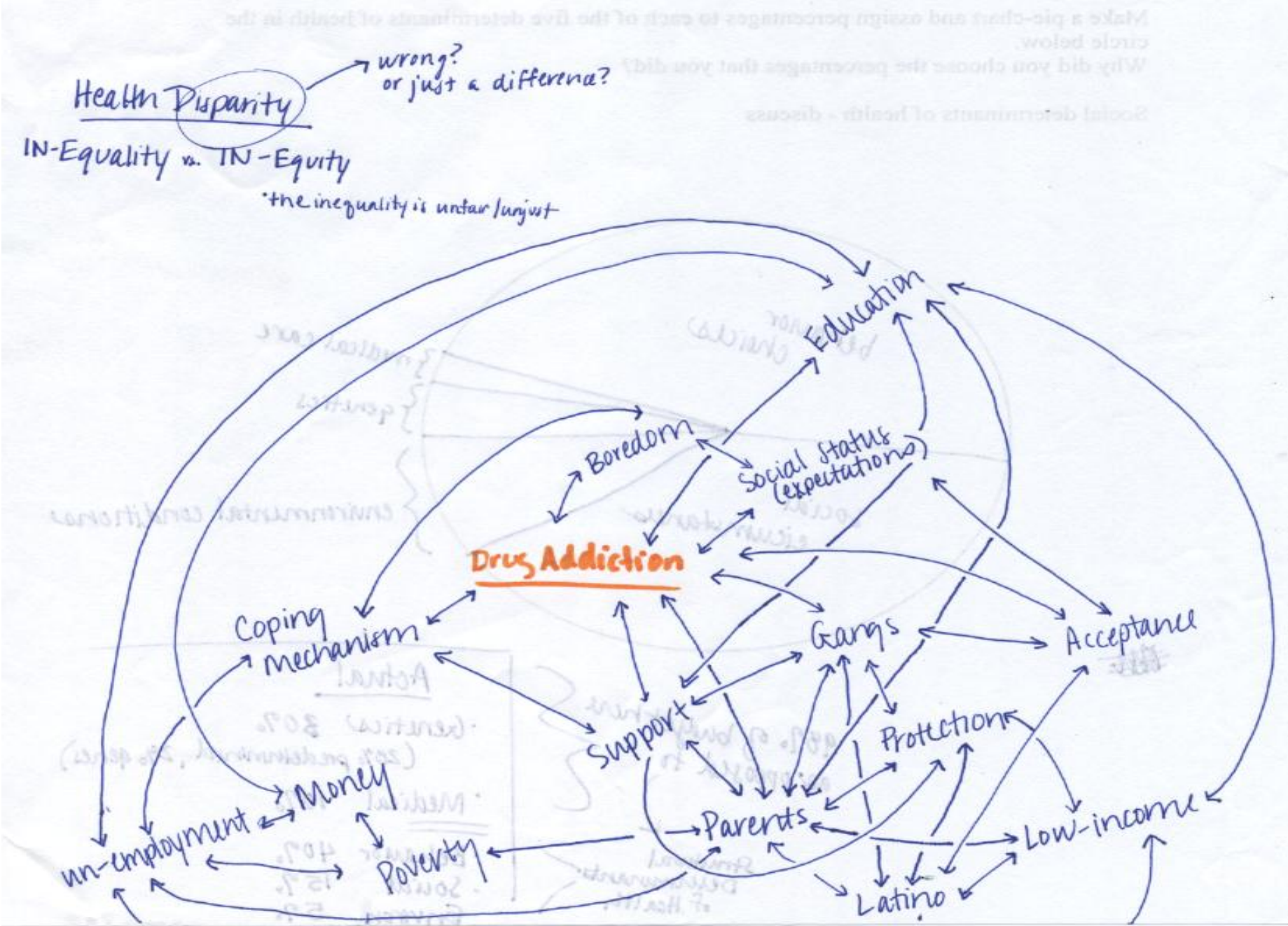
PHP Vision: Population Health Curriculum Manual



1. Introduction to population health

- ❑ What is pop health?
- ❑ How is it measured?
- ❑ What are sdoh?
- ❑ What are our values around inequality?
- ❑ What are health disparities?
(measurement, graph analysis and interpretation)
- ❑ What are the root causes of the disparity?
(Causes of Causes diagramming, policies and practices)

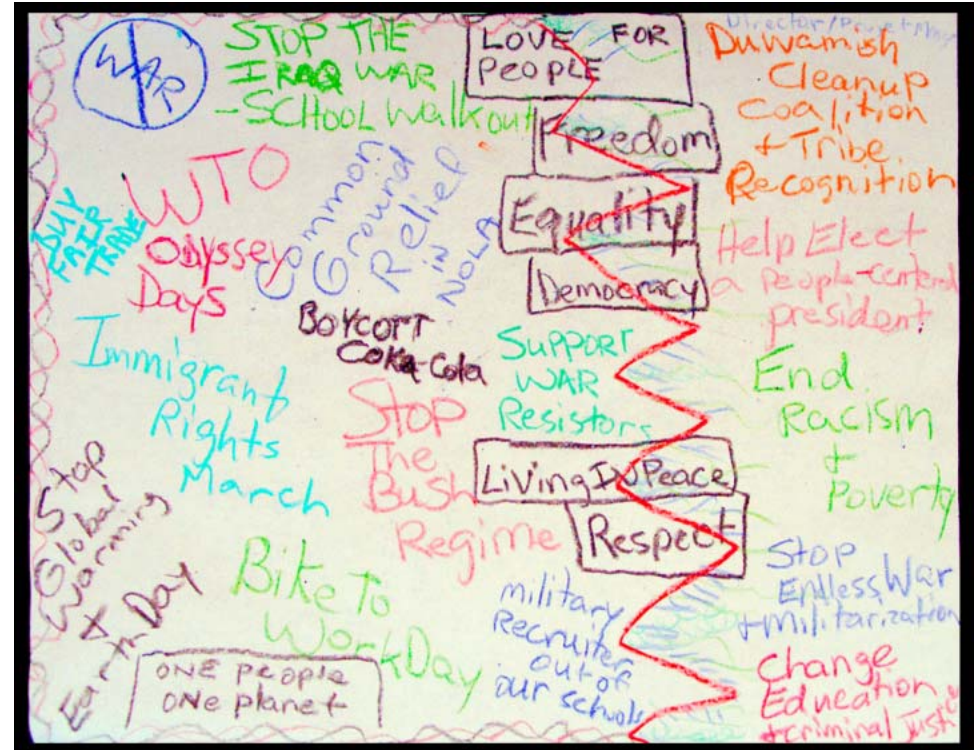




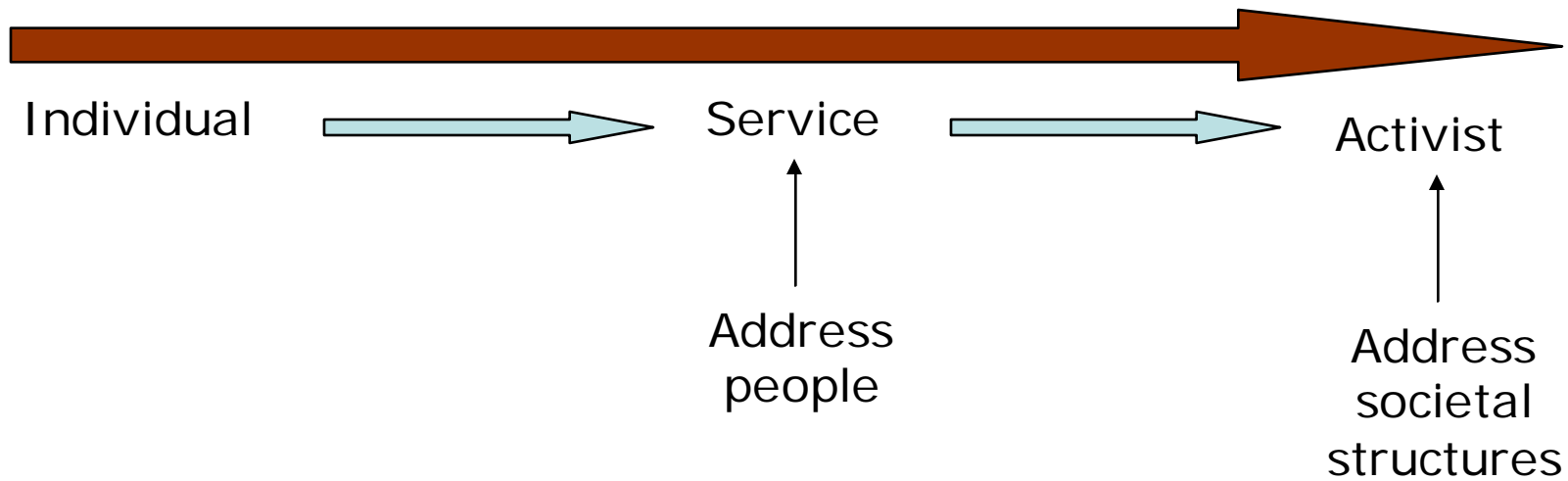
Causes of the Causes diagramming: Drugs (Sea Mar Community Health Center)

2. Civic Engagement/Advocacy- Taking action

- ❑ What is social change?
- ❑ Defining civic engagement
- ❑ Intro to activism framework
- ❑ Action on:
 - Root cause
 - Criteria for choosing "right" action plan
 - Methods - implementation
 - Culturally competent entry into community



PHP advocacy framework



What does an advocacy framework look like to you? (SGS, 2007)





Activism Life Mapping

UW School of Urban Planning (Spring, 2007)



"vigilant sharing"



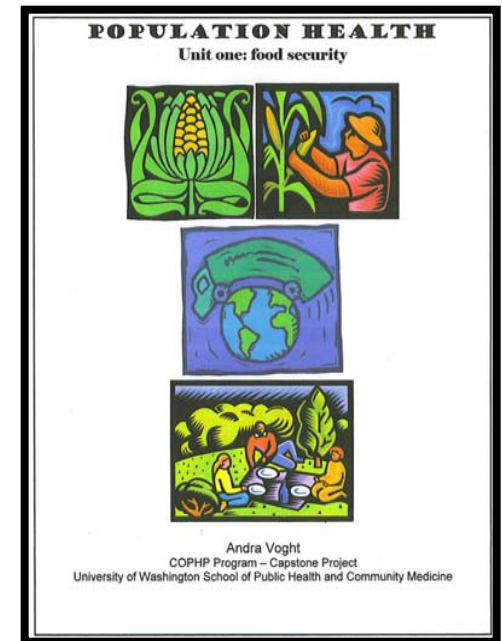
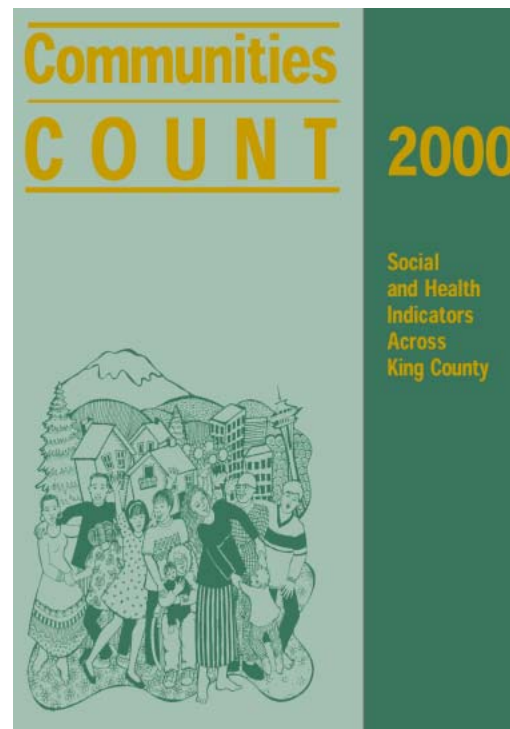
"building connections"



"care for the earth community"

Food Security Themes (SGS 2005)

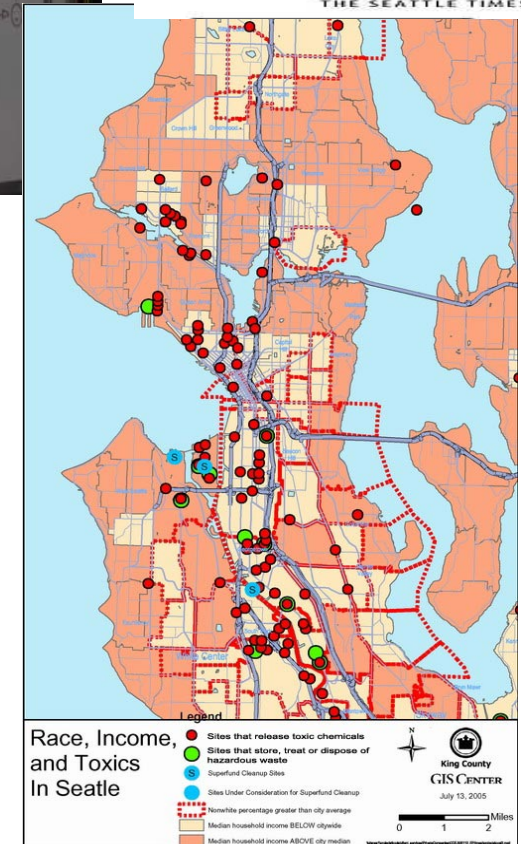
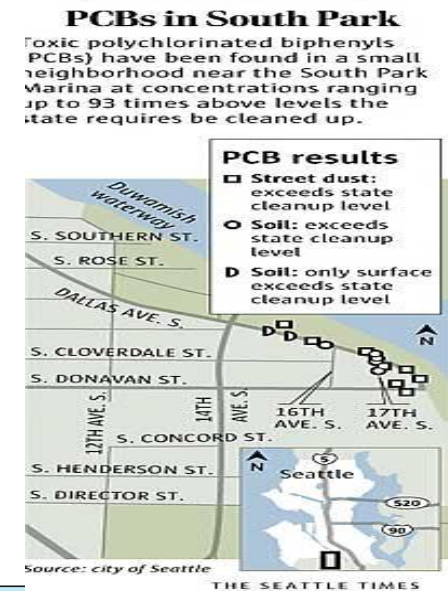
- ❑ Complement to ongoing individual nutrition course
- ❑ Introduction to population health versus individual health
- ❑ Overview of food security, malnutrition, over-nutrition
- ❑ Local and global data
- ❑ Civic action component



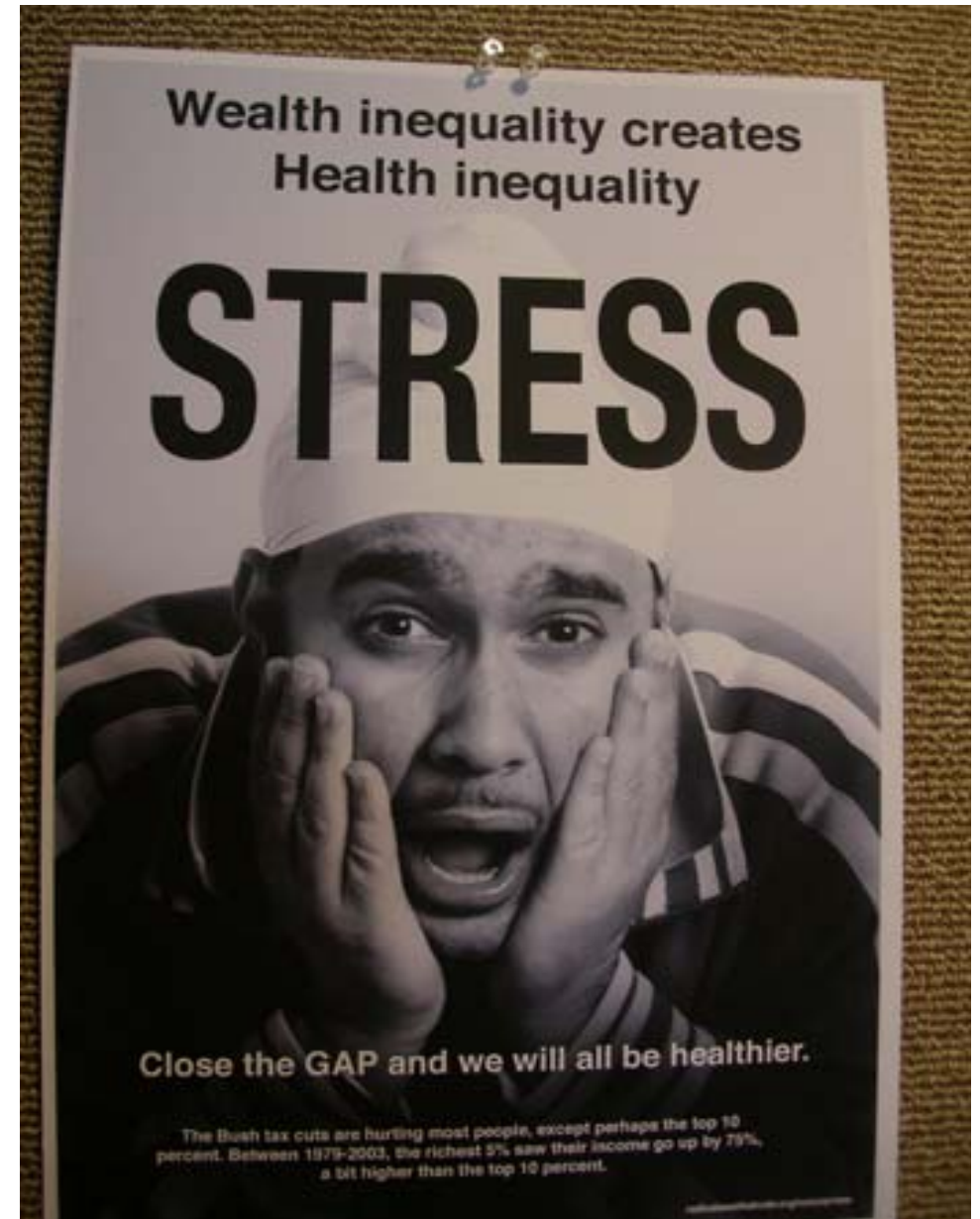
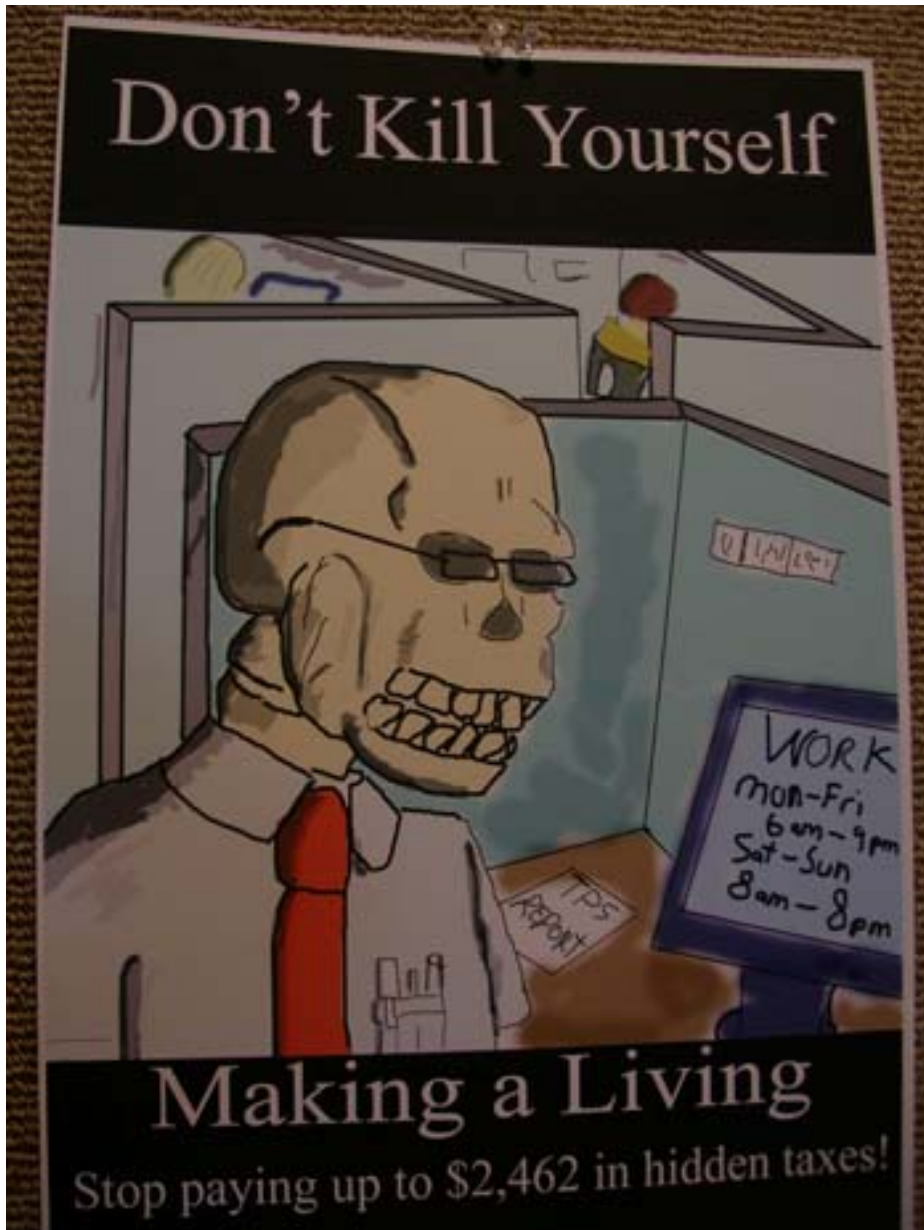
Environmental Justice Themes (SGS 2006)



- ❑ Voice – being heard
- ❑ Defining EJ, environment, Precautionary Principle
- ❑ Neighborhoods and health disparities
- ❑ Superfund Site - Toxins, dose, exposure
- ❑ Public meeting stakeholder debate – meaningful participation



Global Health & Art Activism (PSEC, 2006)



Global Health & Art Activism

Teen Violence (PSEC, 2007)



Global Health & Art Activism Teen Pregnancy (PSEC, 2007)



Evaluations: Pre/Post Test (PSEC, 2007)

Question	Pre (n=18)	Post (n=17)
Prev hlth ed?	17% never 61% once 22% twice Subjects: food, exercise, STDs, drugs, CPR, First Aid	
Pop health?	89% no; 11% yes but could not define	100% yes; 94% gave adequate example
SDOH before?	94% no; none could define	100% yes; 88% gave adequate example
Health disparity?	100% no. 2 took educated guesses in defining and were correct	88% had heard term and gave adequate examples
Root causes for hlth dif?	44% did not know. 3 of 10 who answered gave SDOH answer – money, education	94% gave adequate answers

PSEC: Has your thinking about health changed? (2007)

- *Yes, this just isn't a normal health class that I would take in hs but this is what a health class should really look like.*
- *Yes, I have realized that America is #1 in a lot of things, and they are not all good.*
- *Yes, everything can affect a populations health, not just individual choices.*
- *No, I know that as a world, we are not that healthy. I would like to know why I should care (17% class)*



Are you better prepared
to make social change
NOW than before this
class? (UW and SGS)

- Yes (95%) - *I have learned all the skills to take matters into my own hands and create change*
- Nope (5%), *but more aware of my limitations*



Action: Raising \$
to send to
nothingbutnets.org



Critical Health Literacy Application

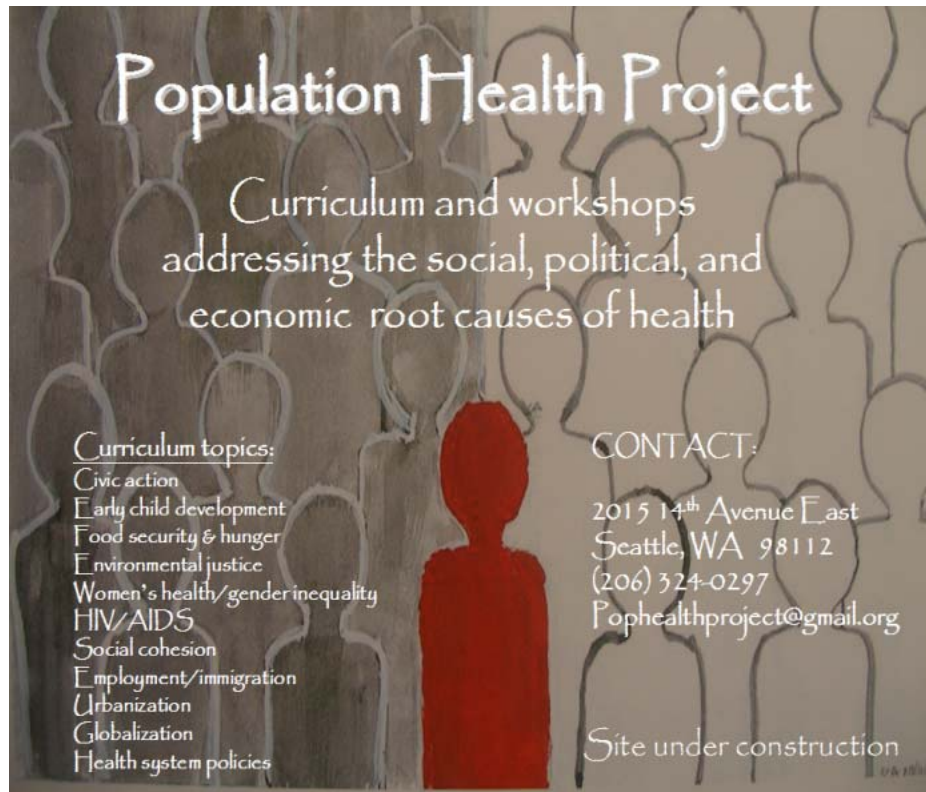
Module Content	Educational activity	Outcome (individual)	Outcome (community/social)
1. Health disparities	-Field trip -Film -4 corner	Understanding pop/grp/com health dif	Improved capacity to act on hlth disparities
2. Measure (indicators)	- websites, publications -PHP generates	Ability to discuss/compare/evaluate data	Ability to evaluate which indicators matter for action
3. Root causes	-Foundation -Films -Readings	Difference between individual vs SDOH	Improved capacity to act on SDOH
4. Policies/practices	-structured debate -policy matrix	Understand how polices/practices affect health	Assess which policies/practices biggest impact
5. Civic Action	-Posters -letter to editor -public meeting -play	-Communicate info others -Feasibility for action -Lifestyle choices -Self efficacy	-community empowerment, participation, development

PHP Challenges

- Sensitive Issues
 - Race/Income
 - Activism
- Evaluations
 - Process evaluation instrument designed - implementation
 - Show that model works-takes time
- Resistance
 - Schools (Natl Hlth Edu Stds; Public (testing) vs private school entry)
 - Health departments/centers (silos, time, sdoh connection to work questioned)
- Getting the word out



THANK YOU



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Venues:

Seattle Girls School

Puget Sound Early College

University of Washington

Sea Mar Community Health
Centers

In the works

- ❑ Develop and pilot more modules
- ❑ Extend curriculum beyond Seattle
- ❑ Teacher training workshops
- ❑ More health department workshop series – community action
- ❑ Publish -submit this fall to Hlth Prom Intl



Hate Groups and Hate Crimes



Not just health and fitness addendum

- ❑ Science
- ❑ Math
- ❑ Civics
- ❑ Social studies
- ❑ Reading/writing
- ❑ Communications



Deforestation



Action:
Collecting
donations to
send to
Green Belt
Movement -
\$250 so far

Sea Mar Community Health Center - Population Health Workshop Series: *Americorps Volunteers (2007-2008)*

1. Introduction to population health
2. Introduction to health advocacy
3. Community Action Part 1: Implementation plan and design
4. Community Action Part 2: Implementation

Ideal Collaborative Teaching Model

- ❑ Commitment to work together - contract
- ❑ PHP and school develop theme together
- ❑ PHP develops lesson in time for teacher to review and comment
- ❑ PHP and school teach together in classroom
- ❑ Pre and post-tests
- ❑ Teacher feed-back

Teaching the Social Determinants of Health: An Environmental Justice Curriculum



APHA:
Increasing Environmental
Health Literacy session

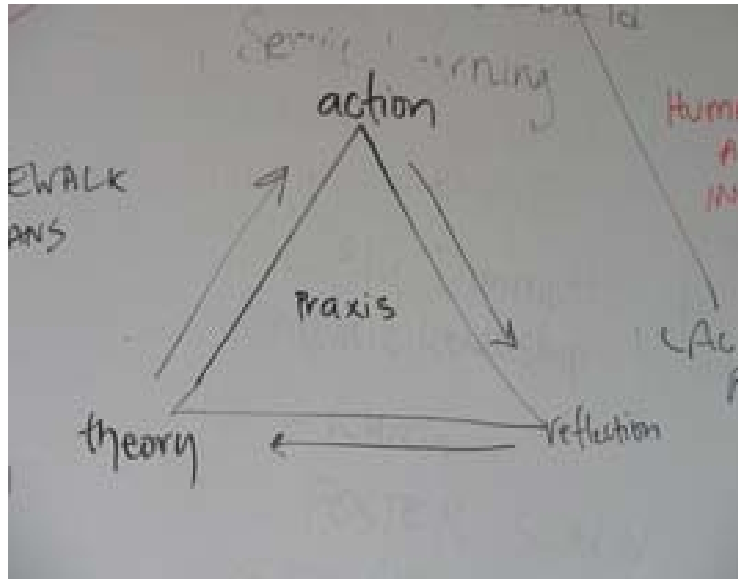
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Leadership: Activism vs service learning

(UW CEP, Fall, 2007)



Health Disparity defined:

*A health disparity/inequality is a particular type of **difference in health** or in the most important influences on health that could potentially be **shaped by policies**; it is a difference in which **disadvantaged social groups** (such as the poor, racial/ethnic minorities, women, or other groups that have persistently experienced social disadvantage or discrimination) systematically experience worse health or greater health risks than more advantaged groups.*

Braveman,
2006,

Civic Engagement/Advocacy

Individual and collective actions to identify and address issues of public concern. It can take many forms, from individual voluntarism to organizational involvement to electoral participation.

- ❑ Writing a letter to the editor
- ❑ Working in a community garden or soup kitchen
- ❑ Serving on a neighborhood association
- ❑ Making and disseminating posters to raise awareness about an issue or make an announcement
- ❑ Take a stand

<http://www.apa.org/ed/slce/civicengagement.htm>