

Alameda County Public Health Department's Pedagogy for Social Justice

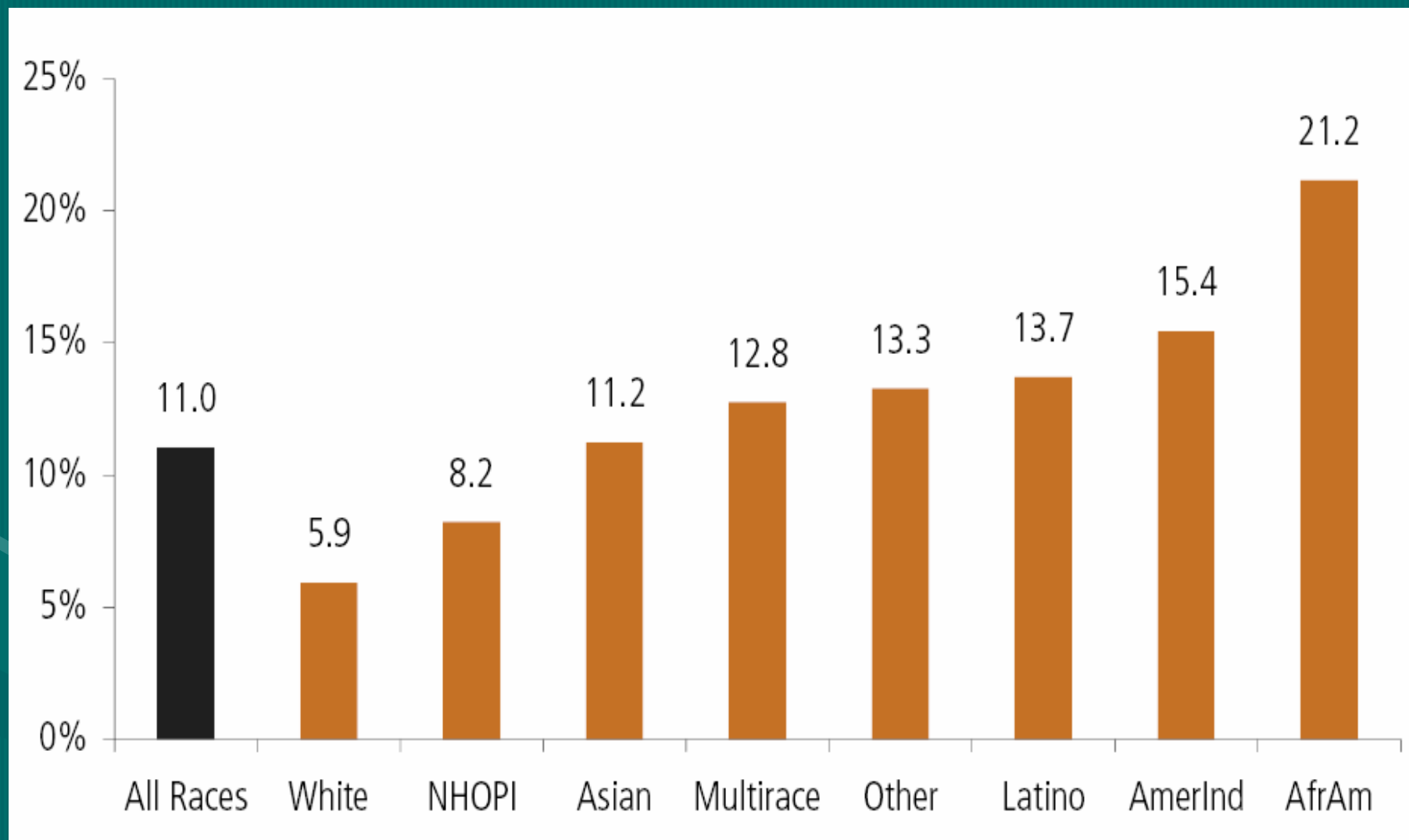
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Sandi Galvez, MSW; Katherine Schaff, MPH (c)



Presentation Outline

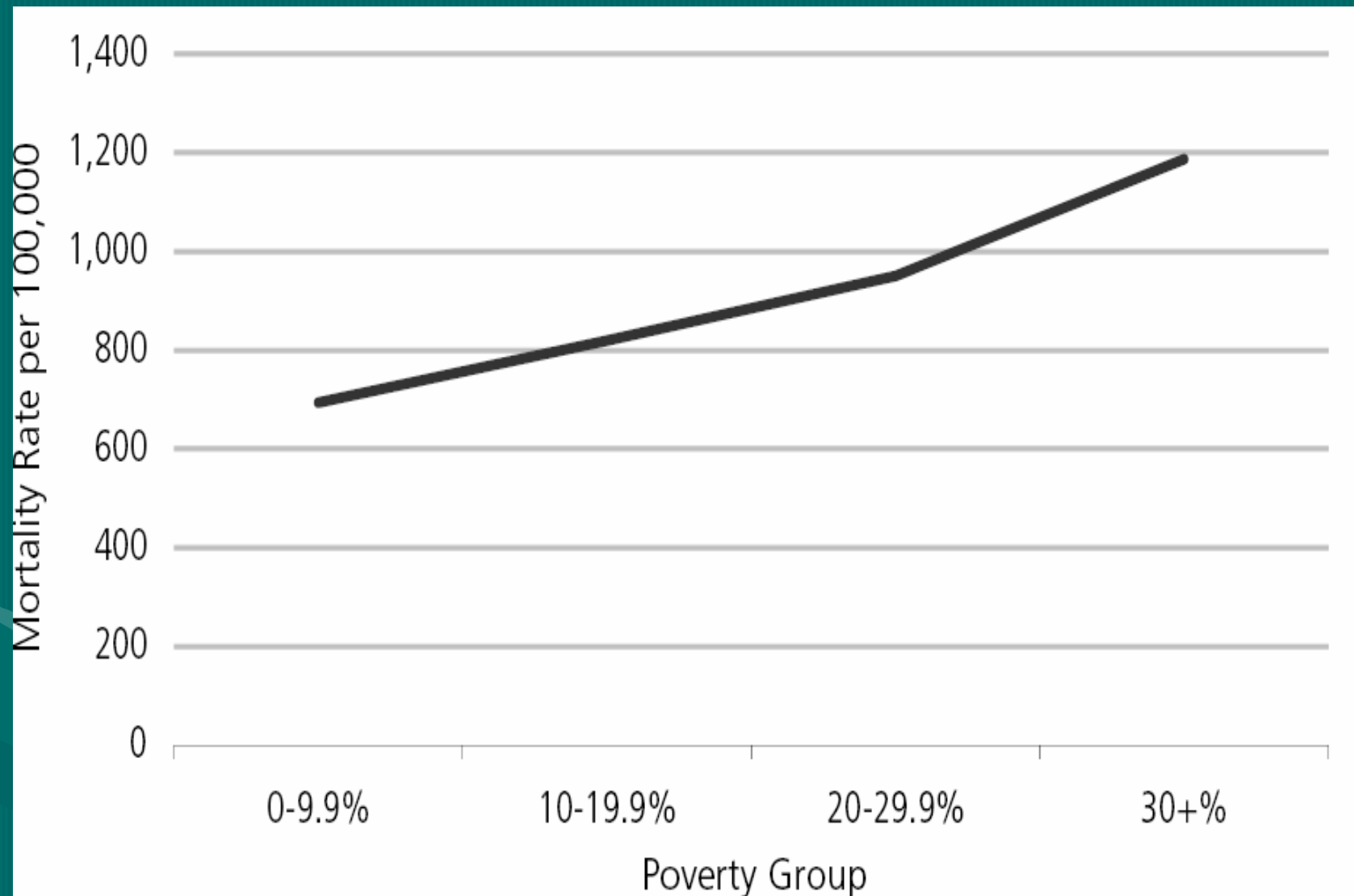
- Context: Health inequities in Alameda County
- ACPHD approach
 - Freirian/ popular education
 - TOP (Technology of Participation)
- Focused Activities
 - Strategic planning, PH 101, social justice dialogues, sessions on institutional racism
- Challenges, questions and lessons learned

Poverty by Race/Ethnicity



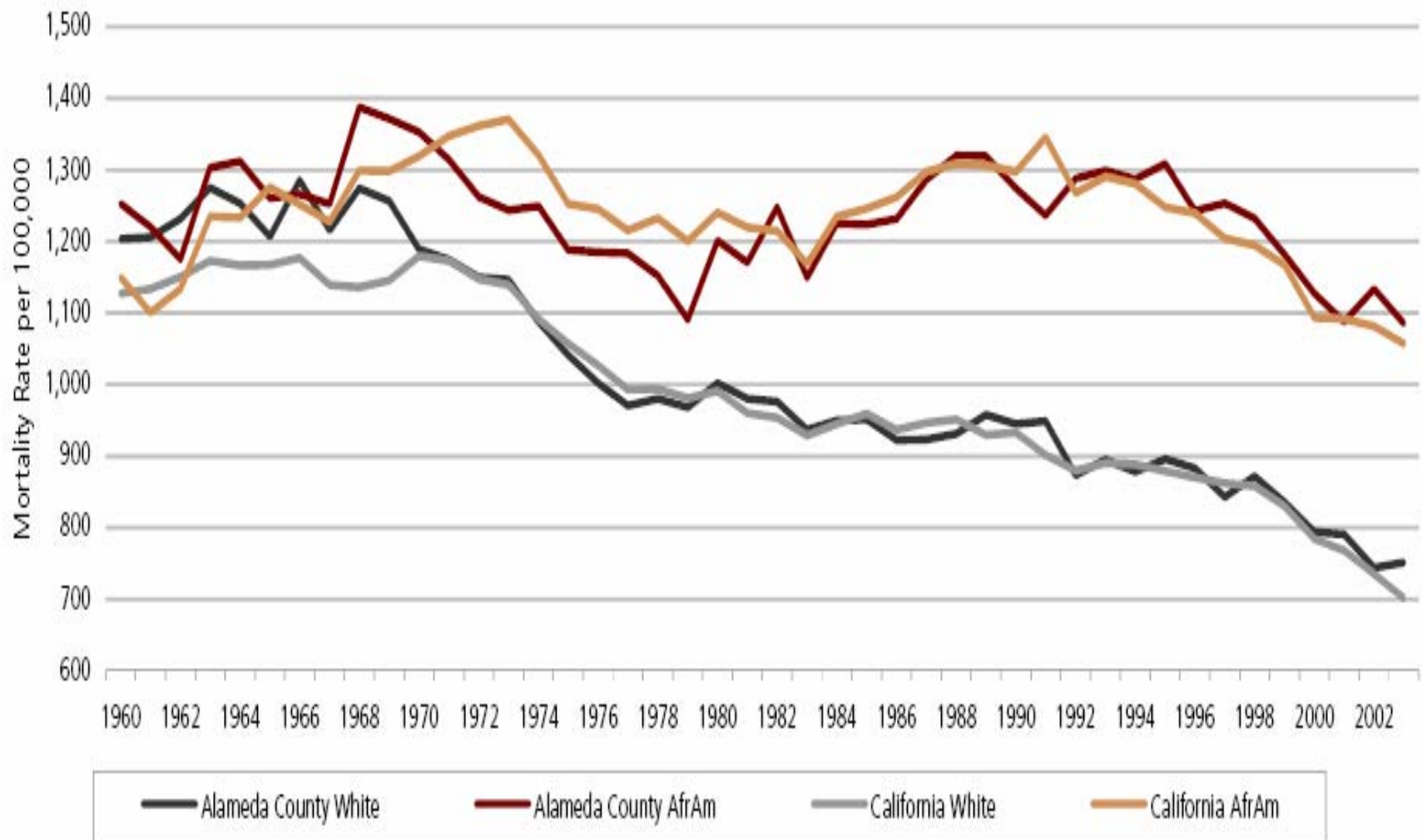
Alameda County Health Status Report 2006

Mortality Rate by Poverty Group



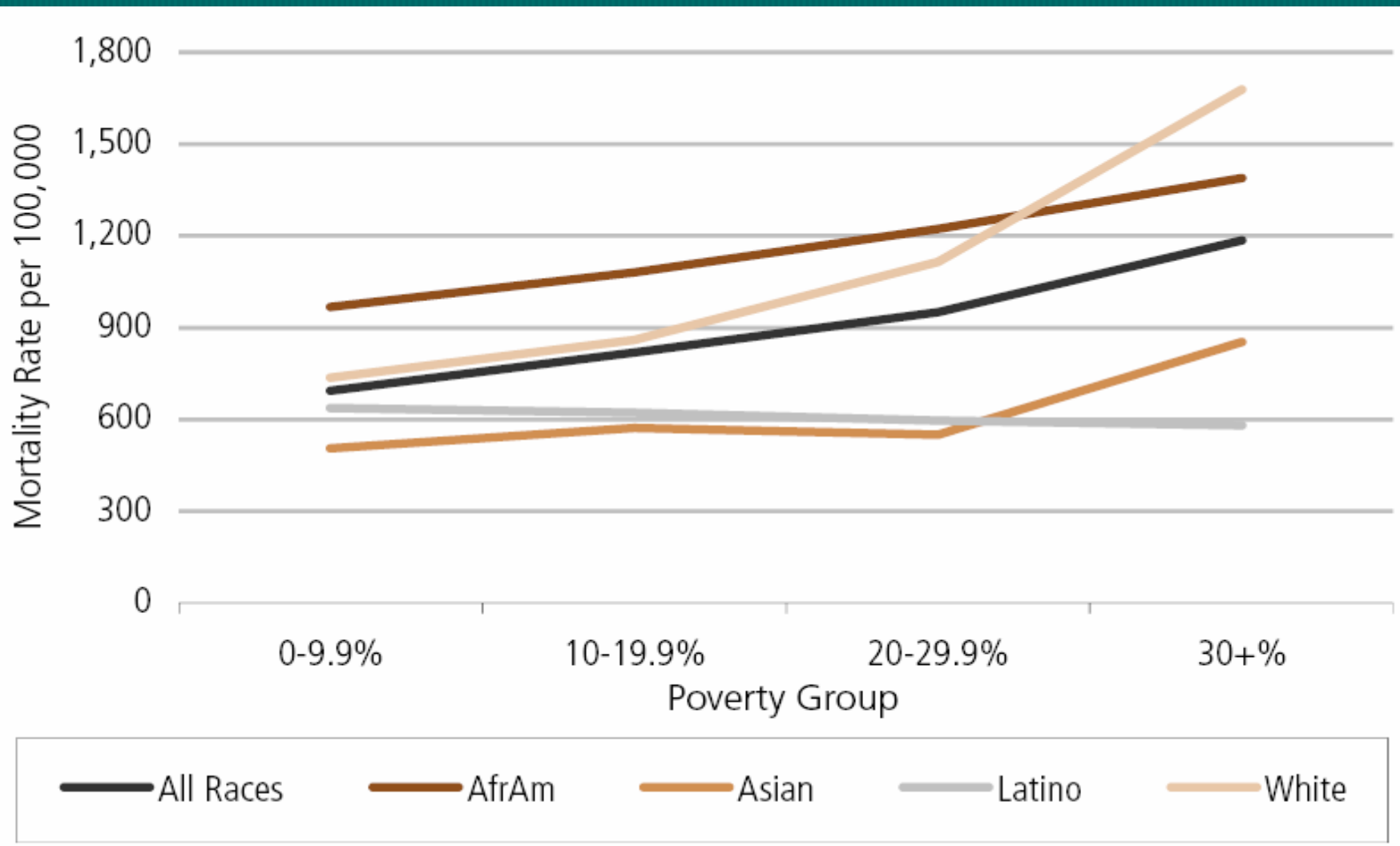
Alameda County Health Status Report 2006

Alameda County and CA Mortality Rates by Race/Ethnicity



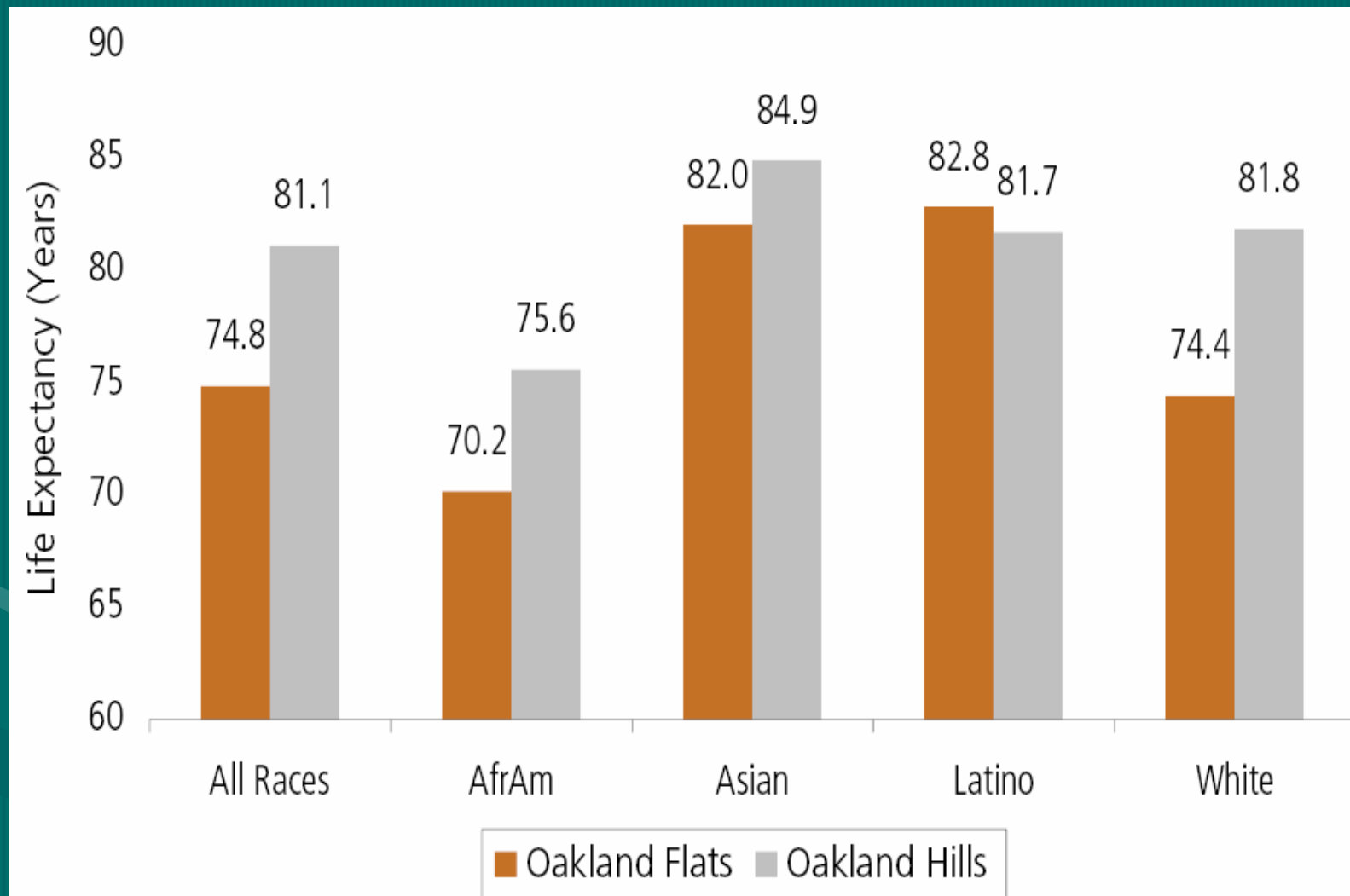
Alameda County Health Status Report 2006

Mortality Rate by Poverty Group and Race/Ethnicity



Alameda County Health Status Report 2006

Life Expectancy: Oakland Flats and Hills



Alameda County Health Status Report 2006

African-Americans: Highest rates of Illness and/or Death

- All cause mortality
- Coronary heart disease
- Stroke
- Diabetes
- Lung cancer
- Prostate cancer
- AIDS
- Infant mortality
- Low birth weight
- Assault/Homicide
- Unintentional injury
- Motor vehicle crash
- Asthma

Health Disparities Among Other Groups

Native Hawaiian/Other Pacific Islander

- lowest rate of early prenatal care

Latino

- highest teen birth rate

Asian

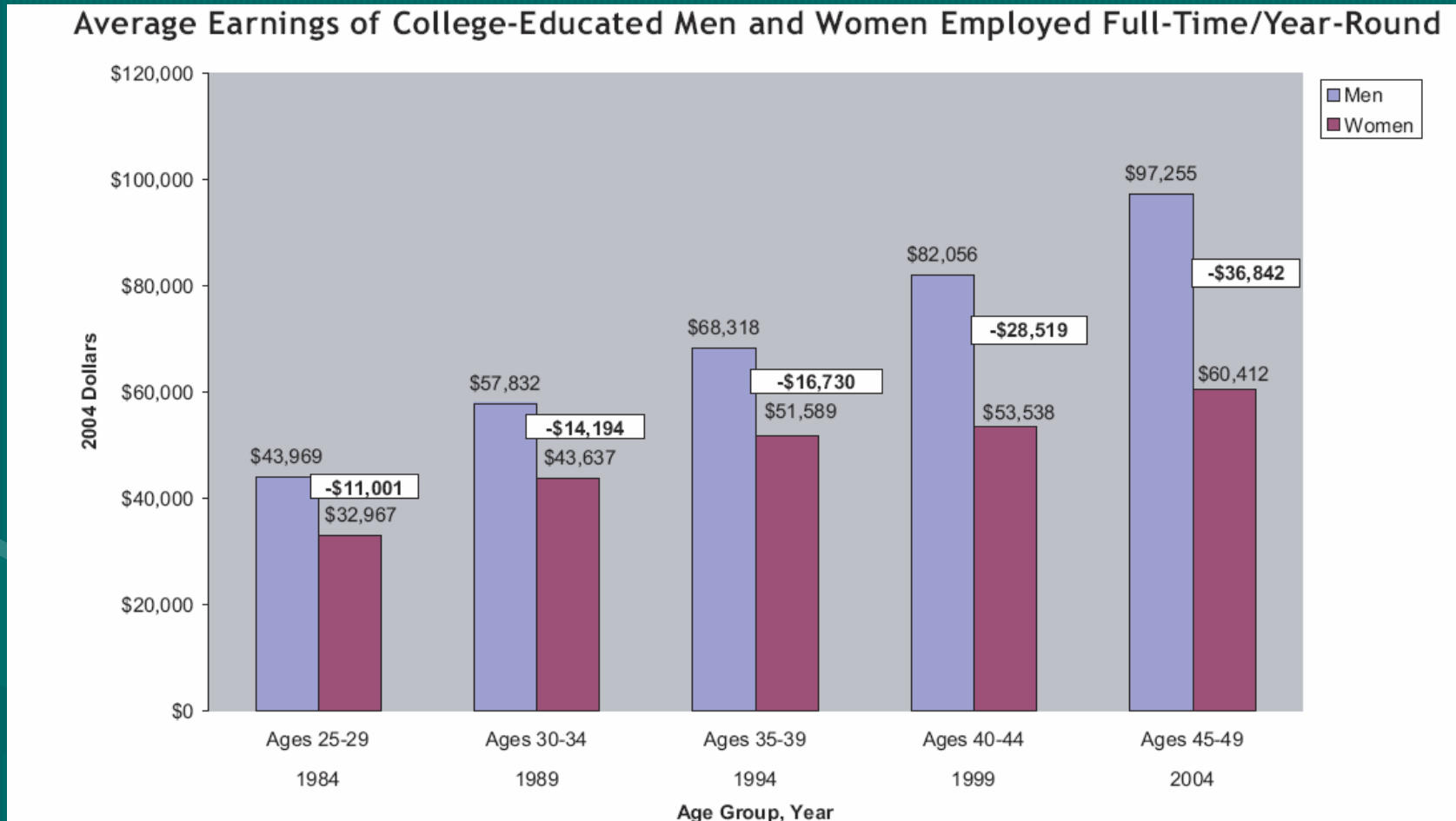
- highest tuberculosis incidence rate

White

- highest all cancer and breast cancer incidence rate
- high rate of hospitalizations due to self-inflicted injury

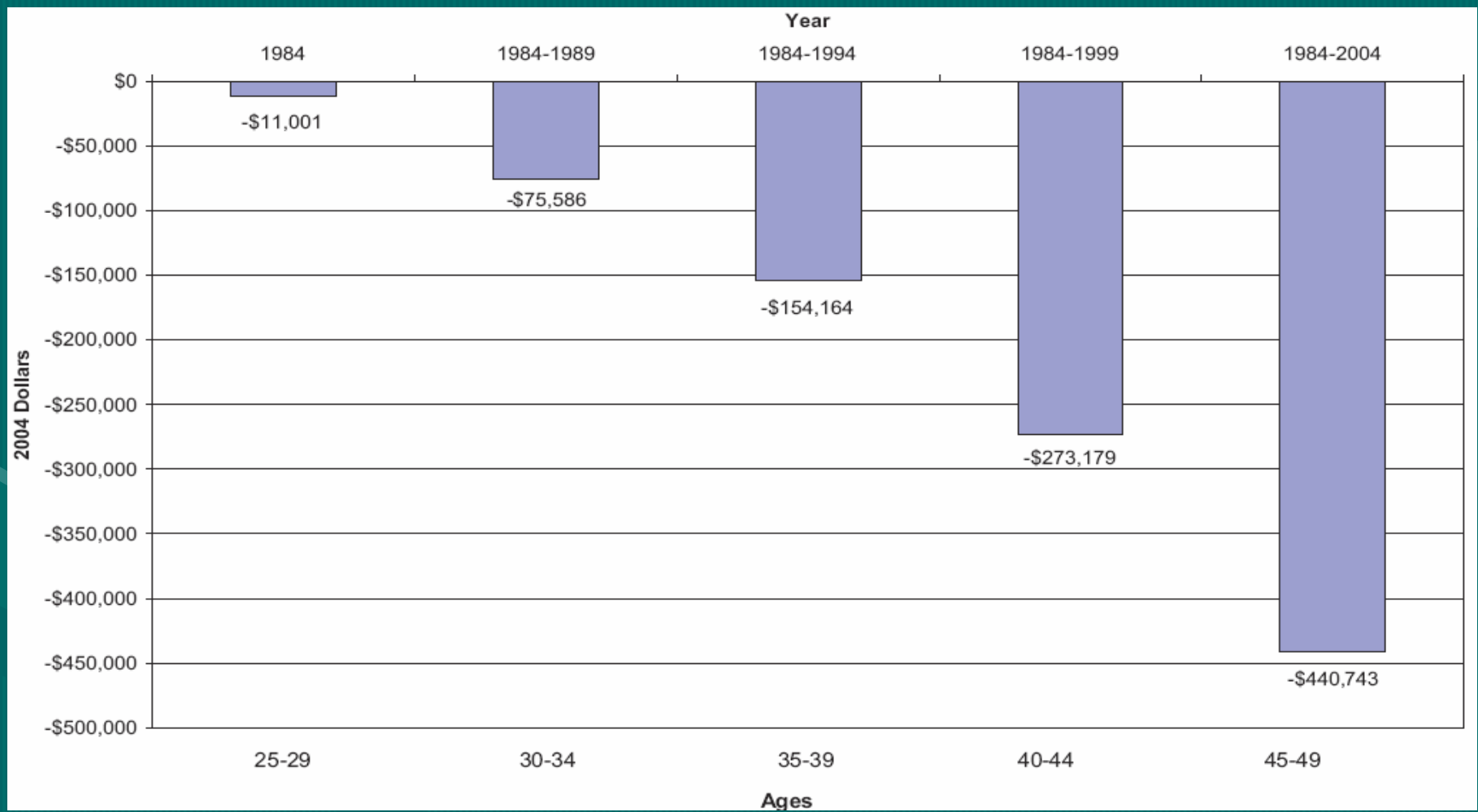
Alameda County Health Status Report 2006

National Average Earnings (of college-educated men and women employed full-time/year-round)



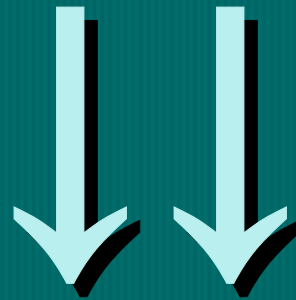
“Memo to John Roberts: The Gender Wage Gap is Real.” <http://www.iwpr.org/>

Average Cumulative Losses from Gender Wage Gap (for a college-educated woman who was between ages 25 and 29 in 1984)



“Memo to John Roberts: The Gender Wage Gap is Real.” <http://www.iwpr.org/>

Social Inequities



Health Inequities

Pedagogy for Social Justice

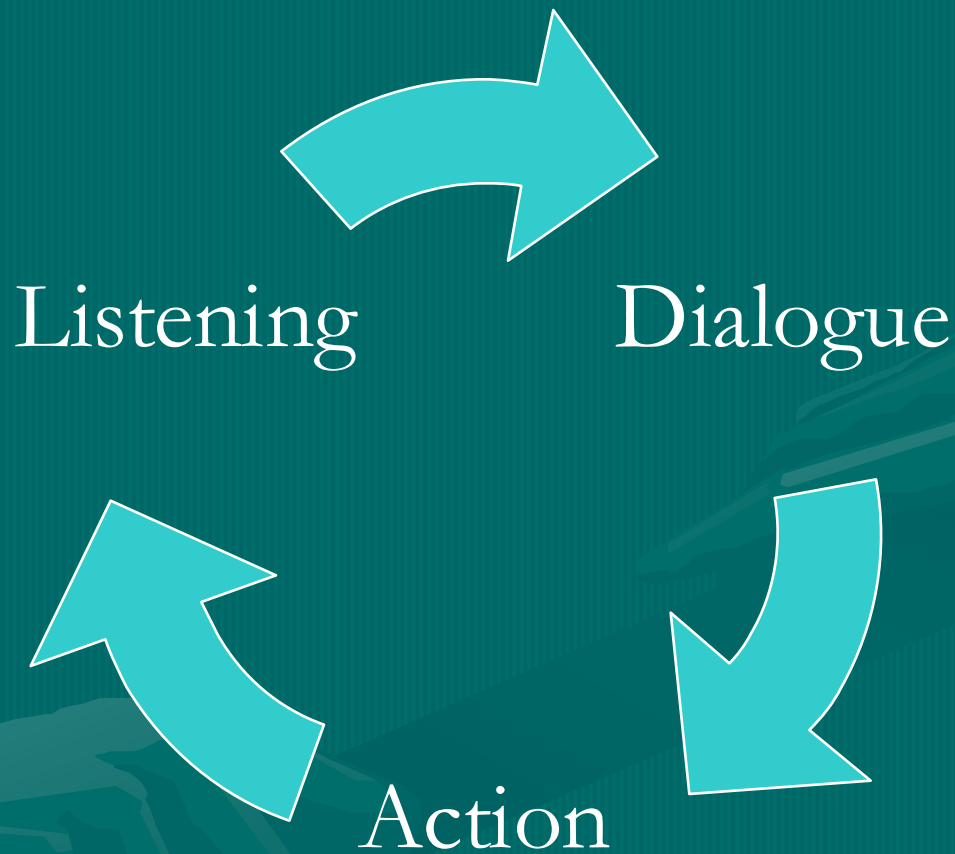
Approach

- Freirian/ popular education pedagogy
- Technology of Participation

Goal

- Create learning activities that foster a deep understanding of social determinants of health and build commitment to eliminate health inequities in our diverse population.

Popular Education



Wallerstein, N., Sanchez, V., & Velarde, L. Freirian Praxis in Health Education and Community Organizing. In M. Minkler (Ed.), *Community Organizing and Community Building for Health* (2nd ed., pp. 219-236). New Brunswick: Rutgers University Press.

Popular Education

- “A *trigger* is a concrete physical representation of an identified issue in any form,” such as: videos, pictures, experiential exercises, or a brief series of slides.

- Wallerstein, N. (1993). Empowerment and health: The theory and practice of community change. *Community Development Journal*, 28(3), 218-227.

Popular Education

- *Conscientization* is engaging in critical reflection “to analyze the societal context for personal problems and their own role in working on problems.”

- Minkler, M., & Wallerstein, N. (2005). Improving health through community organization and community building: A health education perspective. In M. Minkler (Ed.), *Community Organizing and Community Building for Health* (2nd ed., pp. 219-236). New Brunswick: Rutgers University Press.

Popular Education

- *Praxis* can be attained, which is “the ongoing interaction between reflection and actions that people take to promote individual and community change.”
 - Minkler, M., & Wallerstein, N. (2005). Improving health through community organization and community building: A health education perspective. In M. Minkler (Ed.), *Community Organizing and Community Building for Health* (2nd ed., pp. 219-236). New Brunswick: Rutgers University Press.

Popular Education

- *Problem-posing or liberating education* “consists in acts of cognition, not transferals of information...the teacher is no longer merely the-one-who-teaches, but one who is himself taught.

- Freire, P. (2005). *The Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group Ltd.

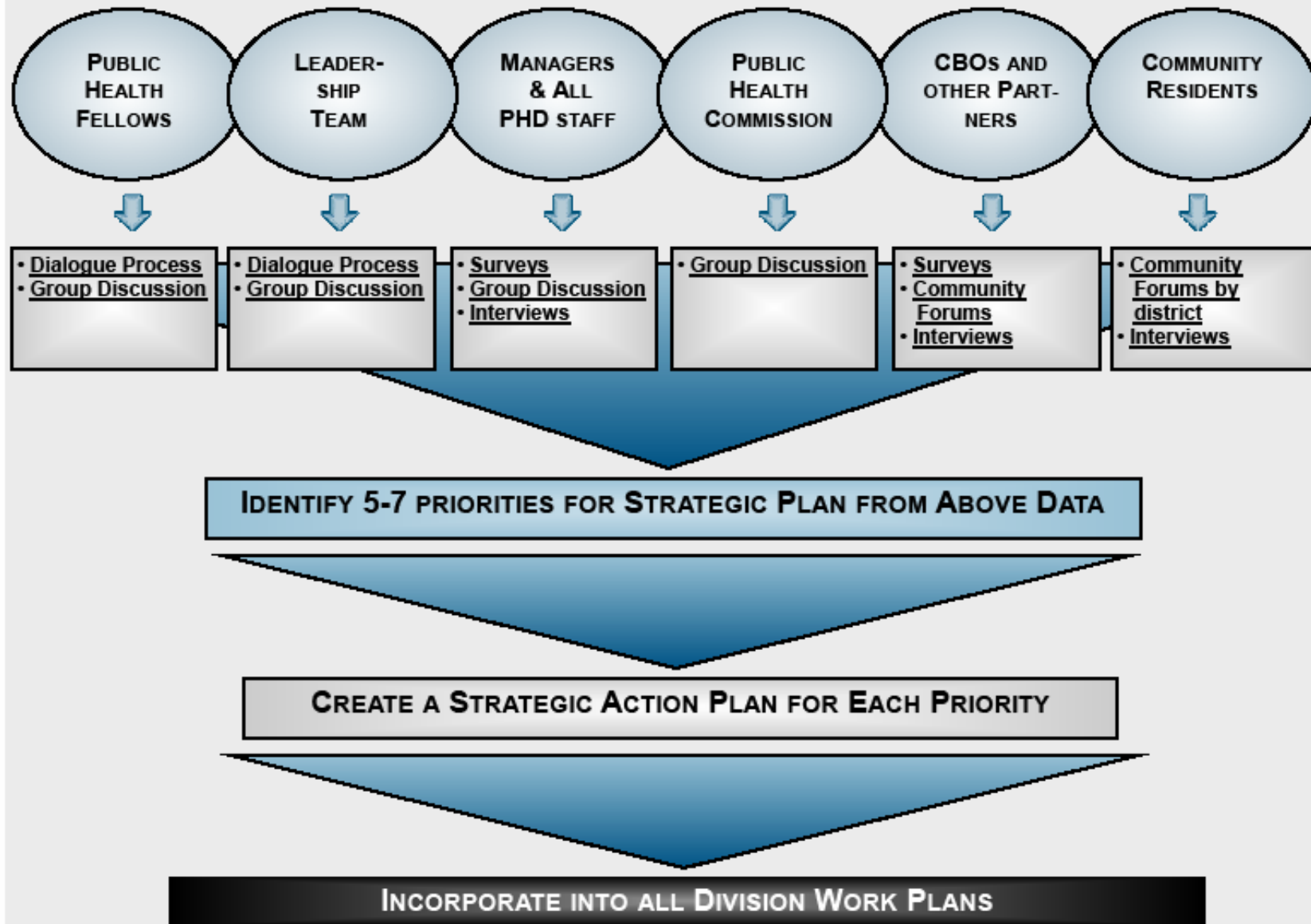
Technology of Participation

- A highly participatory technique with specific frameworks for:
 - Focused conversation
 - Consensus workshops
 - Strategic planning
- Fosters creative thinking, consensus-based decision making, and team building
- Generates ownership of decisions

Activities to address social justice

- Strategic planning
 - Social Justice Dialogues
- PH 101
- Institutional Racism Sessions

ALAMEDA COUNTY PUBLIC HEALTH DEPT. STRATEGIC PLANNING PROCESS



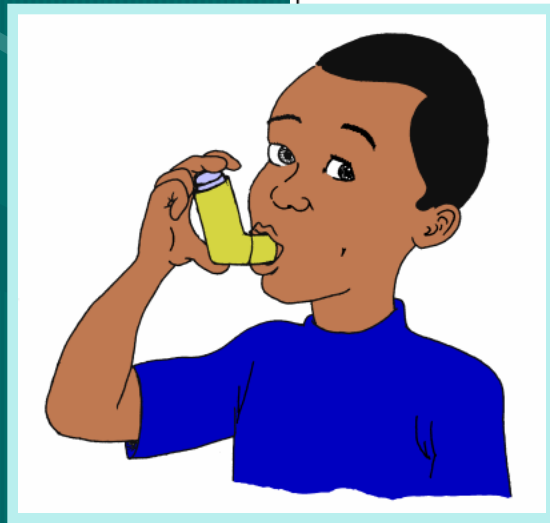
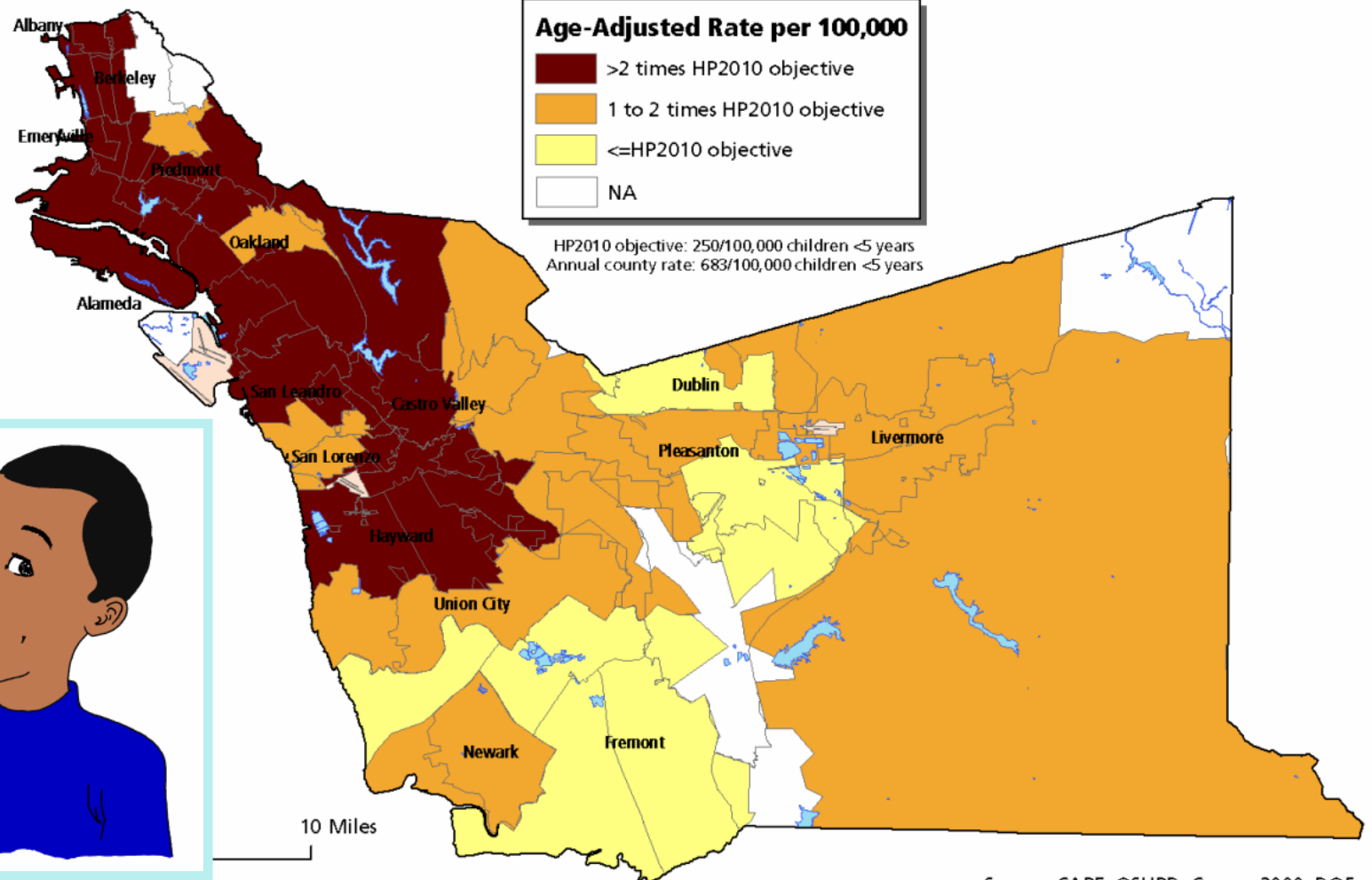
Building Internal Capacity to Address Social Inequities

PH 101

- An Overview of Public Health (includes social justice history)
- Cultural Competency and Cultural Humility
- Health Inequities
- Undoing Racism
- Community Capacity Building

Module 3: Health Inequities

Map 4: Childhood Asthma (<5 years) Hospitalization, Alameda County, 2001-2003



Module 4: Undoing Racism

What is this thing called race?

RACE
the power of an illusion



Courtesy of California Newsreel

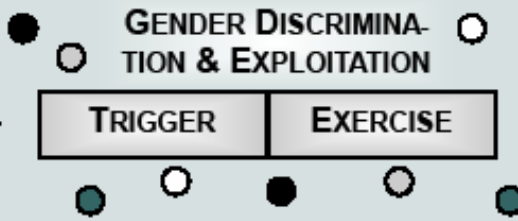
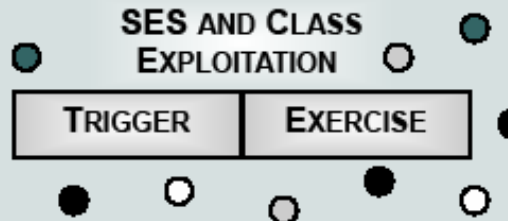
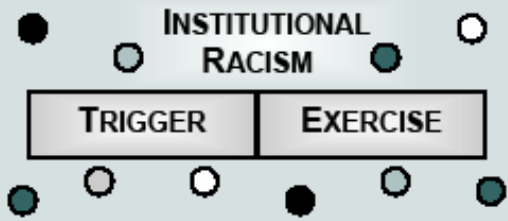
Social Justice Dialogues

With 20 ACPHD Leadership

Three areas:

- Institutional racism
- Gender exploitation and discrimination
- Class exploitation

DIALOGUE PROCESS



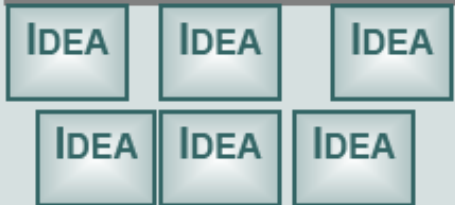
FOCUS QUESTION

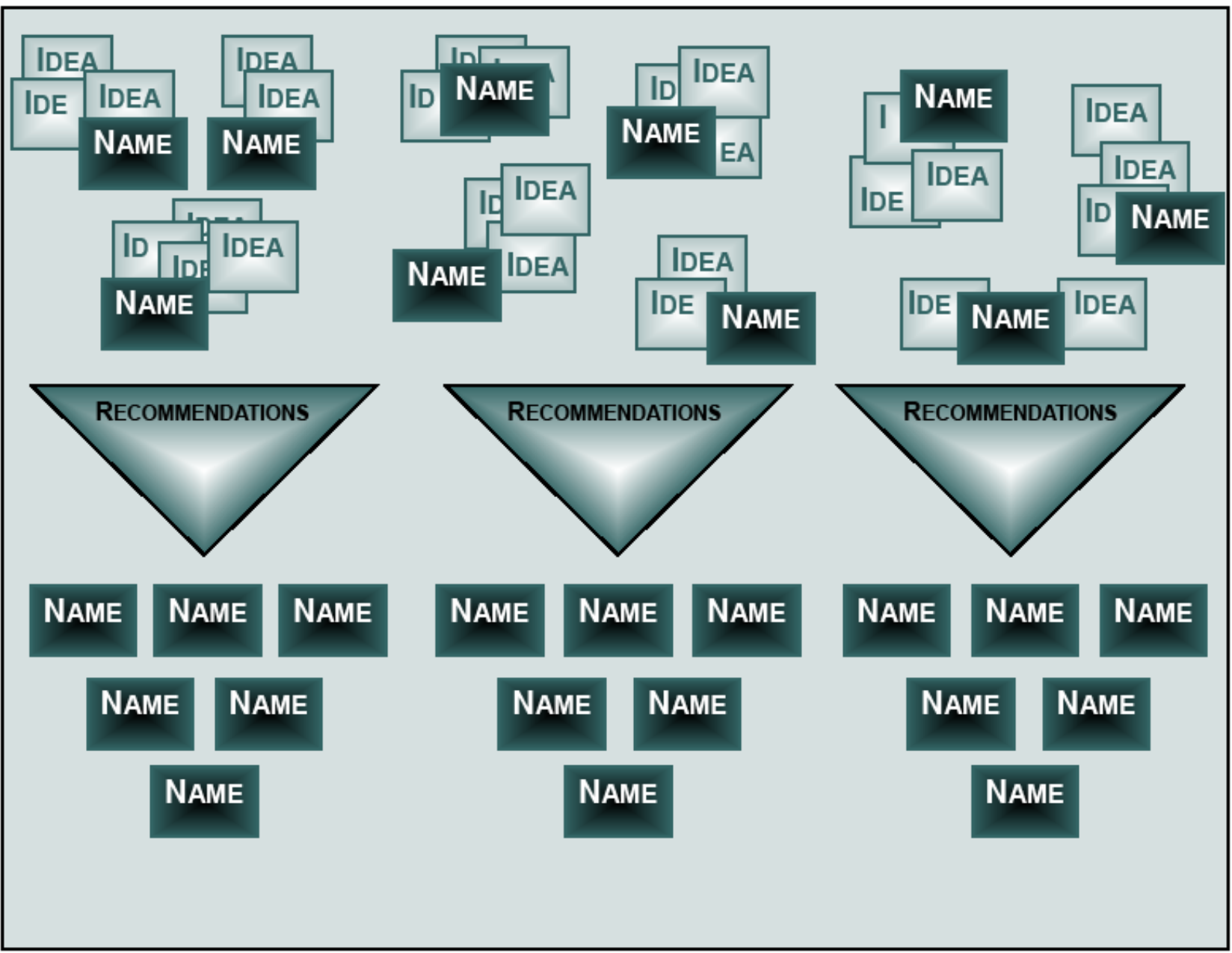


FOCUS QUESTION



FOCUS QUESTION





Institutional Racism Sessions

Participants:

CAPE Staff (Community Assessment, Planning, Education/Evaluation),

Leadership Team, Senior Managers, Community Health Services managers and staff, Public Health Nurses, Community Health Outreach Workers

Sessions begin with *Race: Power of an Illusion* and proceed to in-depth dialogues

CAPE Institutional Racism Discussions

Goal

- To undo racism at individual, interpersonal, and institutional levels to achieve social justice by raising consciousness, improving practices, and empowering communities.

Example of Problem-solving during Institutional Racism Sessions

Racism Dialogues for Staff and Community

- Show the 3 films to all new hires
- Share with school-age kids

Effect Legislation Process to Address Racism

- Be part of the legislative process to change the current laws which perpetuate racism

Improve Hiring Process

- Strive for staff diversity to match county diversity
- Speed up hiring process to allow more people ability to access jobs

Examine Policies for Racism

- Examine our policies to see if they perpetuate racism

Challenges and lessons learned

Challenges:

- Groups are diverse and not conducive to “pure” Freirian/popular education
- Difficult discussions: topics can provoke emotional reactions
- Facilitating awareness to conscientization to praxis takes time and ongoing effort
- Evaluation of modified Freirian and ToP methodology

Challenges and lessons learned (cont'd)

Lessons learned thus far:

- Pay attention to participants' reactions, growth, comments, feedback
- Be flexible and revise scripts, dialogues, formats continuously
- Necessary to have experienced facilitation

Resources

- Alameda County Health Status Report 2006
www.acphd.org/User/data/DataRep_ListbyCat.asp?DataRepdivId=2&DataRepdivcatid=46
- Race: The Power of an Illusion
www.pbs.org/race
- Unnatural Causes: Is Inequity Making Us Sick?
www.unnaturalcauses.org

Resources

- Institute for Cultural Affairs (Technology of Participation)

www.ica-usa.org

- NACCHO's Health Equity and Social Justice webpage

www.naccho.org/topics/justice/index.cfm

Contact Information

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Community Assessment Planning and
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