FACILITATING HEALTH EQUITY CONVERSATIONS

Linn Gould, MS, MPH, and Liz Mogford, MPH, PhD; Just Health Action, Seattle, Washington

Who are we?
Just Health Action advocates for reducing health inequities that result from social, political, economic, and cultural factors. Through a social justice lens, we teach workshops and classes that review the evidence and we facilitate discussion and consensus on how individuals and communities can take action on these root causes.

Why teach the social determinants of health?
• World Health Organization third principle of action – “Blame the victim” – disadvantaged blamed for illness
• Limited effect in disadvantaged populations because it fails to address issues of why behaviors are adopted
• “Blame the victim” – disadvantaged blamed for illness when responsible factors are outside their control

JHA’s Approach: Teaching Critical Health Literacy
An individual’s understanding of the social determinants of health combined with the skills to take action at both the individual and community level. (Nutbeam, 2000)

Teaching Action Skills and Taking Action on the Social Determinants of Health

Facilitation
• Using Unnatural Causes documentary series to teach facilitating health equity conversations.
• Facilitating consensus on action plan.

Action in the community

Creating a Farmers’ Market for South Park

Using Awareness About the Social Determinants of Health Using Art

Stress

Time to stress play conducted at Robert B. Hayes School (Puget Sound Early College)

Local Health and Equity Art (Puget Sound Early College)

Writing an Action Letter

Feeding Action

JHA critical health literacy framework

Value

Social

Economic

Education

Physical

symbolic

knowledge

skills

health

health inequities

knowledge as a human right

Miguel B Galeo, 2003

Wyoming: JHA curriculum manual on the social determinants of health

Section I. Knowledge (social determinant of health themes, health as a human right)
Section II. Compass (advocacy, visoning, finding your passion)
Section III. Toolbelt techniques (facilitation, dissemination, consensus)
Section IV. Action (community and individual actions)

Critical Incident Questionnaire

To draw attention to the root causes of health and illness and help reframe the debate about health in America. The wages and benefits we’re paid, the neighborhoods we live in, the schools we attend, our access to resources and even our tax policies are health issues every bit as critical as diet, smoking, and exercise.”

(Larry Adelman, Executive Producer)

About Unnatural Causes

“Unnatural Causes: Is inequality making us sick?” provides group dialogue through four levels of awareness (1) Objective, (2) Reflective, (3) Interpretative, (4) Declarative (Institute of Cultural Affairs. (www.iscausa.org)) See JHA’s website for ORID questions used (www.justhealthaction.org)

Evaluation Methodology:
Adapted “Critical Incident Questionnaire” – 6 questions about the video and discussion. At what point in the discussion/video did you feel most (1) engaged, (2) disturbed, (3) puzzled or confused, (4) supportive, (5) use new language points? (6) Then asked “What actions do you think you might take as a result of watching this video or having this discussion?” by Stephen Brookfield (www.learning.ox.ac.uk/oli.php?page=43)

Method:

SAGE:
One and one half hour sessions (30-40 minutes to show video and 40-60 minutes for discussion)

Facilitation Methodology:
• ORID discussion method is a useful dialoging tool.

Setup:
• “Why the government didn’t give the tribe water” – The hypocrisy of our health care system.
• The economic, political, and social causes are so much more important than genetics or health insurance.
• We’re paid, the neighborhoods we live in, the schools we attend, our access to resources and even our tax policies are health issues every bit as critical as diet, smoking, and exercise.
• For “Place Matters” shown at University of Washington and Western Washington University
• For “Bad Sugar” shown at The Evergreen School and Everett Community College
• For “Unnatural Causes” shown at University of Washington (Olympia) and Seattle College
• The poverty tax. I couldn’t understand why that would happen.
• Less poverty, inequality, and communities all have a huge impact on health.

Critical Incident Questionnaire

Emerging Discussion:
• For “Place Matters” shown at University of Washington and Western Washington University
• For “Bad Sugar” shown at The Evergreen School and Everett Community College ("Running Start")

Social Context:
• That social issues do play a significant role in health.
• That social causes are no more significant than genetics or health insurance.

Issues:
• More stress can prove detrimental to your health.

Incomes
• The poverty tax. I couldn’t understand why that would happen.

Health care:
• Less poverty, inequality, and communities all have a huge impact on health.

 Lessons Learned

• Unnatural Causes documentary series is an excellent tool for initiating health equity conversations with students and the public in all settings.
• One and one half hour sessions are not enough time to discuss potential action steps at the individual or community level.
• ORID discussion method is a useful dialoging tool.
• Critical Incident Questionnaire is useful for highlighting commonly repeated themes but not a good evaluation tool.

To learn more about Just Health Action and our services, contact us at
www.justhealthaction.org or info@justhealthaction.org

Critical Incident Questionnaire

“Bad Sugar” included at the end of the video, both the Seattle and Everett screenings.

1. What did you take away from the video? (6)
2. What do you think is the core message of the video? (6)
3. What questions do you have for the organizers and facilitator? (6)
4. What action did you take as a result of watching the video? (6)

Funding Source: JHA is a not for profit organization. JHA receives honorariums for facilitating health equity conversations at a variety of venues.

Peyton, WA

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