



acting to transform america's health

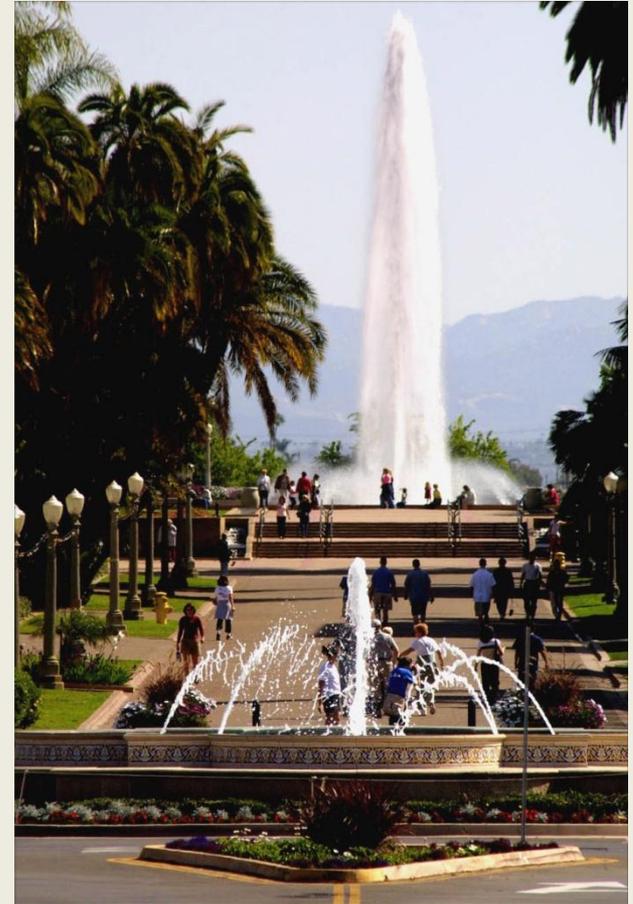
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*Just Health Action & Wstn WA
University*

Presented at
SOPHE Annual Meeting
10-24-08



outline for today

- intro to *Just Health Action's* approach to teaching health equity
- case study: Western Washington University summer workshop, july 2008



JHA mission statement

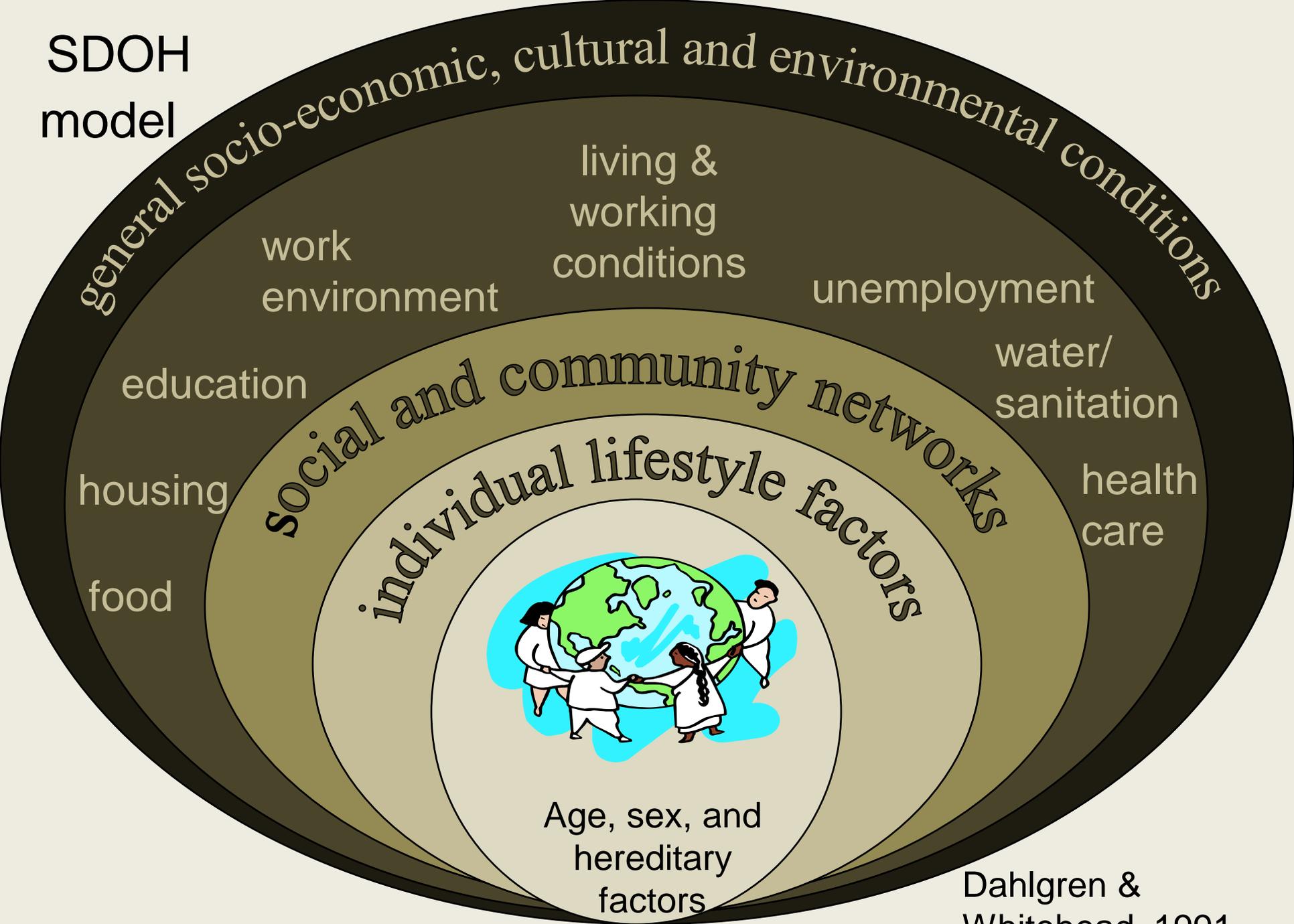


Just Health Action

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 facilitate discussion and consensus on how individuals and communities can take action on these root causes.

SDOH
model



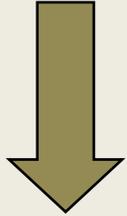
Dahlgren &
Whitehead, 1991

case for teaching social determinants of health

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**

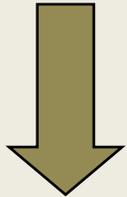
three levels of health literacy

1. functional



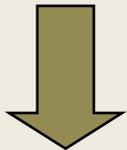
transmission of factual information (AIDS, drugs, tobacco)

2. interactive



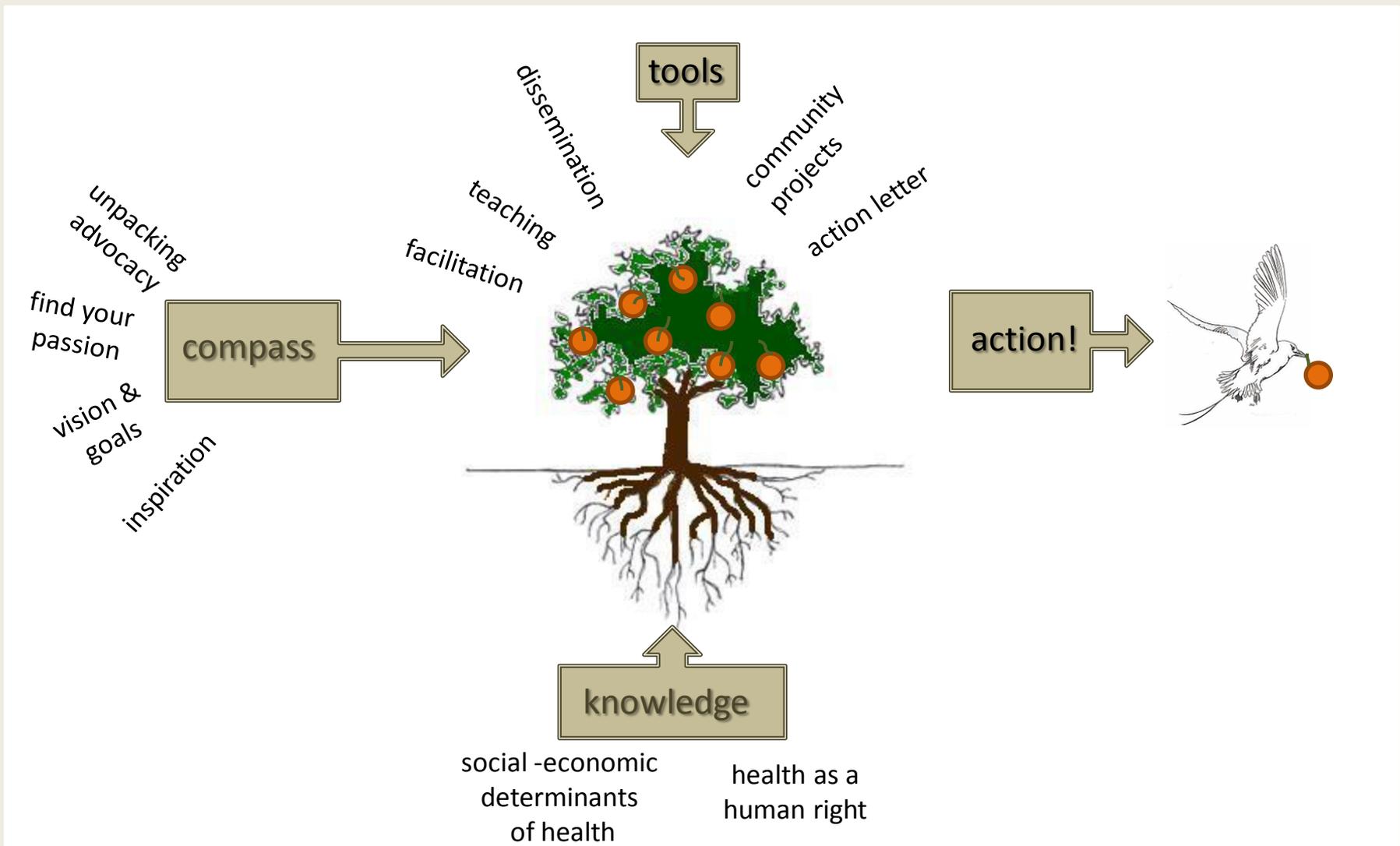
develop personal skills – problem solving, communication, decision making. act independently on advice received.

3. critical



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

JHA critical health literacy framework

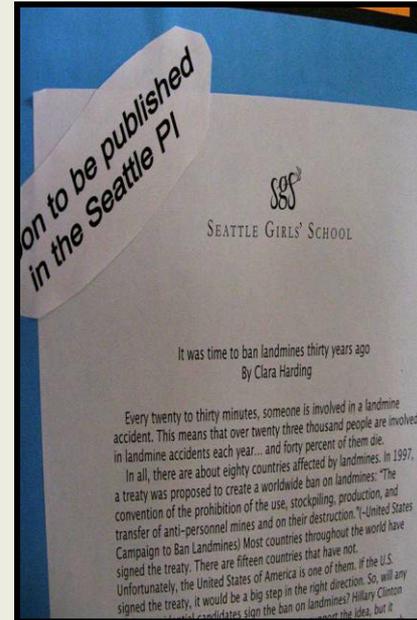


teaching action skills & taking action

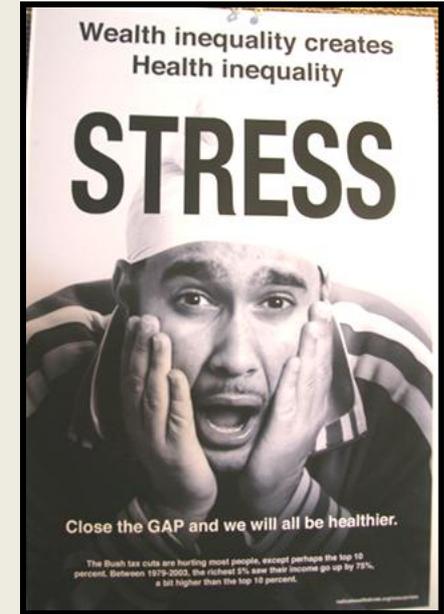


street theater: teen violence

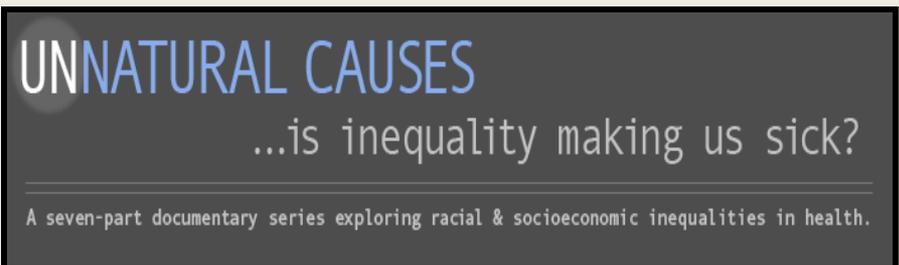
- community action project
- action letter
- facilitating health equity conversations
- raising SDOH awareness through art
- writing advocacy mission statement



letter to the editor: stop land mines, author 12 yr old



sdoh poster presentation

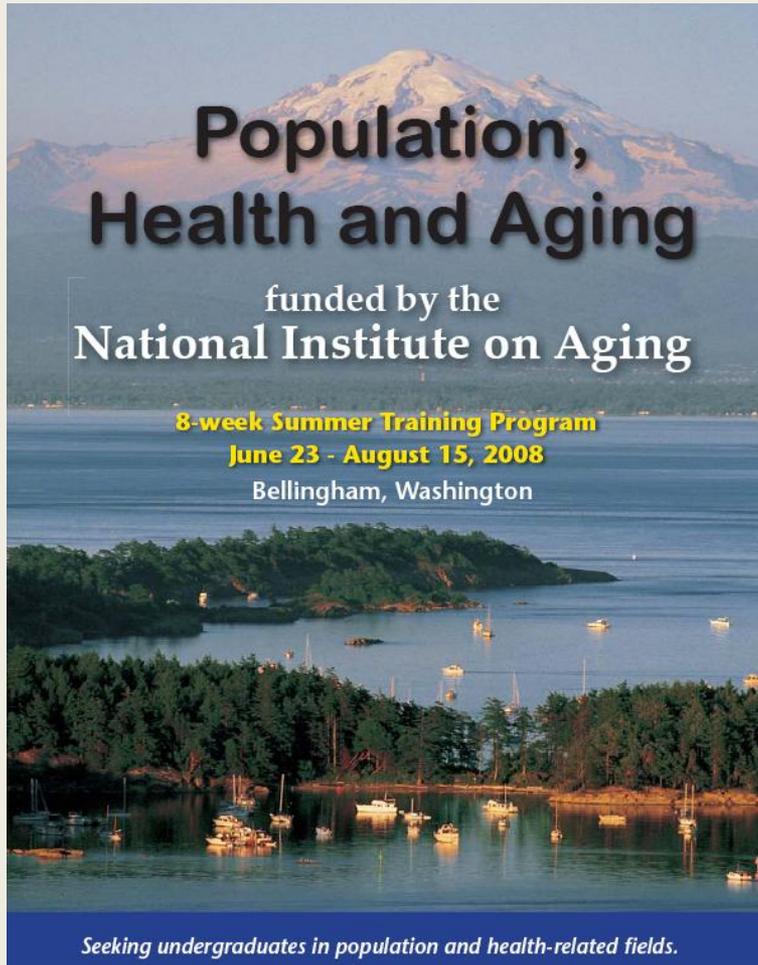


JHA curriculum venues



- middle school (Seattle Girls School, Evergreen School, Harbor School)
- high school (Puget Sound Early College)
- university (University of Washington, Western Washington University, Everett Community College)
- health center (Sea Mar community health centers)

WWU context

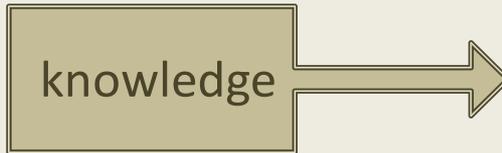


1. 8 week program for 10 college seniors or recent graduates from throughout country
2. we taught “critical health literacy” for one week:

7/14 – 7/18, 6 hrs per day
1. the other weeks focused on various topics: doctor-patient relationships; aging issues, etc



curricular focus: critical health literacy



- SDOH
- health as a human right
- health policy: transforming the U.S. health care system



- advocacy, passion, vision & goals



- facilitation (ORID)
- action letter



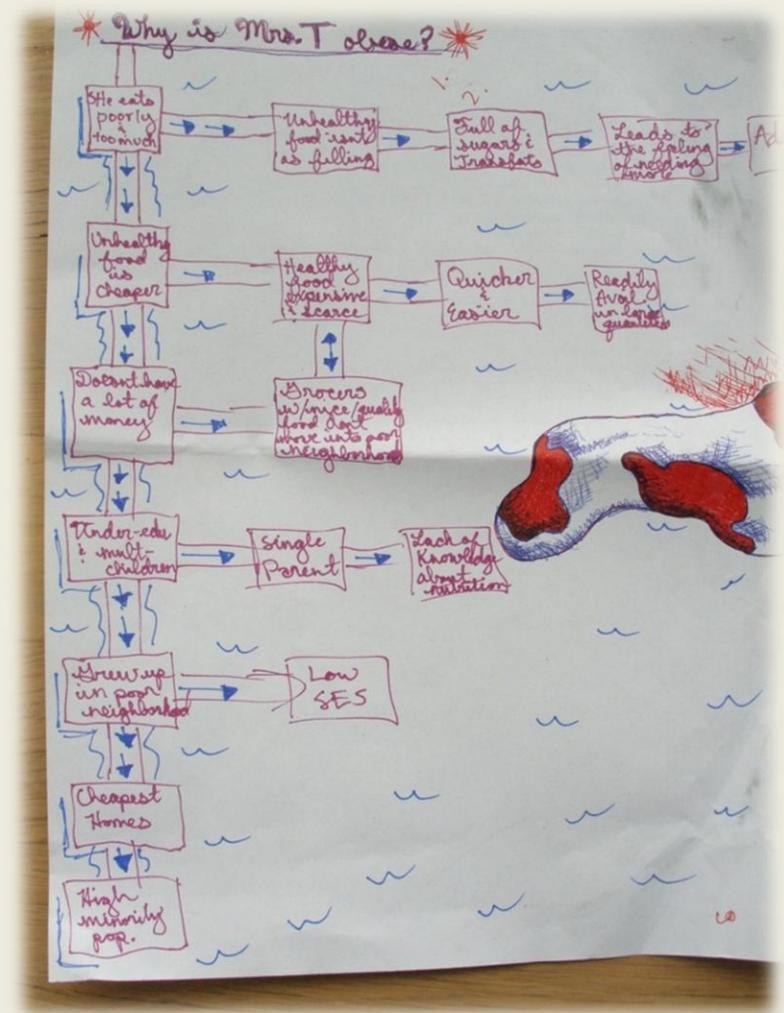
- action letter

when: july 14 - 18, 2008, 6 hours per day

monday: introduction to health equity

knowledge: sdoh

- what is population health?
 - how measured?
- what are SDOH?
- health disparity versus health inequality
(“unavoidable/unfair” exercise)
- root causes of the health disparity (“causes of the causes” diagramming)
- readings (WHO, SDOH, health disparities)



causes of the causes: “why is Mrs. T obese?”

tues am: right to health

knowledge: right to health

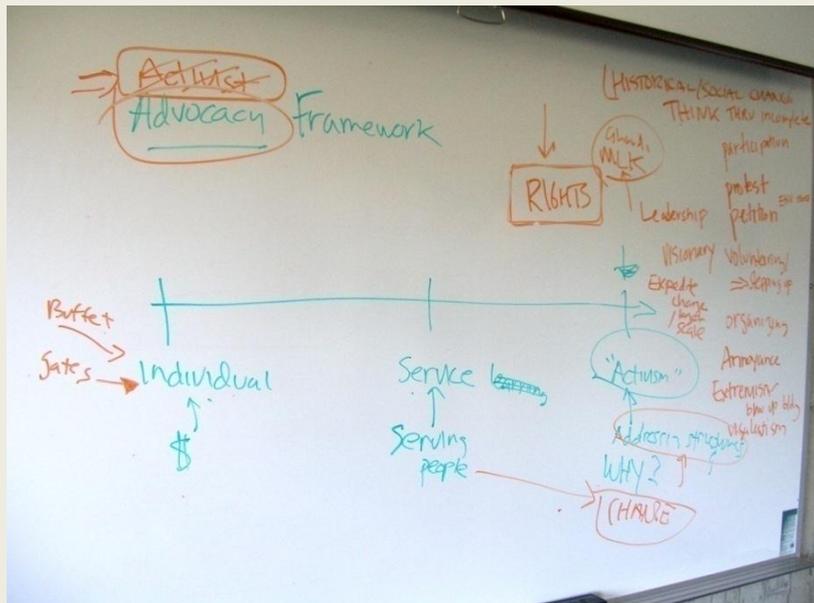
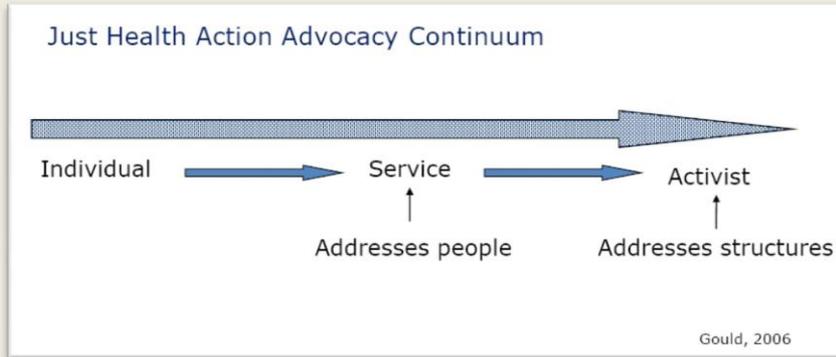
- what are human rights?
(reflection exercise – turning inward)
- history of human rights, primary health care, Alma Ata
- health as a human right
(UDHR exercise)
- using human rights as an advocacy tool
- readings: WHO, Alma Ata, PCH



tues pm: health advocacy

compass: health advocacy

- how do you define civic engagement/advocacy? (unpacking activism)
- find your passion: what are your social change intentions? (advocacy life mapping, mission statement for advocacy intentions)

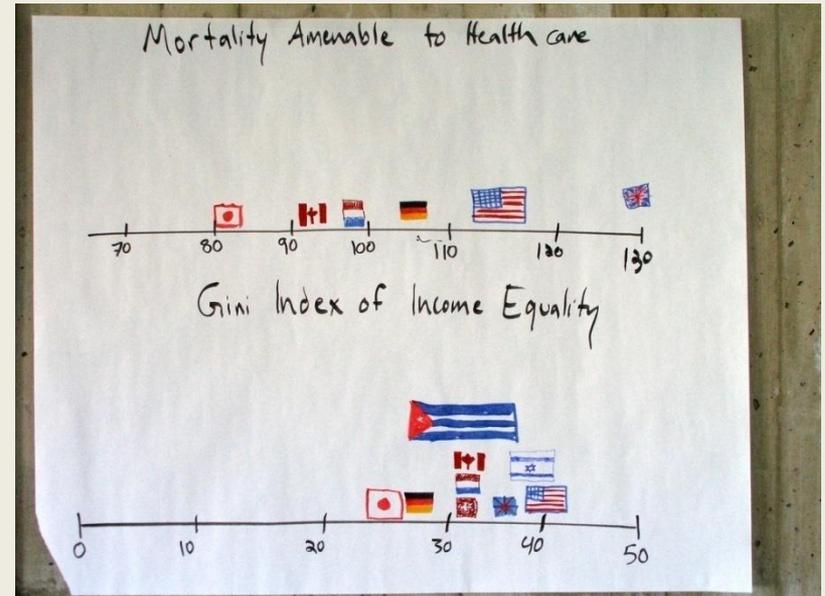


wed : health system policies and action letter

knowledge:

health system policies

- comparing national health care systems (frontline: *sick around the world*)
- ranking countries on health outcomes exercise

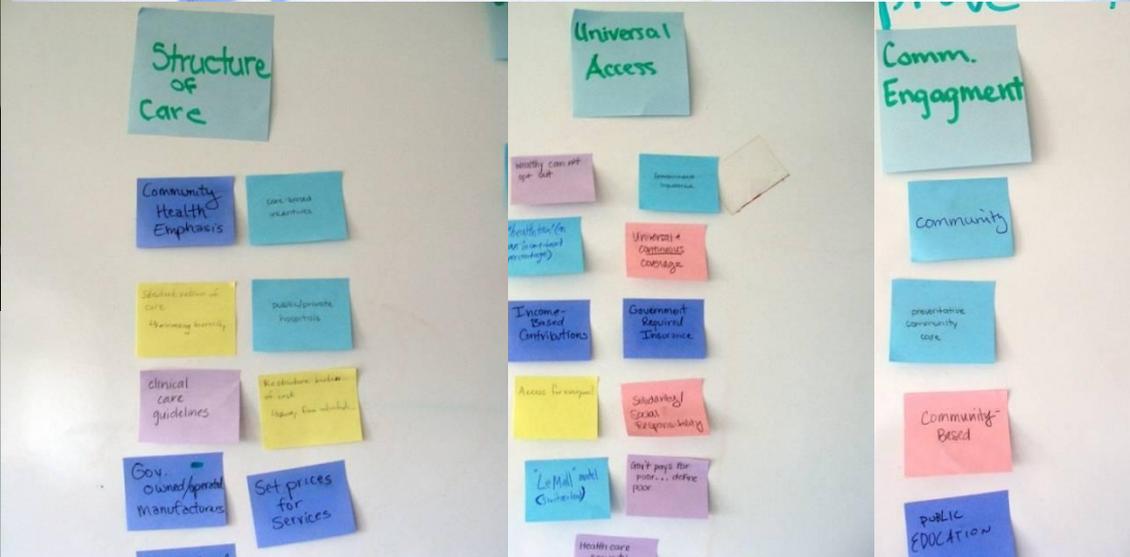
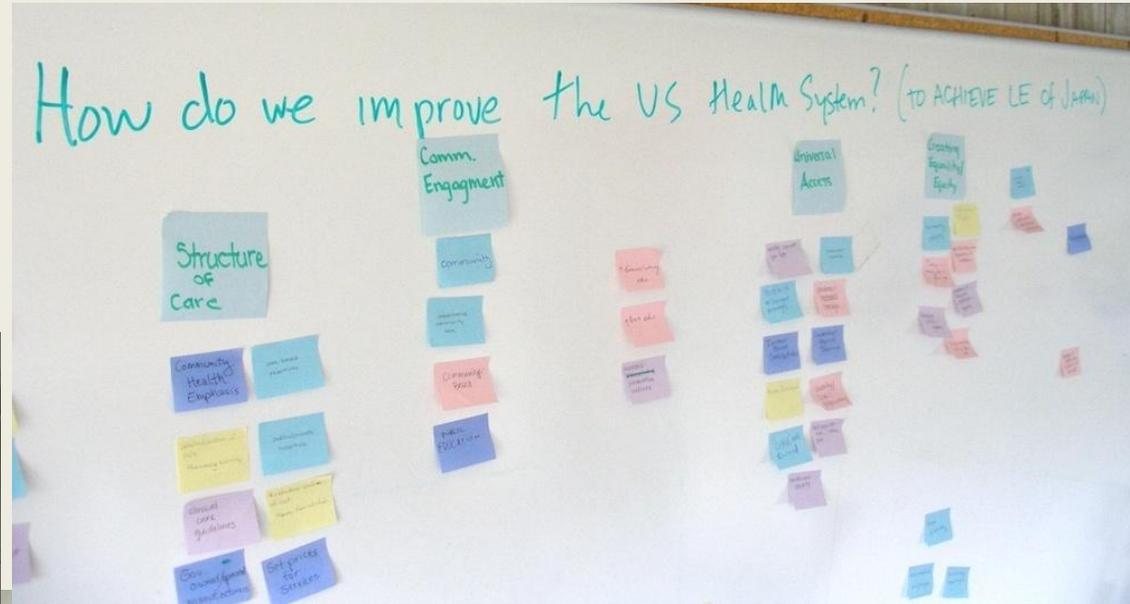


tool: how to write an action letter

- tutorial on persuasive writing
- topic selection brainstorm

thurs am: designing a us health care system

- design mock system
- values framework for health care reform
- consensus exercise



PRIMARY
Health care
(as defined at
alma ata)

thurs pm: teaching facilitation

- **tool:** “ORID discussion method” (Institute of Cultural Affairs)
 - objective
 - reflective
 - interpretative
 - decisional
- used Unnatural Causes series (California Newsreel)

UNNATURAL CAUSES

...is inequality making us sick?

A seven-part documentary series exploring racial & socioeconomic inequalities in health.

fri: action and reflection



action

- peer review of action letters

reflection

- mission statement on activist intentions
- personal “swot” analysis



measuring success

Critical health literacy, refers to a student's understanding of the societal determinants of health combined with the skills to take action at both the individual and community level.

By improving people's access to health information and their capacity to use it effectively, health literacy is critical to empowerment .

Nutbeam, D. (1998, 2000) *Health Promotion International*

post-test

- knowledge
 - SDOH, human rights, health care models
- attitudes
 - how have your feelings/ reactions changed wrt: SDOH, human rights, health policy, activism
- empowerment
 - how empowered do you feel to address the SDOH after taking this class? (scale 1-5)
- intentions
 - what are your future intentions concerning taking action on the SDOH?

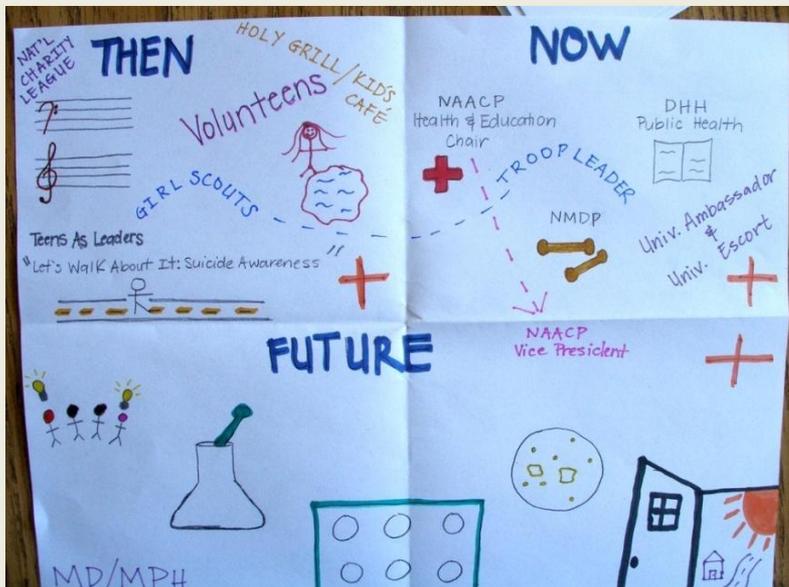
post-test attitudes: sdoh

“I see them as a much larger contributor to health outcomes. Before, they were an afterthought – now they are the **foundation.**”



post-test attitudes: activism

“I’m encouraged to engage in it myself. I am more **optimistic** about the effect I can have. I thought activism was a dirty word – now I hope to make it a **core** part of my life.”



post-test: empowerment to take action



“I know how to **start and lead discussions**. I know more about issues and **ways to target necessary changes**. I know how to **write a ‘call to action’ letter** and am no longer too lazy or scared to speak up to authority figures. I see change and expression as important.”

post-test: intentions

- “I had been planning to do a 4th credit community learning option in a more service–related capacity. Now I’m interested in **taking on the root causes!** I wanted nothing to do with advocacy. I felt it was kind of a waste of my time, as a student. Not anymore!”

- Quoted from Univ of Mississippi press release (10-21-08):

“One thing that McRaney gained from her experience at Western Washington was a thesis topic. *“My thesis topic is **social determinants and how they affect health**. I’m focusing on income, race and discrimination, and education, and how those impact your likelihood of being healthy and/or receiving healthcare.”*



challenges and successes

challenges:

- short time frame – only 5 days, condensed
 - not enough to do a community-based action project
 - how much will sink in?

successes:

- overall very successful
- positive feedback

learn about JHA health educator workshop series

Session: Collaborative partnerships: building capacity to reduce
health inequities

Presentation: “Taking Action Upstream:
Teaching the Social Determinants of Health
at Sea Mar Community Health Centers”

Saturday Oct 26, 8:30-9:45

featuring:

- applied in a health center setting
- JHA future plans
- presented by Linn Gould



thank you!

acknowledgements:

- Linn Gould and JHA colleagues
- Lucky Tedrow, WWU professor
- Stephen Bezruchka

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“Be the change you want to see in the world.” MLK