

How racism affects health: A new social determinants of health curriculum

APHA

*Class and Racism: Social Inequity to
Health Disparities*

November 8, 2010

Linn Gould, MS, MPH

Just Health Action

Seattle, Washington



JustHealthAction

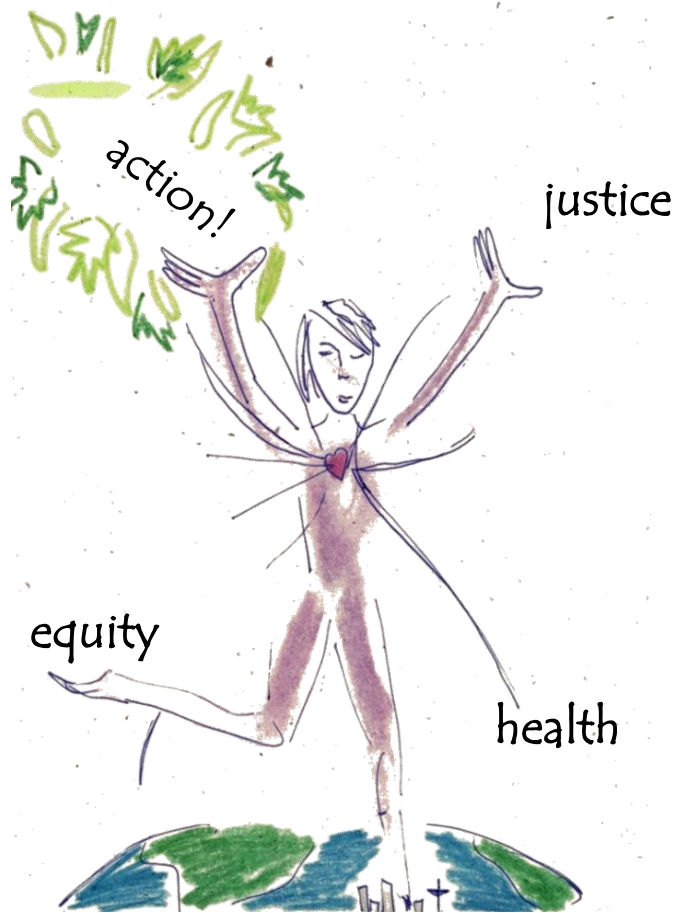
Presenter Disclosures

Linn Gould

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose

JHA mission statement



Just Health Action

advocates for reducing health inequities that result from social, political, economic, and cultural factors.

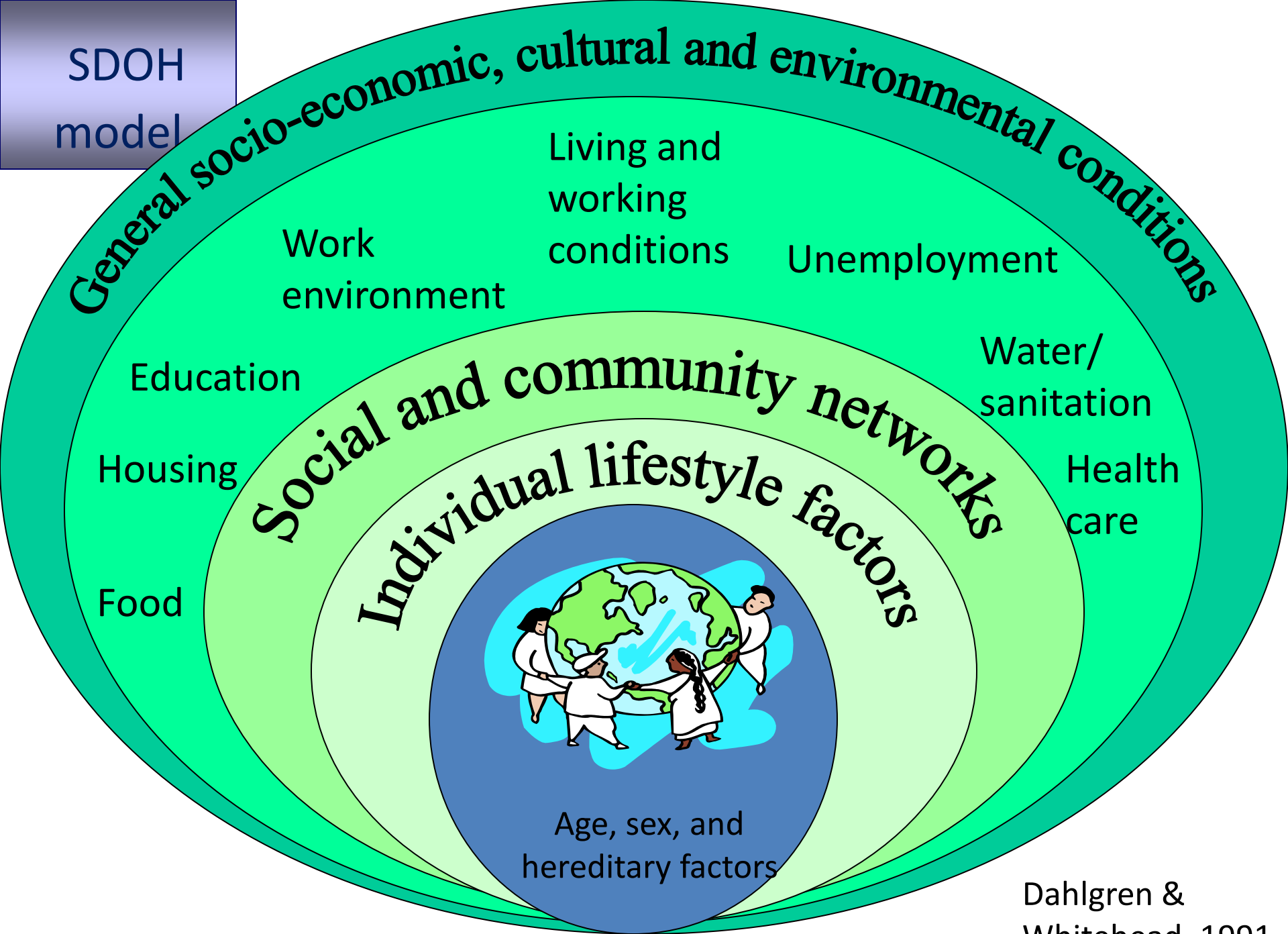
*Through a social justice lens, we teach workshops and classes that review the evidence and facilitate discussion and consensus on how individuals and communities can take **action** on these root causes.*

Today

- JHA approach/framework
- Why did JHA develop this curriculum?
- Racism/health curriculum development
- How racism is embodied curriculum

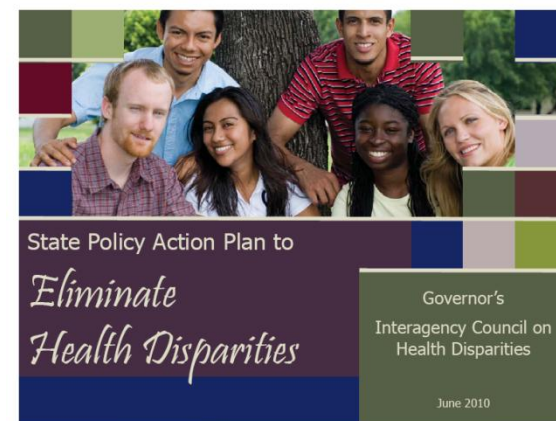
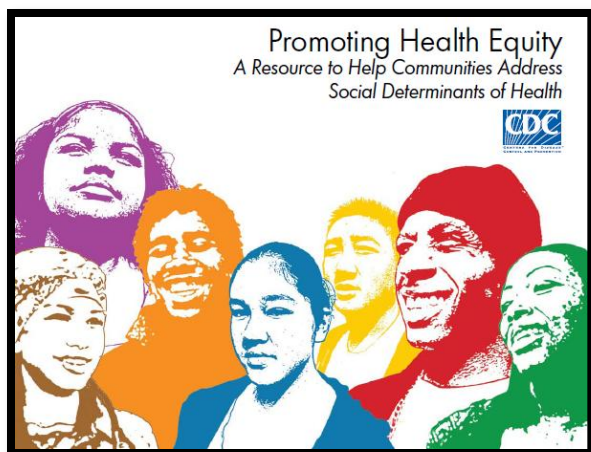
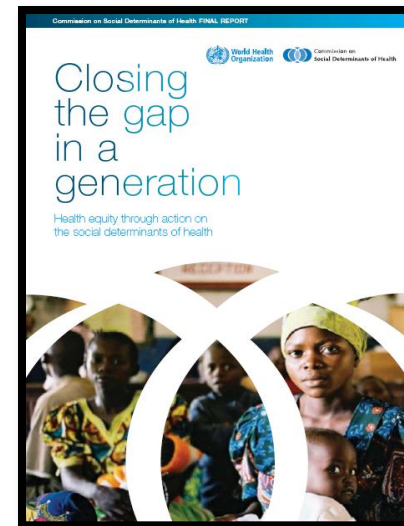


SDOH
model



Dahlgren &
Whitehead, 1991

Why teach SDOH? – A call to action

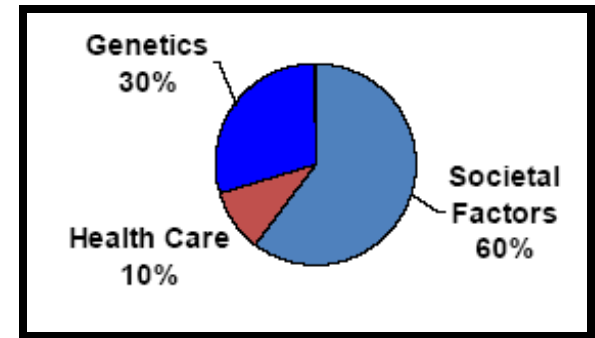


**Tackling Health Inequities
Through Public Health Practice:
A Handbook for Action**

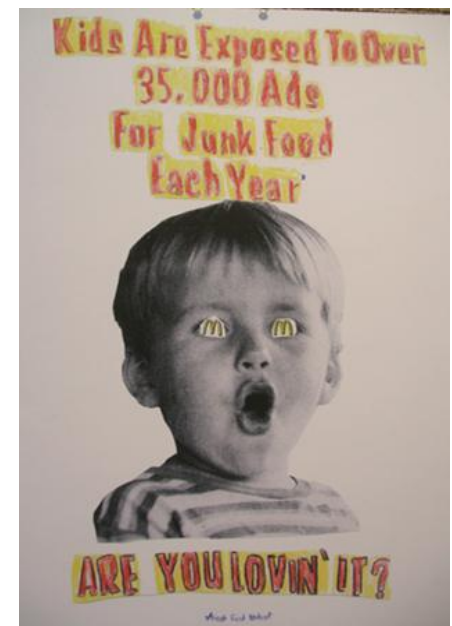
Case for teaching the social determinants of health

- Individual behavioral factors explain **small** proportion of disease compared to societal factors.
- Individual health behavior approach - 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**.

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



McGinnis 2002



three levels of health literacy

1. functional



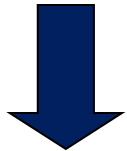
Transmission of factual information (AIDS, drugs, tobacco)

2. interactive



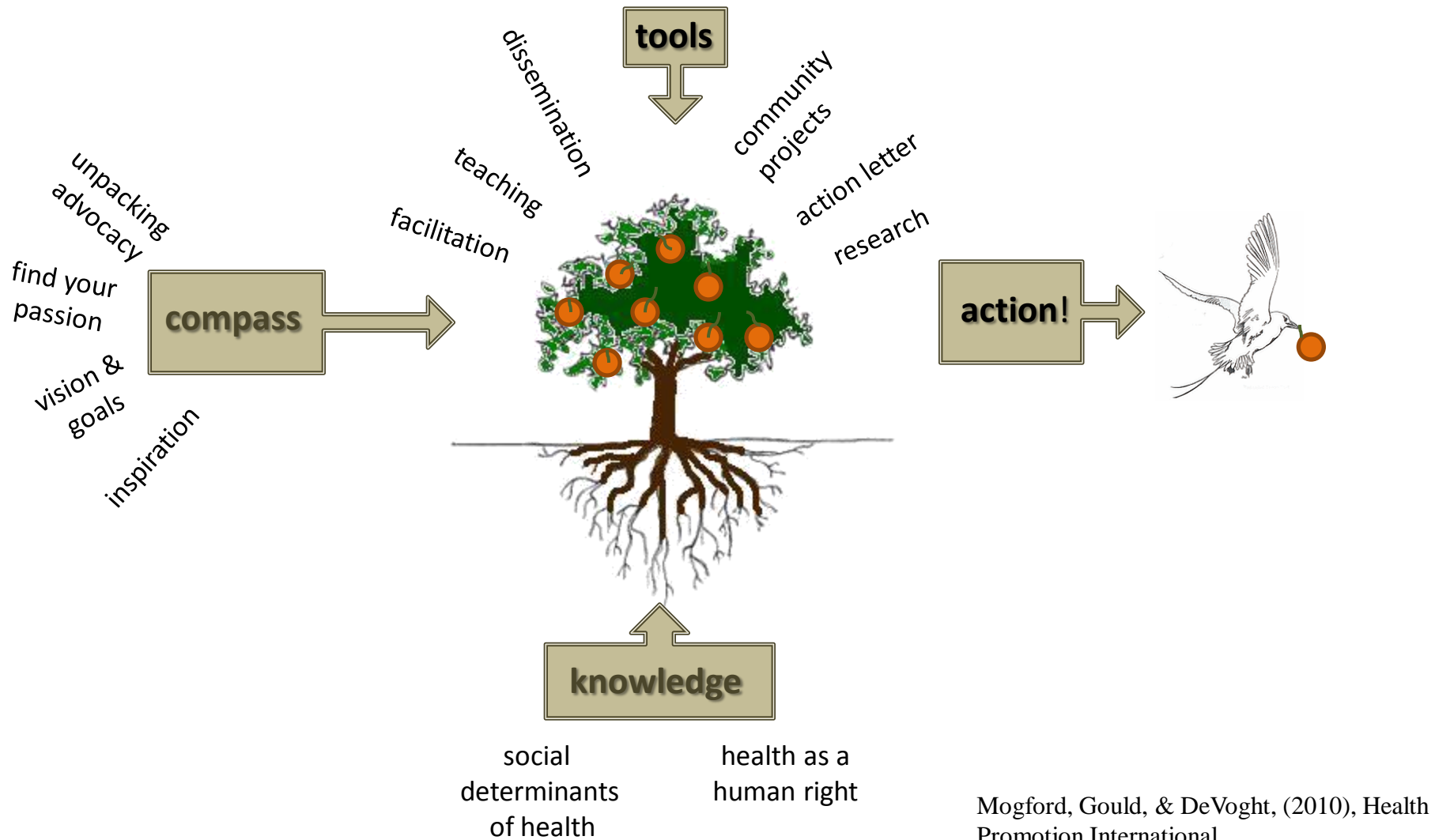
Develop personal skills – problem solving, communication, decision making. Act independently on advice received.

3. critical



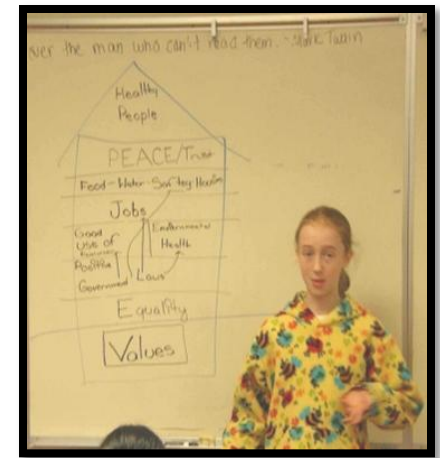
*Individual and community capacity to **understand** and **change** how social, economic, and political forces affect health – social action on policies and practices.*

JHA critical health literacy framework



JHA curriculum venues

- Secondary schools
- Universities
- Health centers
- Health departments
- Promotoras



Seattle Girls School



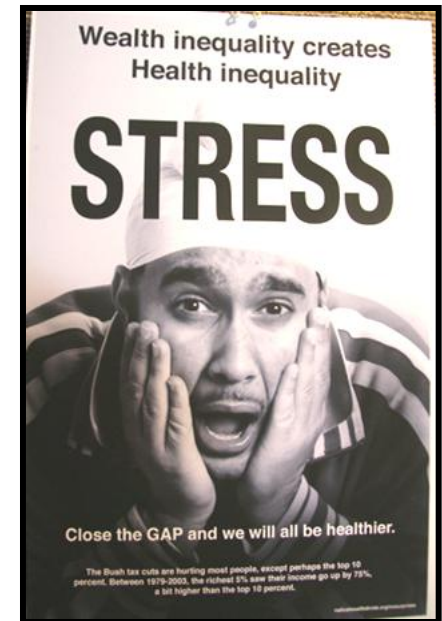
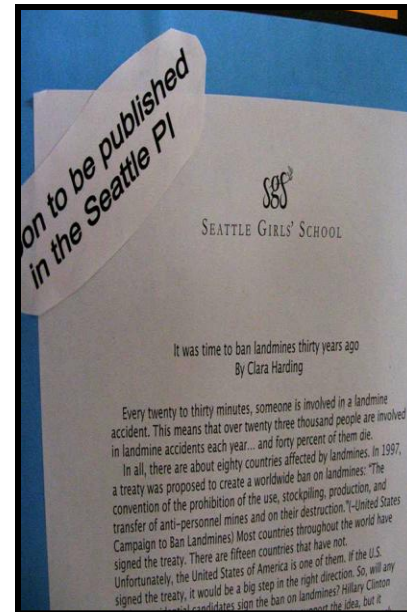
Environmental Justice Youth Corps



Promotora Advisor training, North Carolina

teaching action skills and taking action

- Community action project
- Action letter
- Facilitating health equity conversations
- Raising SDOH awareness through art
- Writing advocacy mission statement



UNNATURAL CAUSES

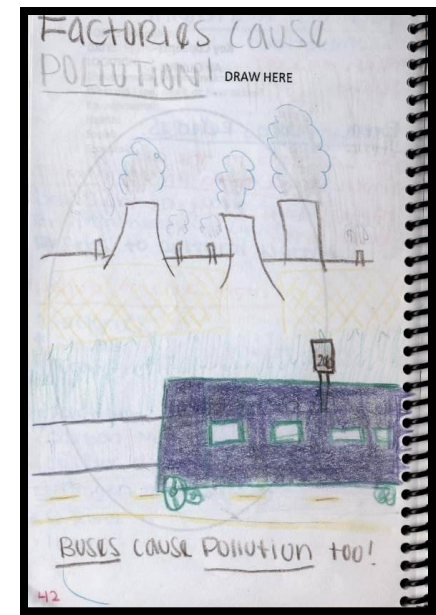
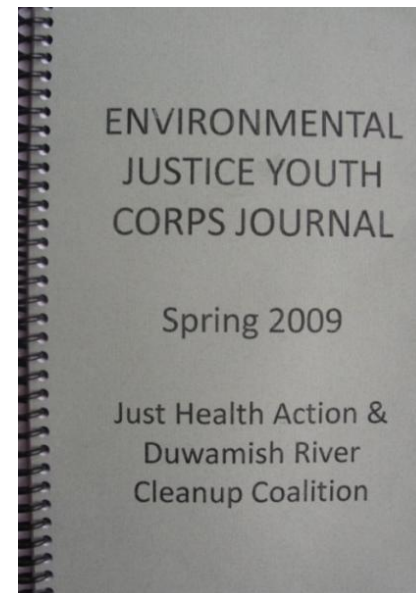
...is inequality making us sick?

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

Environmental Justice Youth Corps (2008)

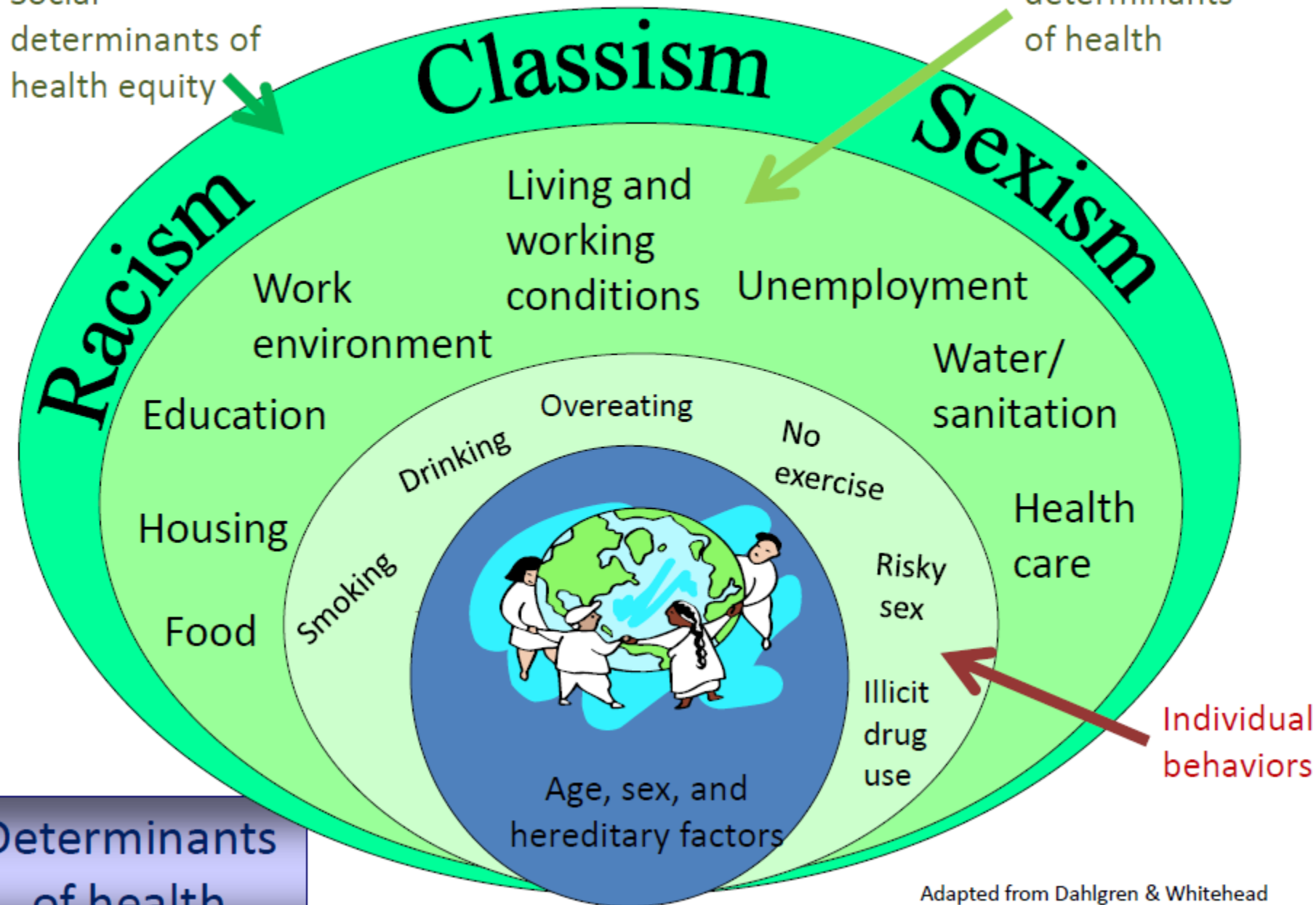
- Racism - implicitly discussed but not an explicit part of the original JHA curriculum
- Students raising the issue
- PRRAC Grant

Develop racism → health curriculum



Social
determinants of
health equity

Social
determinants
of health

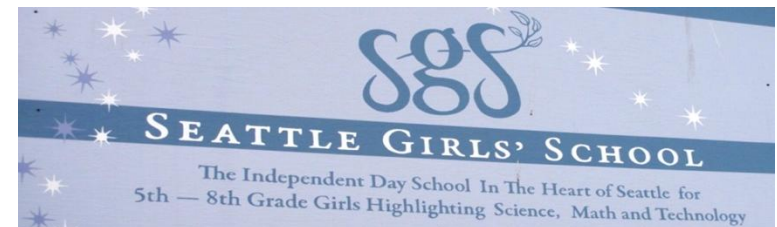


Adapted from Dahlgren & Whitehead (1991) and Jones et al (2009)

Piloting the curriculum

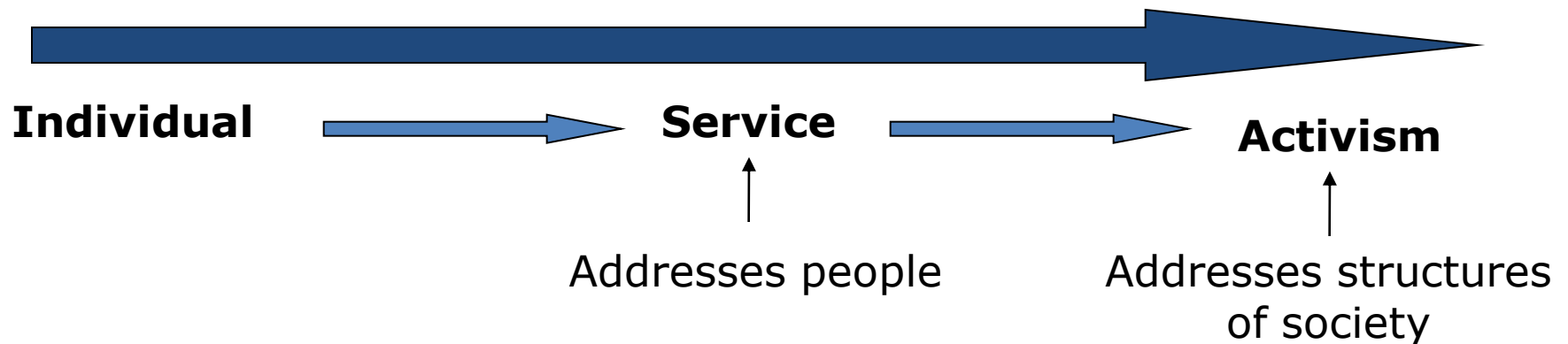


Promotora Advisor training



Lesson 1: What is health advocacy?

Just Health Action Advocacy Continuum

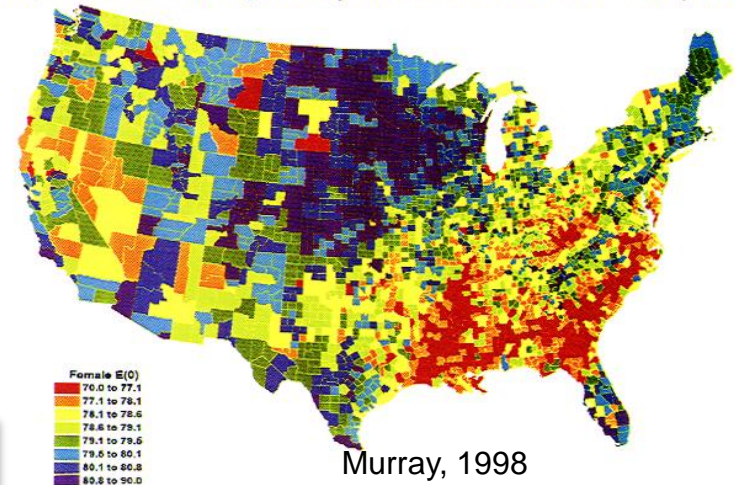


Gould, 2006

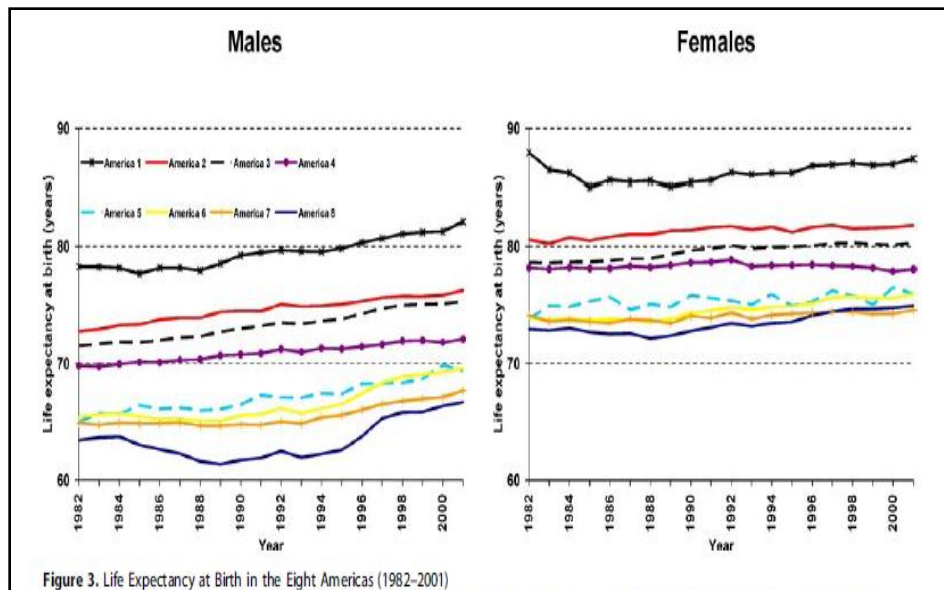
Lesson 2: What is health and what are health inequalities anyway?

- Readings
- Graph interpretation

Map 2. Female Life Expectancy at Birth for the United States, 1990

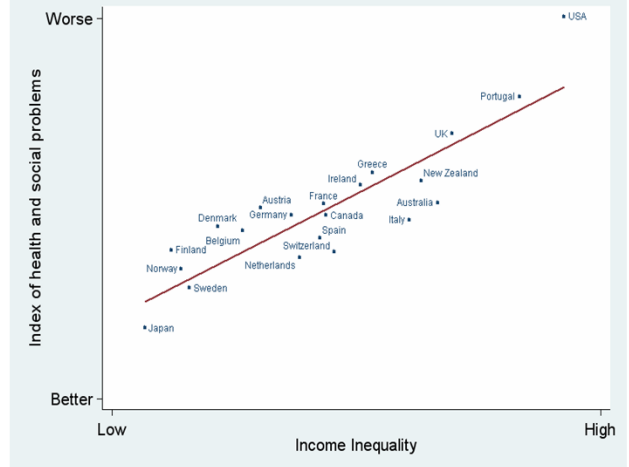


Murray, 1998



Murray et al, 2006

- Index of:
- Life expectancy
 - Math & Literacy
 - Infant mortality
 - Homicides
 - Imprisonment
 - Teenage births
 - Trust
 - Obesity
 - Mental illness – incl. drug & alcohol addiction
 - Social mobility



Source: Wilkinson & Pickett, *The Spirit Level* (2009)

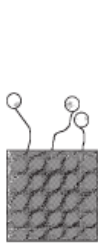
Lesson 3: What is race anyway?

Race: The power of illusion documentary
(California Newsreel)



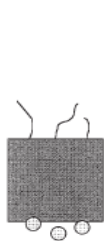
Lesson 4: What is racism?

Institutionalized racism



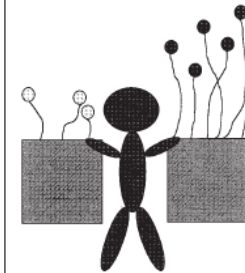
- Initial historical insult
- Structural barriers
- Inaction in face of need
- Societal norms
- Biological determinism
- Unearned privilege

Personally mediated racism



- Intentional
- Unintentional
- Acts of commission
- Acts of omission
- Maintains structural barriers
- Condoned by societal norms

Who is the gardener?



- Government
- Power to decide
 - Power to act
 - Control of resources
- Dangerous when
- Allied with one group
 - Not concerned with equity

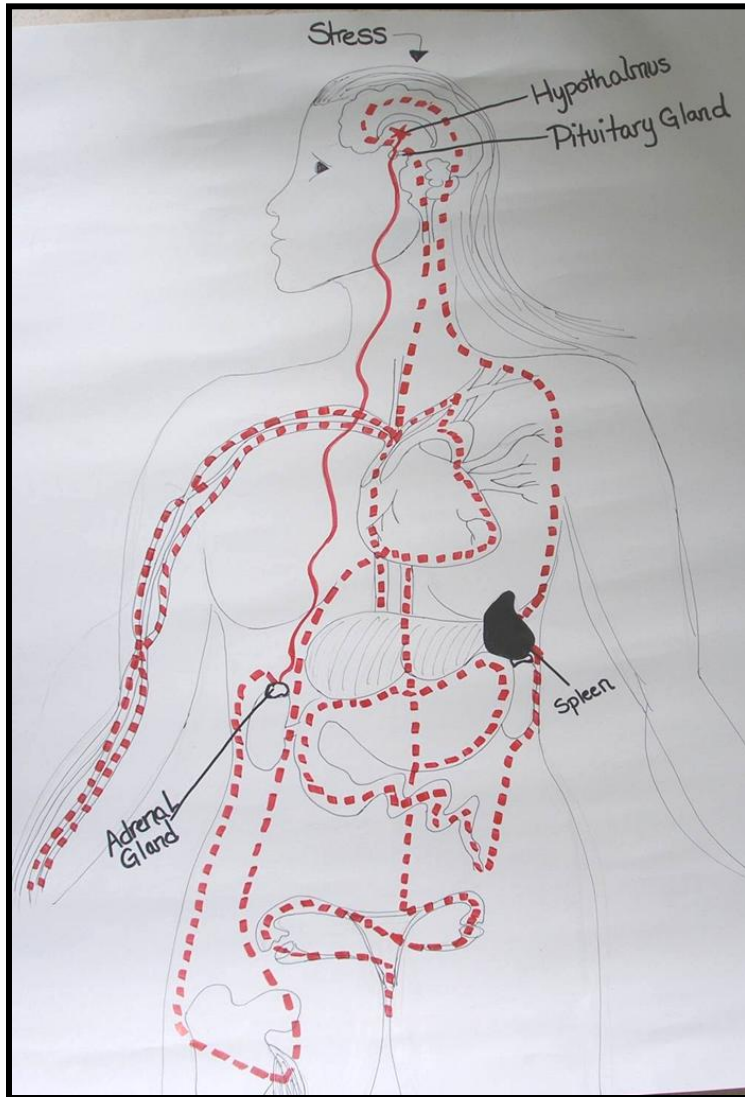
Internalized racism



- Reflects systems of privilege
- Reflects societal values
- Erodes individual sense of value
- Undermines collective action

Lesson 5:

How does racism lead to ill health?



STRESS

Go over to the table and take a piece of candy.
Sit down and talk loudly about how good your candy
is with a friend. Then tell that friend what your
favorite part of last summer was. Make sure to
laugh a lot and make a lot of noise.

Sit in your seat and don't talk to anyone
Under any circumstances

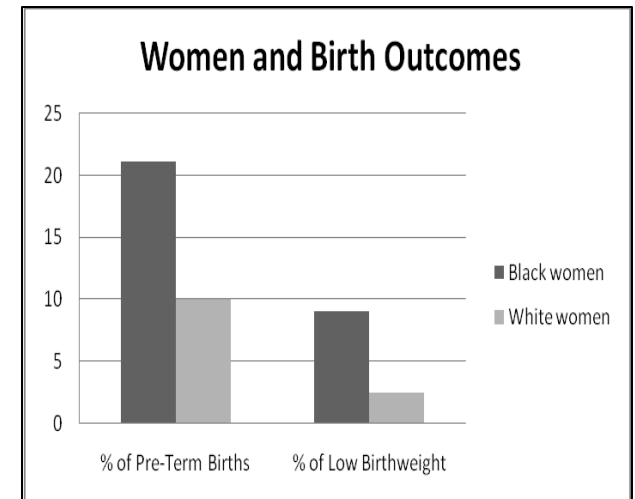
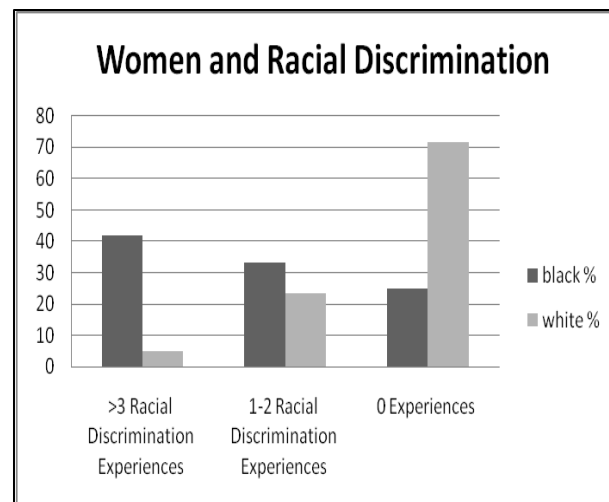
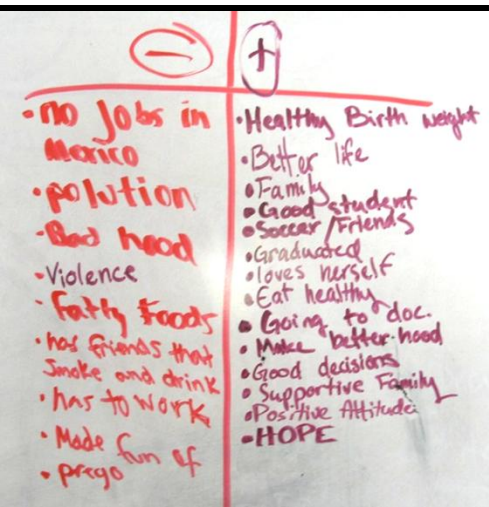
Lesson 6: How does racism affect those who don't have a say?



UNNATURAL CAUSES

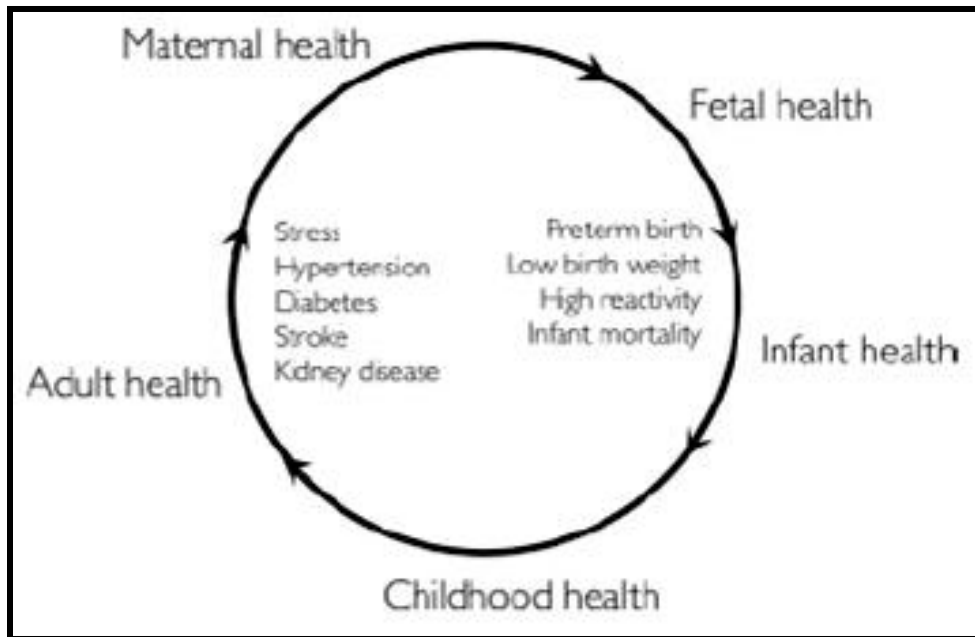
...is inequality making us sick?

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

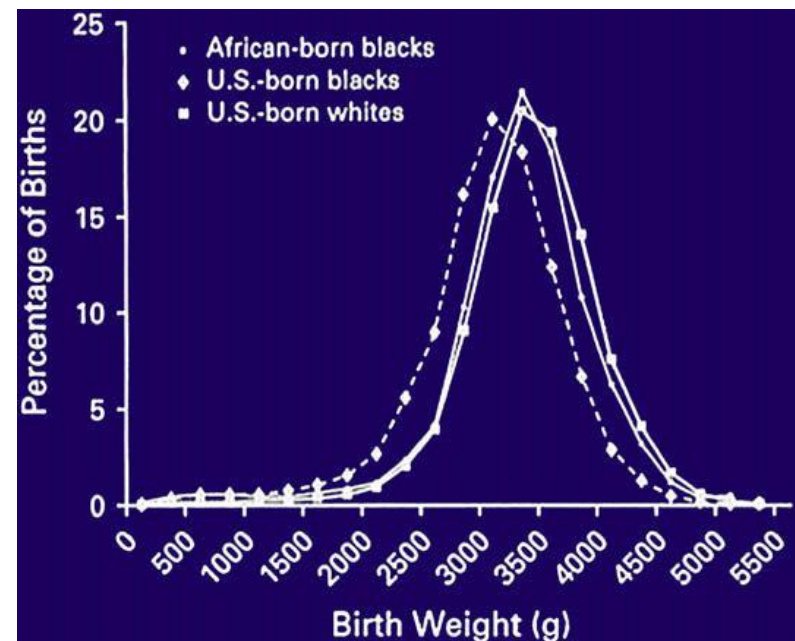


Mustillo et al (2004) Self-reported experiences

Lesson 7: What does biology teach us about where we can help?



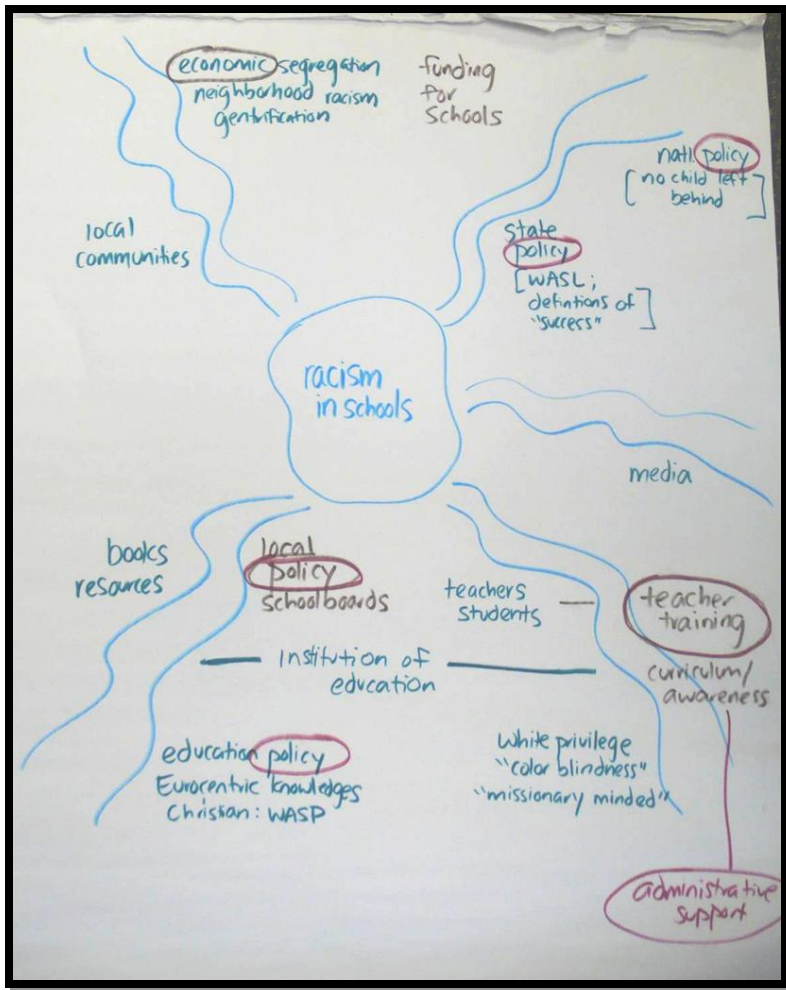
Gravlee, 2009



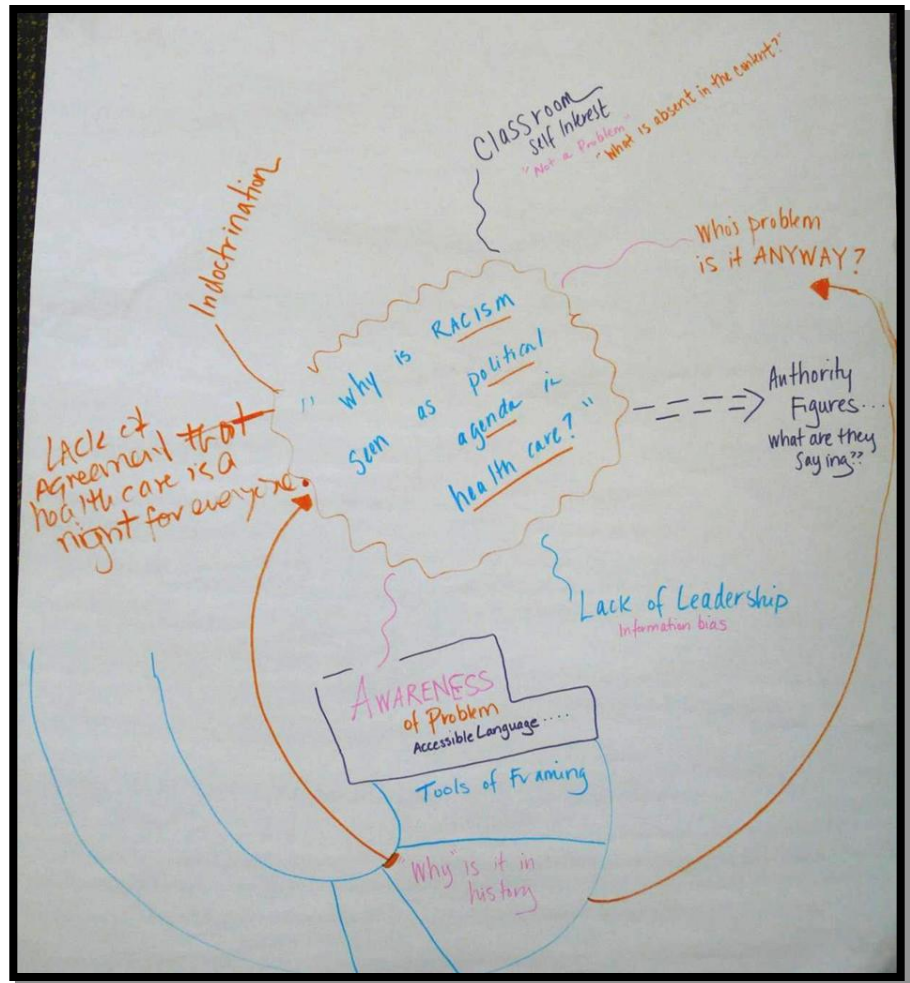
Collins & David, 2009

Lesson 8: Why should we take action?

“Causes of the causes” diagramming



Why is there racism in schools?

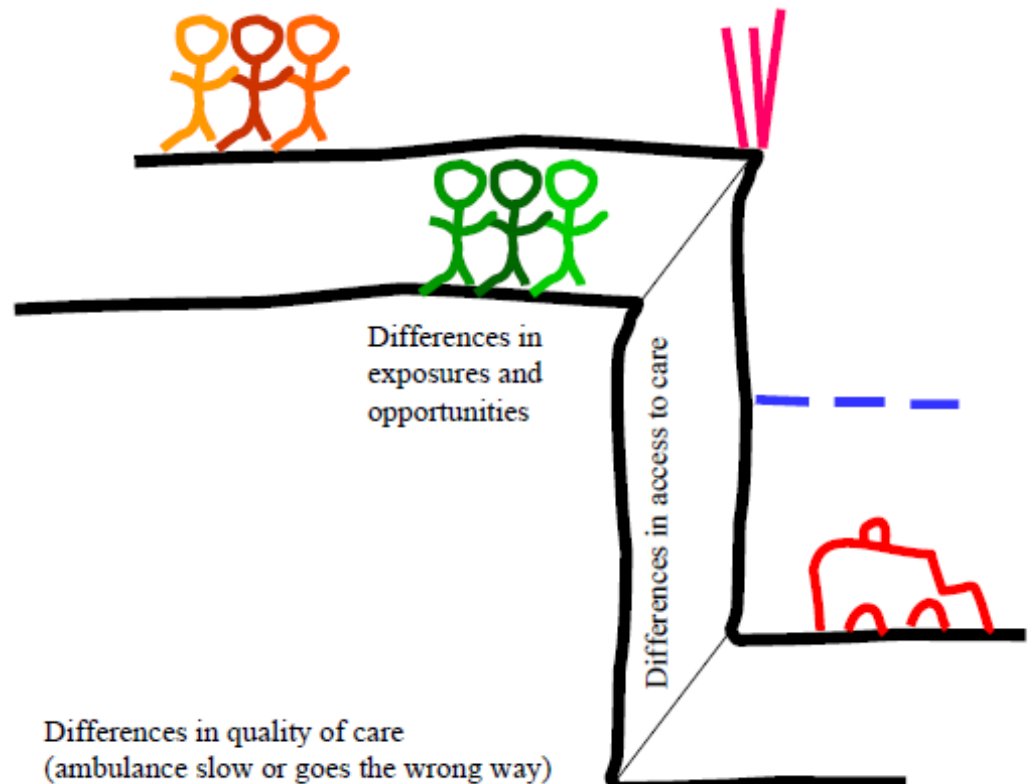


Why is racism seen as a political agenda in health care?

Lesson 9:

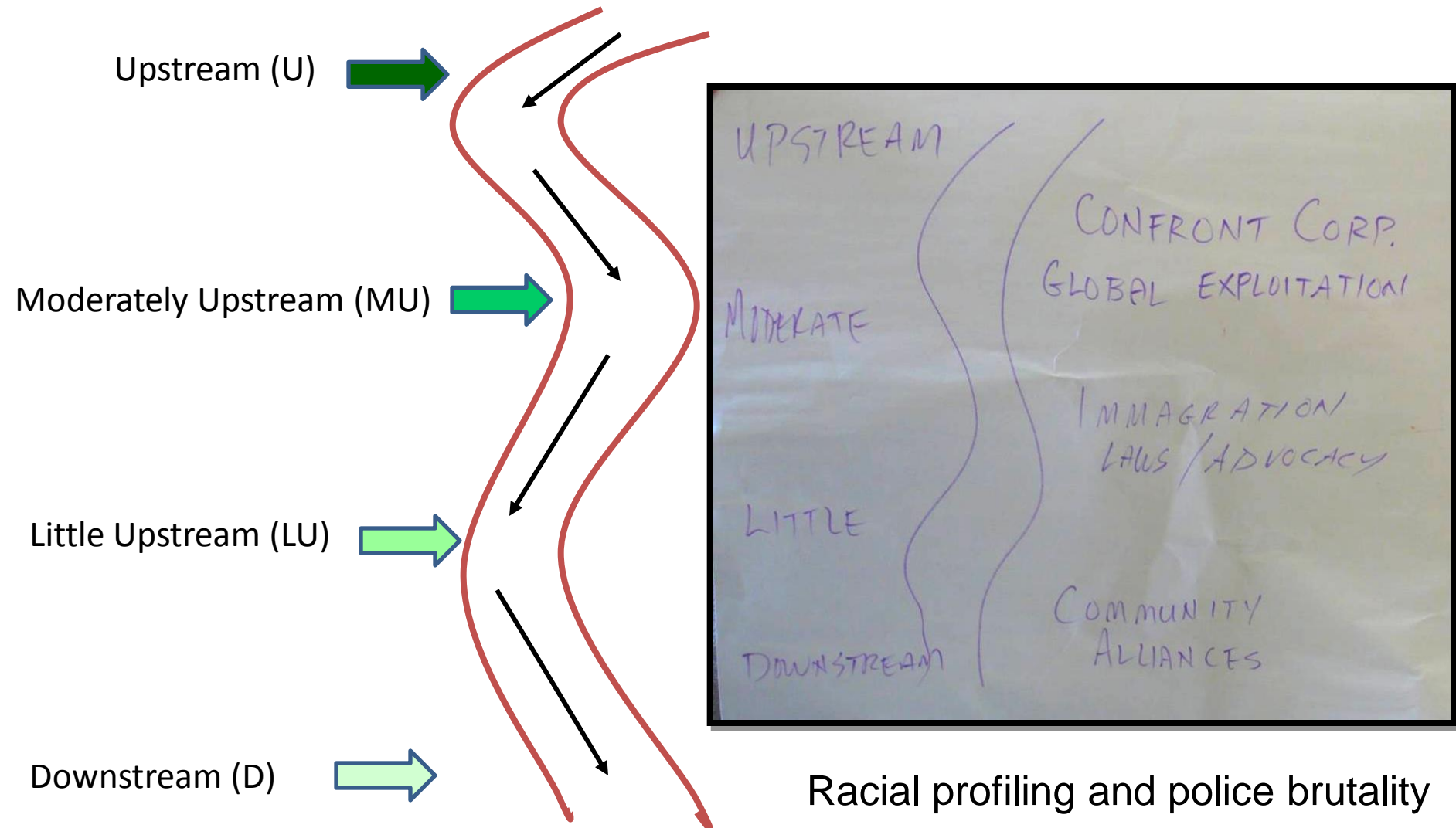
Taking Action - The Cliff Analogy

What are some upstream activist ideas you have to move people away from the cliff?

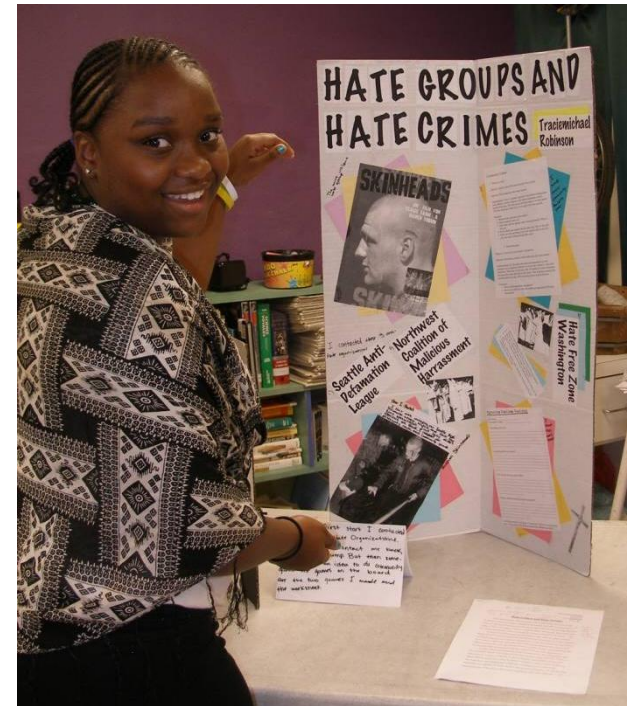
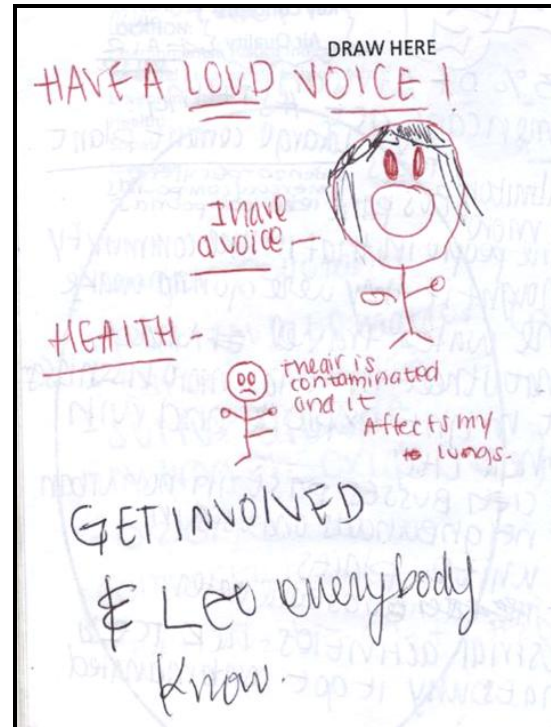


Camara Phyllis Jones, MD, MPH, PhD

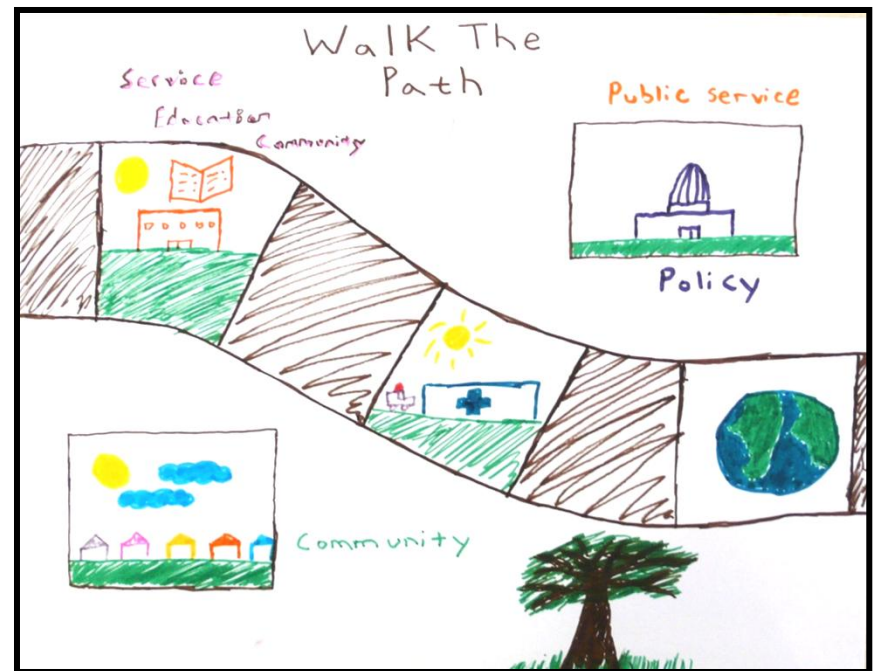
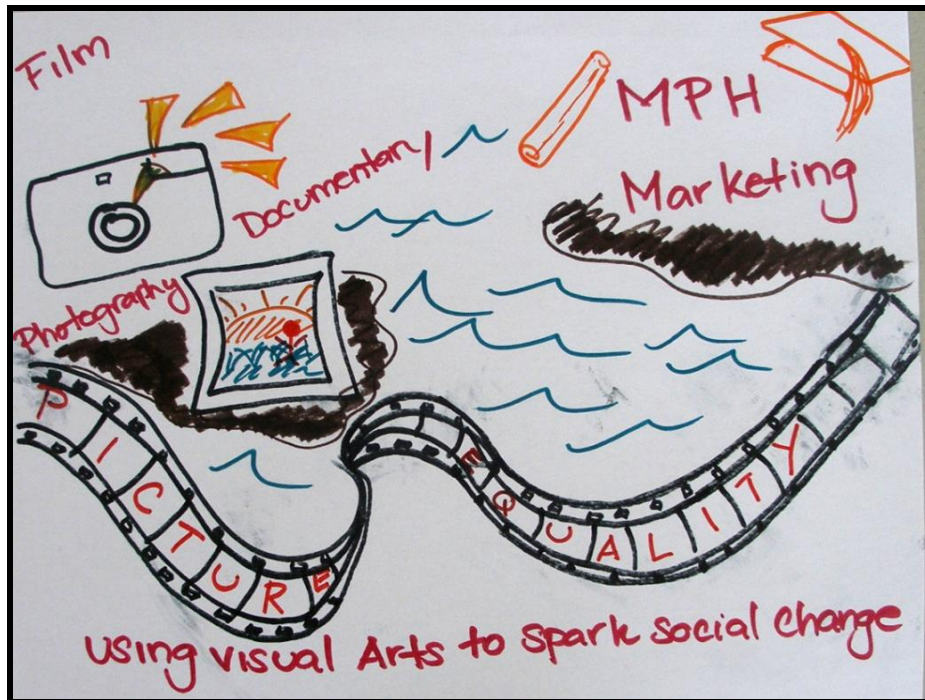
Lesson 9 cont: Where do we take action on the river?



Lesson 10: Action Plan



Lesson 11: How will you make change?-Advocacy life mapping



Poverty & Race

POVERTY & RACE RESEARCH ACTION COUNCIL

September/October 2010

Volume 19: Number 5

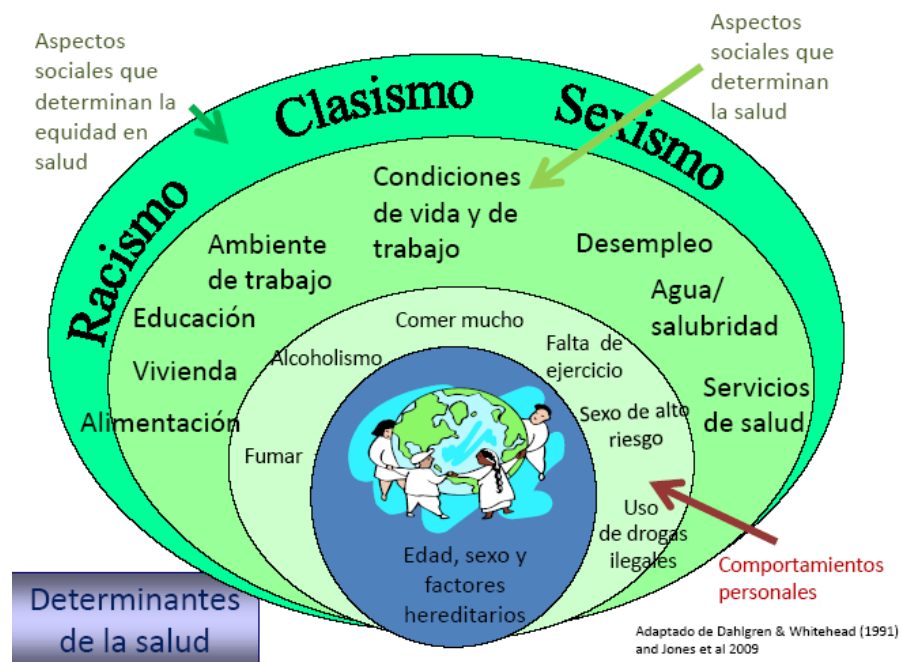
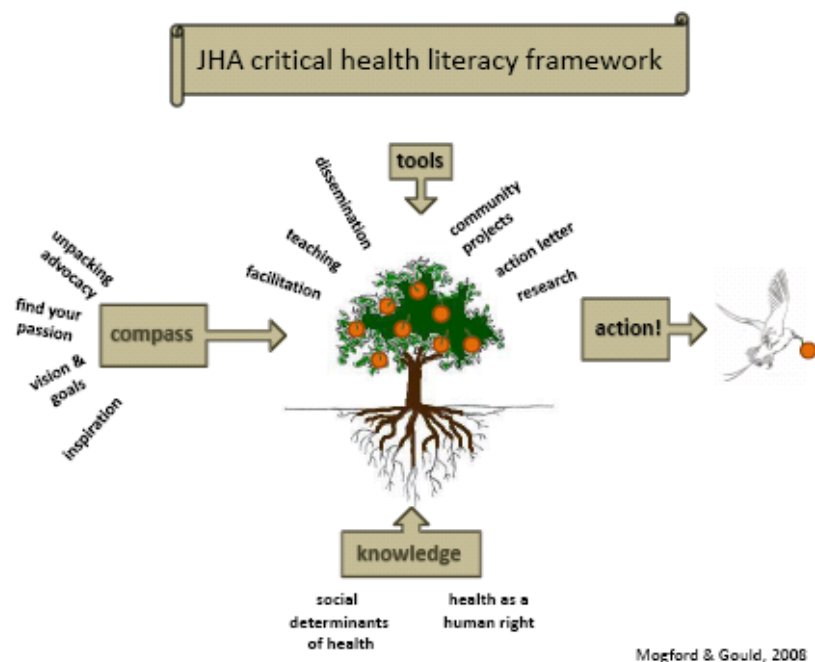
How Racism Is Embodied: A New Health Advocacy Curriculum

I really already knew that racism was bad but I didn't know it could affect health or that is has affected how babies are when they are born.

Quote from a 7th grader from Seattle Girls School, Seattle, Washington

Upcoming: “Train the trainer” in Seattle

Interested in teaching the SDOH and health equity to others? Sign the sheet or contact JHA if you are interested



Thank You



Contact:

Linn Gould, MS, MPH
gouldjha@gmail.com



www.justhealthaction.org

Acknowledgements

Poverty Race Research Action Council

Jon Huang, MPH, PhD candidate (UW)
Elizabeth Mogford, PhD, MPH (WWU)
Jess Barnes (JHA intern)
Meghan Brombach (JHA intern)

VENUES

Sea Mar Community Health Centers
Seattle Girls School
Western Washington University
Promotora Advisor Training
Whatcom County Health Department
Seattle Race Conference

For more info on JHA's critical health literacy framework

- Mogford E, Gould L, DeVoght A. Teaching critical health literacy as a means to action on the social determinants of health. *Health Promotion International*. 2010; Doi:10.1093/heaprp/daq049
- Gould, Mogford, DeVoght, Successes and challenges of teaching the social determinants of health in secondary schools. *Health Promotion Practice*, May 2010, Vol. 11, Suppl. 1, 26S-33S, DOI: 10.1177/1524839909360172