

**Adapting FIMR to Address
Life Course Issues, Reduce
Disparities, and Achieve
Health Equity**

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**Borrowing from “Open Space
Technology” 4 Principles**

1. Whoever comes are the right people
2. Whatever happens is the only thing that could have
3. Whenever it starts is the right time
4. When it's over, it's over

**And 1 Law:
The Law of Two Feet**

- If you are not learning or you are not contributing, use your two feet to take you to wherever you can and will

Powers of 3

- What comes in three's?

***“The thing is, honey, we've just got to
do something about it!...”***

- Evelyn Zysman, (1910 –)

Three Part “Town Hall” . . . FIMR and Life Course

1. What did you learn?
2. What questions do you still have?
3. What will you do (differently) with what you now know?

Health Equity

- Where systematic differences in health are judged to be avoidable by reasonable action they are, quite simply, unfair
 - It is this that we label health inequity

Health Equity

- Putting right these inequities – the huge and remediable differences in health between and within countries
 - is a matter of social justice
 - World Health Organization
 - Commission on Social Determinants of Health

Social Determinants of Health

“The social determinants of health are those factors which are outside of the individual; they are beyond genetic endowment and beyond individual behaviors. They are the context in which individual behaviors arise and in which individual behaviors convey risk. . . .”

Social Determinants of Health

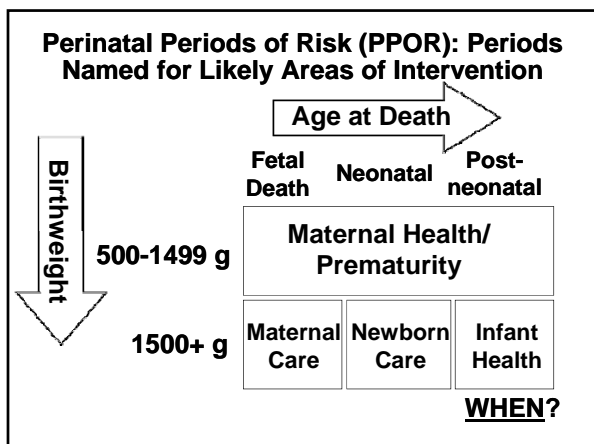
“The social determinants of health include individual resources, neighborhood (place-based) or community (group-based) resources, hazards and toxic exposures, and opportunity structures.”

– Camara Jones, 2010

Racism and Health

“It is impossible to have a frank discussion of inequality...without confronting the continuing blight of racism head-on... long established and growing health disparities are rooted in fundamental social structure inequalities, which are inextricably bound up with the racism that continues to pervade U.S. society.”

– Cohen and Northridge, AJPH, June 2000, p841

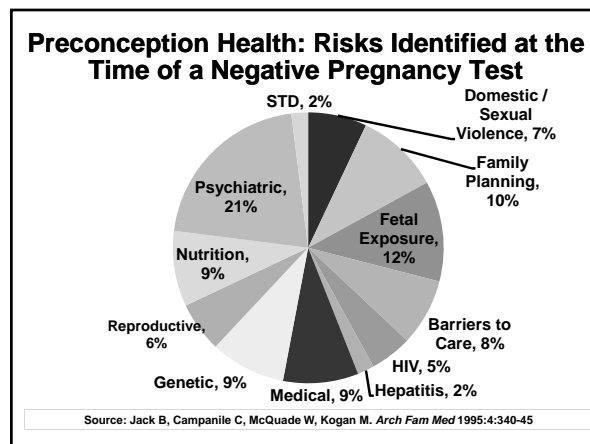


- PPOR – From Data to Action**
- **Maternal Health / Prematurity**
 - Preconception Health
 - Health behaviors
 - Perinatal care

- PPOR – From Data to Action**
- **Maternal Care**
 - Prenatal care high
 - Risk referral
 - Obstetric care

- PPOR – From Data to Action**
- **Newborn Care**
 - Perinatal management
 - Neonatal care
 - Pediatric surgery

- PPOR – From Data to Action**
- **Infant health**
 - Safe sleep
 - Breast feeding
 - Injury prevention



10 Recommendations to Improve Preconception Health and Health Care

1. Individual responsibility across the lifespan
2. Consumer awareness
3. Preventive visits
4. Interventions for identified risks
5. Interconception care

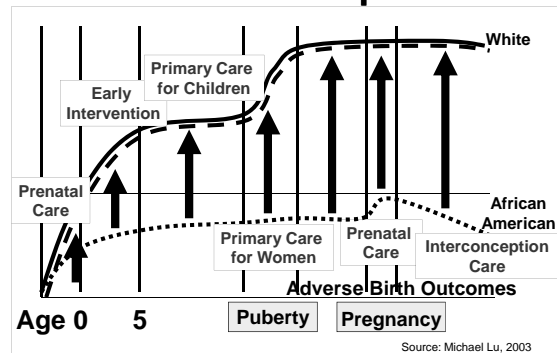
10 Recommendations to Improve Preconception Health and Health Care

6. Pre-pregnancy check-ups
7. Coverage for low-income women
8. Public health programs and strategies
9. Research
10. Monitoring improvements

3 Questions – Sort It Out

- Why?
 - Health Equity, Human Rights
- How?
 - Social Determinants of Health, Health Inequities, Health Disparities, Racism
- When?
 - PPOR, Preconception Health

Life Course Perspective



Life Course Integrates Why, How, When . . .

- Social determinants, and health equity models are complementary, synergistic and integral to the MCH life course
- Life course perspective helps explain how social determinants influence health

Life Course Integrates Why, How, When . . .

- Life course perspective offers an explanatory model for how health inequities develop
- Life course better incorporates perspectives over time and the biology of human development into our understanding of health

Key Concepts: MCH Life Course Model

- Today's experiences and exposures determine tomorrow's health (timeline)
- Health trajectories are particularly affected during critical or sensitive periods (timing)

Key Concepts: MCH Life Course Model

- The broader environment – biologic, physical, and social – strongly affects the capacity to be healthy (environment)
- Inequality in health reflects more than genetics and personal choice (health equity)

– Amy Fine, Milt Kotelchuck, 2009

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The Life Course Game: A Simulation Experience

Interpreting and Applying Lessons from the Game

- What does this game tell us about the complex nature of living in our community?
- What learning or insights that the group has shared so far seem the most critical?
 - The most important to act upon?

Interpreting and Applying Lessons from the Game

- What questions did this experience raise for you personally?
 - For the work you do?
- What difference will using a life course perspective make in your work?

Where Do We Go From Here?

- **What actions or ideas has this experience triggered for you?**
- **How would you articulate the life course perspective after playing this game?**
- **What would our community look like if we fully incorporated a life course perspective in all of our work?**

Where Do We Go From Here?

- **What are the first steps we must take?**

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