

Channeling Freire to Teach Inmates the Social Determinants of Health

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Overall Goal

To develop critical consciousness among inmates around the social determinants of health

What are the social determinants of health?

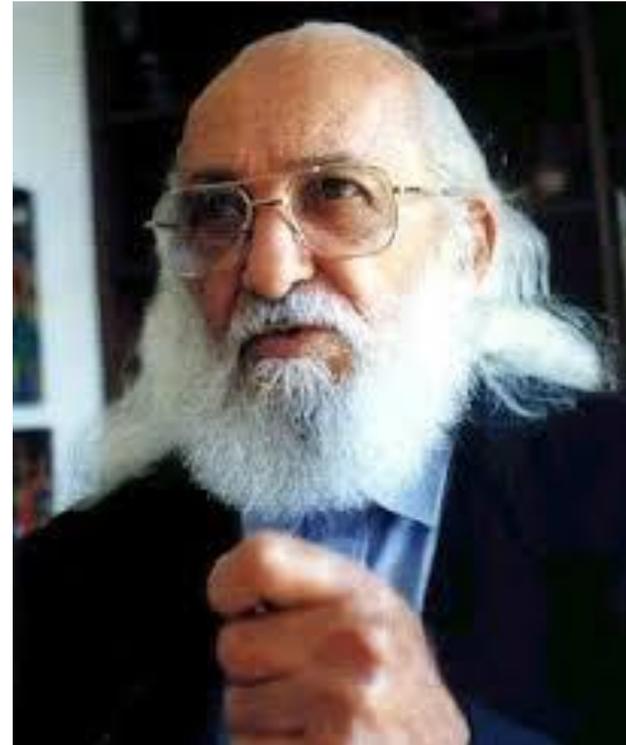
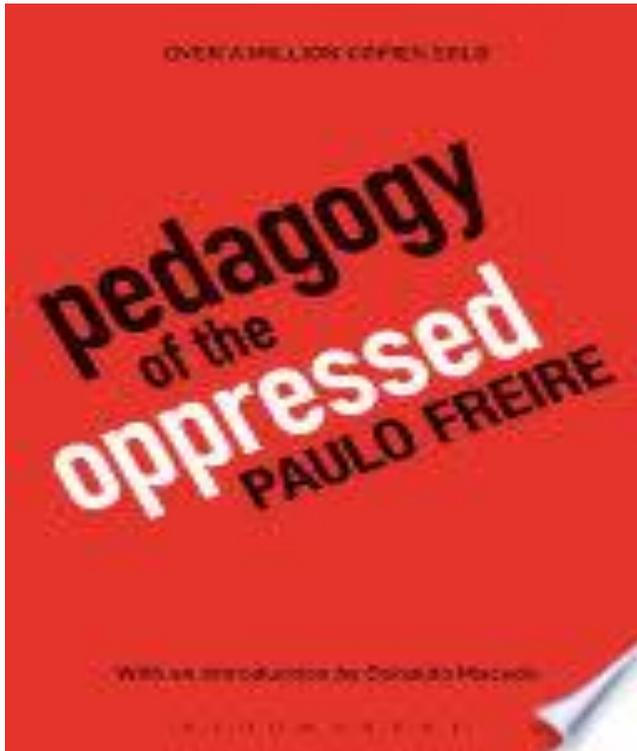
- ▶ Life circumstances shaped by money, power and resources on global national and local levels (WHO)
- ▶ Responsible for up to 80% of morbidity and mortality
- ▶ Important contributor to health inequities

Why should inmates learn about social determinants of health?

- ▶ Incarceration itself is an important social determinant
- ▶ Individual behaviors of inmates have strong societal origins
- ▶ Social action post-release can be important in decreasing recidivism

What is the pedagogy of Paulo Freire?

- Education is not “banking” or the depositing of information into learners
- Critical consciousness and actions can improve society
- Builds on experiences of learners



Our Curriculum

Implemented with critical reflections, group discussions, brief readings, case presentations, role plays, and reflection papers

1—What is health?

2—Health inequities

3—What do gender and race have to do with health?

4—Incarceration in the United States

5—The upstream causes and/or the advocacy continuum and/or fuel your fire

Specific Aim

- ▶ Assess the feasibility and acceptability of implementation of this curriculum and pedagogy with a jail population
- ▶ Assess effects on knowledge, attitudes, feelings of empowerment to use new skills, and future intentions to take action on the social determinants of health

Method

- ▶ Pilot test a 5 session, interactive curriculum using Freirian pedagogy using pre-post data collection
- ▶ IRB approval obtained

Setting/Sample

- ▶ Local county jail
- ▶ 6 male inmates at local county jail
- ▶ Mean age 38.7
- ▶ Mean incarceration time 79.8 months

Data Collection (Pre/Post Intervention)

- ▶ **Acceptability** assessed with:
 - ▶ Nine items, adapted from our previous prison/jail research work:
 - ▶ Field notes and daily debriefing about participant engagement
- ▶ Survey assessed:
 - ▶ **KNOWLEDGE** about the social determinants of health
 - ▶ **ATTITUDES** about the role social determinants of health in driving health disparities
 - ▶ **SKILLS** related to civic engagement to address social determinants of health in participants' own lives and communities
 - ▶ **INTENTIONS** to take action on the social determinants of health post intervention and in community post incarceration
 - ▶ **CRITICAL CONSCIOUSNESS** (the ability to perceive social, political, and economic oppression and to take action against the oppressive elements of society)

Analysis

- ▶ Mean scores created for each scale, compared pre-post intervention
- ▶ T-tests compared paired samples
- ▶ Field notes and participants' comments analyzed with content analysis

RESULTS

- ▶ Mean knowledge scores increased from 30 to 31.6 ($p= 0.28$)
- ▶ Attitudes showed no change
- ▶ Confidence scores post intervention were 4.1 out of 5 for skills to address social determinants of health
- ▶ Critical consciousness increased pre-post-intervention (from 46.5 to 55.3, $p=0.027$)
 - ▶ Reflected in 4 out of 6 participants saying they were likely or very likely to take action to benefit the community's health.

Action Plan of Group 1

Goal: ^{Inmate led} Drug Prevention & Ed Program

↳ Educate on Drugs: Effects.

- Bring in N.A. - 12 steps - Ex-addicts
- Target info to children/teens
- Resources After

Strategies

- Petition @ jail for the program
- Encourage inmates - Recruit volunteers
- Have an orientation
- Have Rewards
- Make it Practical
- WORD of Mouth
- ADVERTISE
- SEEK FUNDING

Allies

- Other inmates - ^{Jail} Programs - Churches - Reentry Persons
- Food kitchens - Probation/Parole - Ex-addicts - businesses
- ↳ funding.

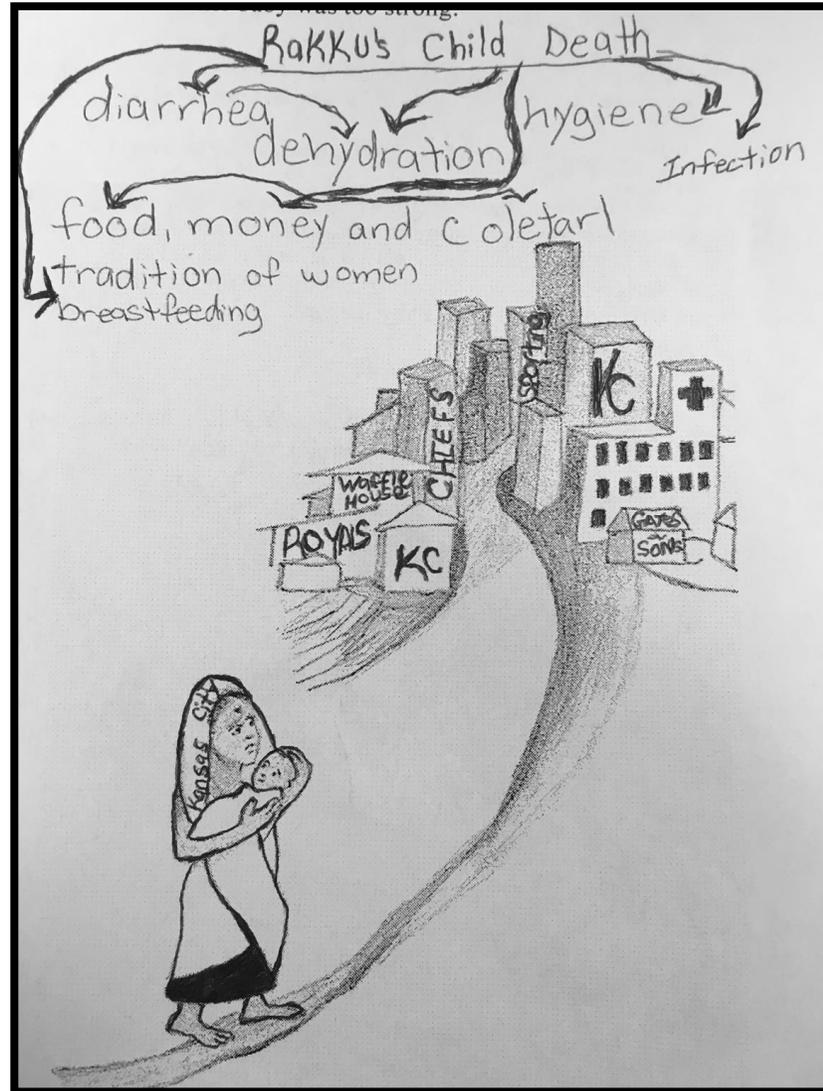
Evaluation → FOLLOW UP

- Measure outcome (Relapse)
- Find Resources
- Recruit Volunteers
- Learned about drugs & effects

Visuals:

- Icons of a cigarette pack and a bottle of Percocet.
- A scale of justice with a red slash through it.
- A box with a red slash through it.
- A hand holding a lit match over a red flame.
- A large number '2'.
- Text: "Just Say No"
- Text: "Don't do it"
- Text: "HARD"

Participant Homework on Root Causes



Discussion

- ▶ It worked!
- ▶ Participants highly enthusiastic about both content and learning method
- ▶ Future plans include refinement of curriculum, implementation with larger group, comparison with attention control group, community follow-up after release

Our Team-with Thank You from Participants



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