



# Building Resilience: Maintaining Quality Care in Nursing Homes During COVID and Beyond

Promoting Wellbeing



### Disclosure

This study is sponsored by the Great Plains Mountain Consortium composed of Geriatrics Workforce Enhancement Programs from Montana, North Dakota, Utah, and Wyoming. Dakota Geriatrics is supported by funding from the Health Resources & Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling 3.75M with 15% financed with nongovernmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by HRSA, HHS, or the U.S. Government.

# Opportunities

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Link to  
Telementoring  
Echo



## Listen to microburst videos

- Monthly x 4

## Join Zoom Telementoring ECHO

- “All teach, All learn”

## Share your experiences

- Gather stories from your front line staff
  - CNA's
  - Nurses
  - Providers

Use sessions to identify opportunities to work on a QAPI project



# AGENDA

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Summarize microburst video on Wellbeing (5 minutes)

Case study (15 minutes)

Use Wellbeing promotion for QAPI project (5 minutes)

# Recap: Wellbeing

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Wellness Promotion: a program to help staff make small behavioral changes that strengthen their health and wellbeing

Burnout is recognized in many ways

- Physical symptoms: Tiredness
- Behavioral symptoms: Unmotivated, food fetish, cranky

Address burnout

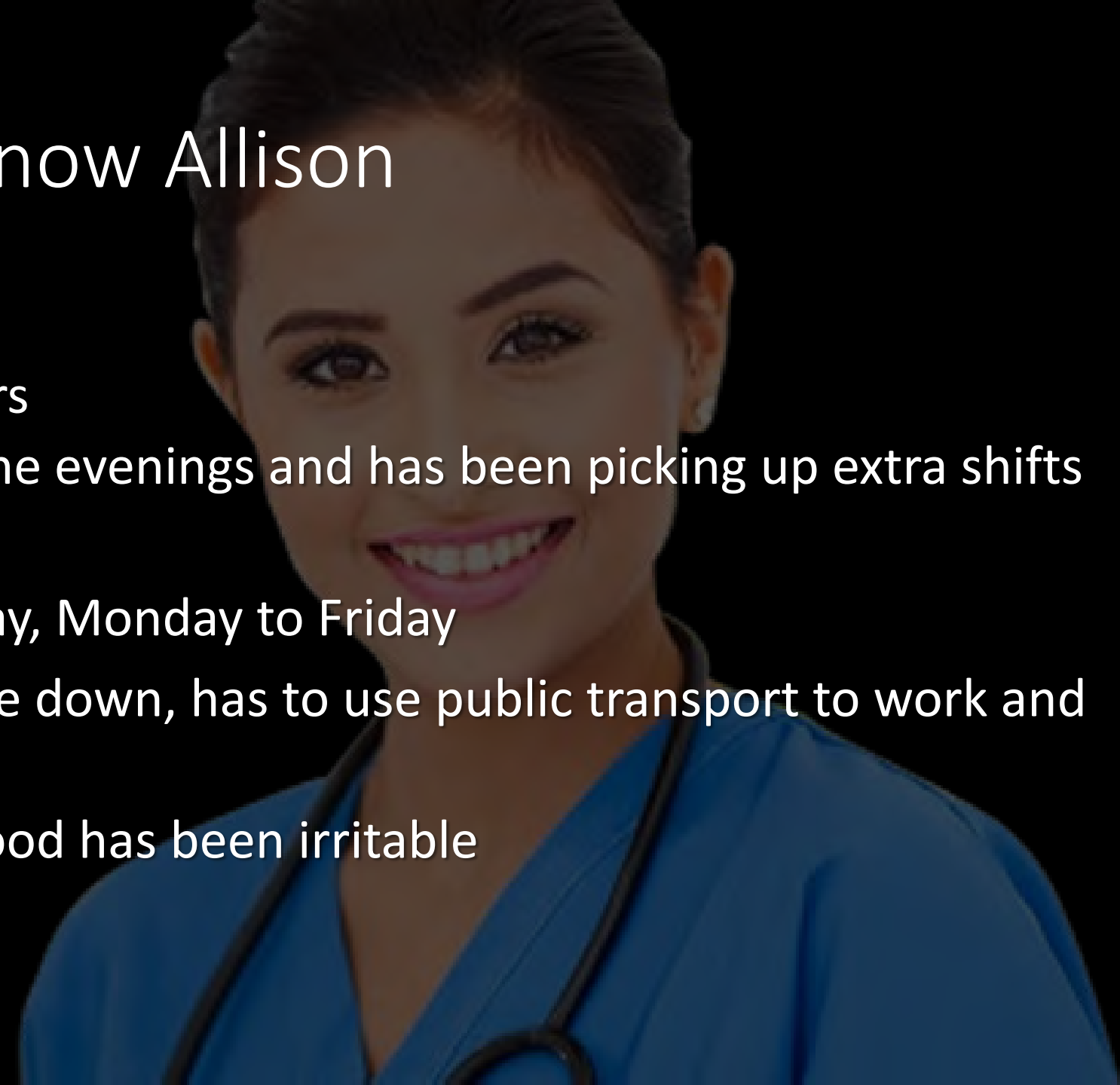
- Promote self – efficacy: Listen to your body and behavior
- Take a reflective walk / chat with others
- Journal / diary
- App such as Head Space
- Daily affirmations

A photograph showing a caregiver in light blue scrubs assisting an elderly man with white hair. The man is leaning forward, using a silver metal walker. The caregiver is standing behind him, holding the walker's frame. The background is a simple, brightly lit room with a white wall and a window with a curtain rod. The overall tone is professional and caring.

# Case Study

## Part One

# Getting to Know Allison

- 23 year old
    - CNA for 2 years
    - Works Full Time evenings and has been picking up extra shifts
  - In Nursing School
    - 2 hours per day, Monday to Friday
  - Car recently broke down, has to use public transport to work and school
  - She notes her mood has been irritable
- 





# What are Allison's stressors?

- Response Options:
  - Raise your hand and unmute yourself
  - Place a comment in the Chat Box



What would happen if Allison does not manage these stressors?



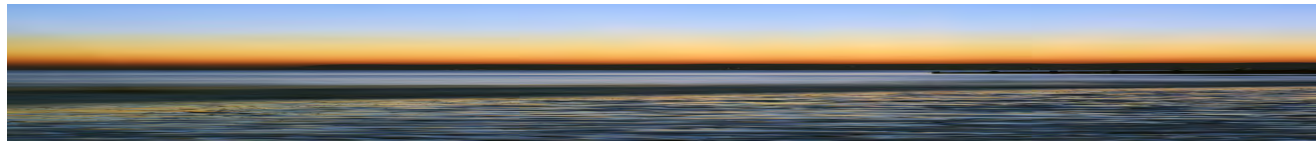


What are some personal steps Allison can take to support her well-being?

- Response Options:
  - Raise your hand and unmute yourself
  - Place a comment in the Chat Box

## Summary:

Steps Allison  
could take to  
promote well-  
being  
in the midst of  
her challenges



- Seek Balance
  - Set Realistic Personal Expectations
  - Gratitude
    - What is One item I am grateful for today?
    - Gratitude Journal
  - Mindfulness
    - Meditation
  - Breathing
    - Increase relaxation
    - Improve focus
- Diet
    - Assure adequate, healthy intake of nutrients
  - Exercise
    - Reasonable Regimen
    - Combination Aerobics, Strengthening, Stretching

What steps do you take to manage stressful situations?  
If you are comfortable sharing, please enter into Chat Box.

# QAPI and Resilience

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PROMOTING THE PERSONAL WELL-BEING OF CARE PROVIDERS

# PLAN-DO-STUDY-ACT (PDSA) Worksheet



The Plan-Do-Study-Act (PDSA) cycle is a useful tool for documenting a test of change. Running a PDSA cycle is another way of saying testing a change — you develop a plan to test the change (Plan), carry out the test (Do), observe, analyze, and learn from the test (Study), and determine what modifications, if any, to make for the next cycle (Act).





**PLAN:** Plan the text, including a plan for collecting data.

Questions and predictions: (State the question you want to answer and make a prediction about what you think will happen.)

- Plan to do one breathing exercise during your shift

Who, what, where, when:

Plan for collecting data:





**DO:** Run the test on a small scale.

Describe what happened. What data did you collect? What observations did you make?

- When feeling stressed during your shift, stop and do some slow, deep breathing





**STUDY:** Analyze the results and compare them to your predictions. (Complete as a team if possible.)

Summarize and reflect on what you learned:

- After doing the breathing exercise, how did it make you feel?



**ACT:** Based on what you learned from the test, make a plan for your next step.

Determine what modifications you should make—adapt, adopt, or abandon:

- Adopt this practice into your daily routine

A group of people are shown from the chest up, arranged in a circle. They are all clapping their hands, with some hands in the foreground and others in the background. The lighting is soft and natural, suggesting an indoor setting with large windows. The overall mood is positive and celebratory. The text "Gratitude to Improve Wellbeing" is overlaid in the center of the image in a white, sans-serif font.

Gratitude to Improve Wellbeing

# Ideas for Gratitude promotion

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Write thank-you notes

Provide opportunities for growth

Give verbal praise

Listen actively

Provide positive feedback

Share credit

Offer a small gift such as a diary book

Host a recognition event or award ceremony

Host a team lunch or outing

Offer flexibility: offering flexibility in their schedule or time off

Acknowledge successes publicly

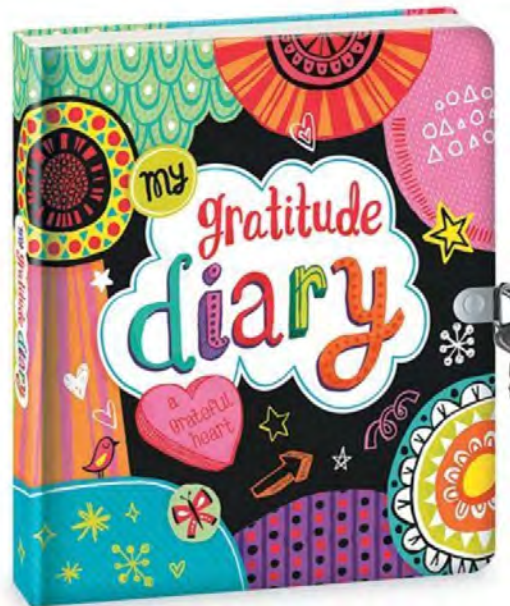
Demonstrate empathy



# Daily diary for gratitude

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GRATITUDE WRITING CAN REDUCE FEELINGS OF STRESS WHICH PROMOTES WELLBEING



## PROMPTS

What was the best thing that happened today?

Who makes you feel loved and why?

Name something that makes you happy.

Name someone that helps you.

# Resources



Presently



Reflectly  
(AI)



Gratitude

Apps



Christina Costa  
How gratitude rewires  
your brain

Podcasts

A whiteboard titled 'GRATITUDE REFLECTION' with three columns for reflection. The columns are: 'WHAT ARE YOU GRATEFUL FOR TODAY?', 'WHAT DO YOU LOVE ABOUT YOURSELF?', and 'WHAT ARE YOU EXCITED ABOUT?'. The whiteboard has a teal border and icons of a thumbs up and a heart.

Whiteboard



Huffington Post  
Poster

# Next Steps

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## Stay on!

- **Join us for additional discussion and problem solving for the next 30 minutes!**

Go back and watch the microburst for today's session if you missed it.

- Add QR Code here for easy scanning.

Start doing one wellbeing intervention.

- Give Intermittent breathing a try at work!
- (P)lan to do it, (D)o it, (S)tudy how it worked for you, Then (A)dopt it as part of your normal routine.

Plan to complete the next microburst for next months session.

- Coming soon!!!

Watch next month's **microburst – coming soon!**

- Set a goal to invite one colleague to this session.

Attend next month's session (**April 26th**)

- Set a goal to invite one colleague to this session.



# References

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Gratitude and improved well-being

Stephen M. Yoshimura & Kassandra Berzins (2017) Grateful experiences and expressions: the role of gratitude expressions in the link between gratitude experiences and well-being, *Review of Communication*, 17:2, 106-118, DOI: [10.1080/15358593.2017.1293836](https://doi.org/10.1080/15358593.2017.1293836)

# PLAN-DO-STUDY-ACT (PDSA) Worksheet



The Plan-Do-Study-Act (PDSA) cycle is a useful tool for documenting a test of change. Running a PDSA cycle is another way of saying testing a change — you develop a plan to test the change (Plan), carry out the test (Do), observe, analyze, and learn from the test (Study), and determine what modifications, if any, to make for the next cycle (Act).

Fill out one PDSA worksheet for each change you test. In most improvement projects, teams will test several different changes, and each change may go through several PDSA cycles as you continue to learn. Keep a file (either electronic or hard copy) of all PDSA cycles for all the changes your team tests.



**PLAN:** Plan the text, including a plan for collecting data.

Questions and predictions: (State the question you want to answer and make a prediction about what you think will happen.)

- Plan to do one breathing exercise during your shift

- 

Who, what, where, when:

- 

- 

- 

- 

Plan for collecting data:

- 

-



**DO:** Run the test on a small scale.

Describe what happened. What data did you collect? What observations did you make?

- When feeling stressed during your shift, stop and do some slow, deep breathing
- 
- 



**STUDY:** Analyze the results and compare them to your predictions. (Complete as a team if possible.)

Summarize and reflect on what you learned:

- After doing the breathing exercise, how did it make you feel?
- 
- 



**ACT:** Based on what you learned from the test, make a plan for your next step.

Determine what modifications you should make—adapt, adopt, or abandon:

- Adopt this practice into your daily routine
- 
- 

***PREPARE A PLAN FOR YOUR NEXT PDSA.***

# Mindfulness Exercises

Dear Utah Geriatric Education Consortium Partners,

This is a stressful time for all of us, especially those of you providing care for older adults in long-term care, assisted living and home health. When you are taking care of others, it is hard to remember how important it is to take care of yourself.

However, if you can take even a few moments to pay attention to your own physical and emotional health, you are better prepared to support others. Because your health and well-being are important to us, we have put together some short “mindfulness moments” you can do for yourself and teach those you care for. In addition, we’ve provided links to resources that you can use and share.

Please know that our team is dedicated to supporting your educational needs through this crisis. Please reach out if there are other topics you would like to know more about.

Warm regards,



Project Director, Utah Geriatric Education Consortium



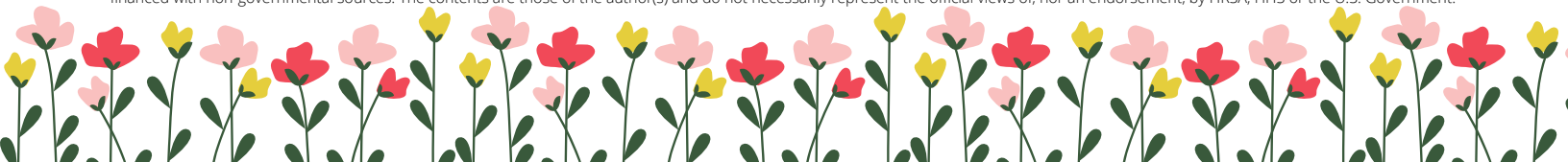
@UofU\_UGEC



@UofUUGEC

[ugecgwep@utah.edu](mailto:ugecgwep@utah.edu)

[www.utahgwep.com](http://www.utahgwep.com)





# Six Short Mindfulness Exercises for Daily Practice

Katarina Friberg Felsted, PhD and Erin Meyer, PhD, cIAYT, eRYT

You may find each of these helpful in invoking a sense of calm and wellness, and they can be powerful stress relievers. Please approach each with curiosity and patience, a beginner's mind. They are in no particular order.

## Box Breath

Focus on your breath. Note its natural rhythm for a few breath cycles. When you are ready, count how long your inbreath is. Then work on exhaling for the same count. After another breath cycle or two, begin adding a hold at the top of the breath (after the inbreath, before the outbreath) for the same count as your inbreath and outbreath. After the outbreath, add a hold as well, for the same count. Then begin the cycle again, breathing in. Practice this box breath – breathing in, holding the breath, breathing out, holding the pause – for several cycles. Note any changes in your thoughts, emotions, or physical body.

## RAIN Meditation

RAIN is an acronym to remember when you are experiencing difficult feelings. Each letter's meaning helps us direct our attention in the following ways:

**R** is for *recognize*. Recognize what is happening. Name it. Let it feel real, even though it may be intense.

**A** is for *allow*. Allow it to be what it is. Instead of trying to escape, or push away the unpleasantness, simply let it be what it is.

**I** is for *investigate*. Sometimes recognizing and allowing may be enough to instill calm feelings. However sometimes it is time to investigate. Our tendency can be toward avoidance instead of investigation, so choose to investigate your feelings with a sense of kindness and gentleness. What are the beliefs behind them? Is something underneath? Be a tender detective.

**N** is for *nurture* – nurture with self-compassion. What have you discovered? What do you need now? Imagine yourself comforting another person, perhaps a child. Can you give yourself the same compassionate comfort? How is this experience different for you than the typical ways you may have been conditioned to react?

## Body Scan

This is an exercise for which you will need a bit of time, but it will be worth it! Sit or lie down in a comfortable position, and close your eyes.

- Begin by focusing on your breath. Breathe in whatever you would welcome: peace, health, comfort, energy... allow it to flow into all parts of your body – torso, legs and arms, neck and head, hands and feet. With your exhale, feel relaxation flowing through your body. Allow your body to settle; feel the weight of your body anchoring you.
- You will now begin bringing your attention throughout your body, one step at a time. Begin by focusing on your feet. What do you notice? Are they tingly, heavy, light, numb?
- Move to your calves and shins, taking slow, deep breaths. What are the sensations? Allow yourself to breathe deeply into each body part, and when it feels settled move to the next. This can take several breaths with each body part.
- Follow this pattern through the upper legs, hips, belly. Notice where it feels more comfortable or less comfortable. What feels really good? We have a tendency to focus on what hurts or is bothering us... but where does your body feel great? Take time to notice.
- Move slowly through the ribs, shoulders and chest, and follow along up the spine as well. Bring your breath and attention out to your arms, hands, and fingers. Up your neck, across the face, into the skull.
- When you feel you have attended to each part of you, take a few more deep breaths in full body awareness. Gently rouse yourself and reminisce about your exploration.

## STOP Meditation

STOP is another acronym to help you remember the steps of the process of this meditation. As with any mindfulness, the idea is to improve awareness and acceptance.

**S** stands for "Stop". Stop what you are doing.

**T** represents "Take a breath". You may recognize how focusing on your breath allows you to stay in the present, and holds the space between your thoughts and your actions.

**O** is for "Observe". Step into the role of observer. Observe your thoughts without being swept up in them. Observe your emotions – name what you are feeling without reacting. Observe your body – are you tight, clenched, fidgety, in pain?

**P** indicates "Proceed". Move forward now with something that supports you. Affirmations, a pleasant conversation, massaging your hands – it can look however you like it to look.

## Metta Meditation

This is a simple and beautiful meditation that you will build on over time. Metta meditation is also referred to as loving kindness meditation.

- You will begin by practicing it toward yourself. Begin by sitting or lying down with soft attention. Repeat aloud or in your mind, *May I be safe. May I be well. May I be happy and at ease.* You are practicing well-being toward yourself. Feel the sensations and trust the words. Allow the words to wash over you and fill you. You can use similar phrases if you prefer. Practice this often.

- When you feel ready to build your practice, you will add a step. After practicing toward yourself, think of someone you love. Speak or think the words directed toward them. *May you be safe. May you be well. May you be happy and at ease.* Allow yourself to feel the meaning of the words, enjoy giving the gift that they contain. Again, build this practice over time.
- When you feel ready, you may expand to others you know, perhaps someone you feel neutral toward. *May you be safe. May you be well. May you be happy and at ease.* Again, build this practice. Explore people to direct your practice toward.
- The later step of metta is to direct this loving kindness toward someone you may have less than loving feeling towards. Explore directing these phrases toward the person. *May you be safe. May you be well. May you be happy and at ease.* This is something to build up toward as you feel more and more comfortable with the practice itself, and there is never a rush or a hurry.

## Vishama Vritti Breathing

### Without Holds

- Start by counting how long it takes for you to comfortably complete an inhale. Count at your own pace (this helps you find your own internal beat). Take several breath cycles to find your number or an average number.
- Inhale, count to your number; let your body expand three dimensionally as you allow your breath to stretch you from the inside out; feel expansion to the front, back, right, left, down, up and all diagonals between. Feel your body stretch from the inside out.
- Pause full (without strain)
- Exhale very slowly so you count to a higher number on your exhale than your inhale (some examples are 2 counts longer, 1.5X longer or 2X longer—it depends on how fast you are counting). Exhale without collapsing. If exhaling longer is not possible, exhale equally.
- Pause empty
- Repeat as long as you want.

**With Holds**— this is a variation on Square Breathing called Trapezoidal Breathing. *Note that holding the breath in or out in square breathing (sometimes called box breathing) and trapezoidal breathing is contraindicated for people with high blood pressure or extreme anxiety. People with high blood pressure or extreme anxiety should use the one above with the pauses—not the holds.*

- Start by counting how long it take for you to comfortably complete an inhale. Count at your own pace (this helps you find your own internal beat). Take several breath cycles to find your number or an average number.
- Inhale, count to your number; let your body expand three dimensionally as you allow your breath to stretch you from the inside out; feel expansion to the front, back, right, left, down, up and all diagonals between. Feel your body stretch from the inside out.
- Hold full for the same counts as your inhale. Stay expanded on the hold.
- Exhale very slowly so you count to a higher number on your exhale than your inhale (some examples are 2 counts longer, 1.5X longer or 2X longer—it depends on how fast you are counting). Exhale without collapsing. If exhaling longer is not possible, exhale equally.
- Hold empty for the same counts as your inhale. Stay with the expanded feeling.
- Repeat as long as you want. Note that you may need to alter your inhale count to have this pattern work. The only side that is longer is your exhale.

## Additional Resources

Below are some resources that can bring you comfort and peace of mind during this uneasy time.

- Ten Percent Happier Podcast- <https://www.tenpercent.com/coronavirussanityguide>
- U of U's Wellness and Integrative Health YouTube Channel- [https://www.youtube.com/channel/UCKDKw\\_0FFHzEaWmzsEfWsOw](https://www.youtube.com/channel/UCKDKw_0FFHzEaWmzsEfWsOw)
- Monterey Bay Aquarium Stream- <https://laughingsquid.com/live-video-streams-from-monterey-bay-aquarium/>
- Live Cameras at the San Diego Zoo- <https://zoo.sandiegozoo.org/live-cams>

### These materials were contributed by:



Katarina Friberg Felsted, PhD  
Associate Professor  
Wellness and Integrative Health Ambassador



Erin Meyer, PhD. cIAYT, eRYT  
Pharmacologist, Certified Yoga Therapist  
Experience Registered Yoga Teacher  
Heart Math Interventions Specialist







# WHAT IS WELLNESS?

Wellness is defined as “an active process of becoming aware of and making choices towards a more successful existence.”<sup>1</sup>

Because living a “successful existence” means something different to each individual, wellness can be many things, but it generally includes the pursuit of health, defined as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”<sup>2</sup> and working towards achieving one’s full potential.

## Your pathway to wellness can be:

- Good health
- Saving more money
- Healthy relationships
- Being good to yourself
- Showing gratitude
- Keeping good friends close
- Taking care of your community
- Eating one less cookie
- Looking for a new job
- Learning how to let go
- Walking instead of driving
- Playing with your pet
- A day at the spa
- Eating fresh fruit from your own garden
- Mastering a difficult yoga pose



## Did you know?

- Connecting with others can help you to enjoy the times when you are alone.
- Staying positive can improve your mood and your health.
- If you quit smoking now, in 20 minutes your heart rate drops, and in 12 hours the carbon monoxide (a gas that can be toxic) in your blood drops to normal.
- Exercising in “spurts” can be just as effective as continuous exercise.
- Helping others may help you experience less depression.
- Drinking beverages with caffeine should be stopped 6-8 hours before bed to ensure a more restful sleep.
- Creating joy and satisfaction can be easy with little things such as making a gourmet meal while listening to your favorite music, treating yourself to a massage, or even taking a few moments to admire nature.
- What you drink is just as important as what you eat.
- Spirituality can give you a sense of purpose and meaning.
- Writing down your problems can help shift your thinking about the issue and ultimately improve your mood.
- It is essential to choose a provider who understands the importance of the both of you working collaboratively regarding your health care.
- Stress management techniques are important because chronic (long-lasting) stress can change your brain and the way you function.

<sup>1</sup>The Six Dimensions of Wellness, National Wellness Institute, [http://www.nationalwellness.org/?page=Six\\_Dimensions](http://www.nationalwellness.org/?page=Six_Dimensions), 1976  
<sup>2</sup> Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.





## FOUR SIMPLE STEPS

Taking good care of your body and mind can make a difference in how well you do in your day-to-day life and how well you manage change. Exercising, eating right, getting enough rest and relaxing will not only set you on the right path to wellness, but also help you achieve and enjoy daily activities more and improve how you deal with life's challenges. Caring for yourself may take a little extra time, but you will feel better and more successful. Here's what you need and why it helps:

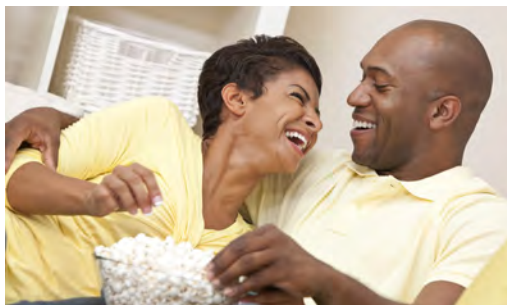


### A healthy diet:

- Improves your ability to learn.
- Means eating a nutritious breakfast everyday. Skipping meals leads to a lack of energy.
- Includes eating something nutritious every time you have a meal. Try substituting processed foods with a salad or swapping something fried for a piece of fruit.
- Requires limiting your alcohol intake.
- Avoids excessive amounts of caffeine. Caffeine dehydrates you. Drink at least 8 glasses of water a day to prevent dehydration.

### Regular exercise:

- Elevates mood, reduces stress, increases energy level, improves appearance, and stimulates the release of endorphins and serotonin, which makes you happier.
- Increases alertness and creativity.
- Improves your overall mental and physical well-being. Even taking a 15-minute walk, 3 times a week, can help.
- Keeps you active and also creates more opportunities to meet new friends!
- Decreases stress. On days when you are feeling overwhelmed, hit the gym or do another type of exercise.



### Relaxation:

- Means taking time each day to unwind, especially before sleeping. Listen to music, read or do whatever you enjoy. Alcohol or drugs are not the way to go.
- Offers a distraction from problems, a sense of competence and many other benefits.
- Means getting a good laugh. Laughing decreases pain, may help your heart and lungs, promotes muscle relaxation and can reduce anxiety.

### Plenty of rest:

- Means getting at least 7-9 hours of sleep. This is essential and will make you more attentive and active. Inadequate sleep can lead to mood changes and lowered resistance to illness.
- Provides the physical and psychological resources to cope with everyday life. Without it, you have to work harder to get daily tasks done and you have less energy.
- Includes cutting back on alcohol consumption because it can disturb your sleep. Though you might fall asleep faster, your body will not be as rested.





# UNDERSTANDING THE SOCIAL DETERMINANTS OF HEALTH

*"Our zip code may be more important than our genetic code"*

## What are the social determinants of health?

The social determinants of health are the conditions, in which children, youth, and families are born, grow up, live and work, as well as the quality and accessibility to health care (Shern, Steverman, Ahmed, & Shea, 2011). Where you live can be a significant indicator of how well you live as well as how long you live. Such non-medical factors influence health and well-being, including health-related knowledge, attitudes, beliefs, or behaviors.<sup>2</sup> Socioeconomic inequalities in health have been widening for decades. In the United States the data consistently show that people living in poverty, and particularly those who are minorities, bear a disproportionate burden of exposure to unhealthy environments and are at greater risk for mental and behavioral health-related conditions.<sup>3</sup> In addition to health literacy, gender, education, sexual orientation and geography; culture, acculturation, language, race, ethnicity, socioeconomic status, and social exclusion significantly influence overall health status as well.<sup>4</sup> These factors tend to be interrelated and contribute to disparities among, as well as within, groups.

## Why address the social determinants of health?

Creating a framework that incorporates the social determinants of health can provide a more complete picture of why people become ill initially, and, moreover, what it will take to restore their health. It recognizes the value of equity and social justice as essential to staying healthy and accessing quality health care. Policy changes to alleviate the social determinants of health, such as poverty, racism, violence and access to resources, can have a far reaching impact on improving the health of a community, state or county. Addressing only the symptoms of illness and ignoring its root cause will not improve population health.

## Facts at a glance

- Approximately 3.5 million individuals are homeless in America.<sup>5</sup>
- In the U.S., 44 million people are living in poverty and 41.3 million are using food stamps.<sup>6</sup>
- Children living in poverty are seven times more likely to have poor health than children in higher income households.<sup>7</sup>
- With a prison population of 2.3 million, we now have the highest rate of incarceration in the world.<sup>8</sup>
- Approximately 30 percent of LGBT youth report having been physically abused by family members because of their sexual orientation, gender identity or expression.<sup>9</sup>
- LGB individuals had a 1.5 times higher risk for depression and anxiety disorders over a period of 12 months or a lifetime than heterosexual individuals.<sup>10</sup>
- African Americans are 30 percent more likely to report having serious psychological distress than non-Hispanic Whites.<sup>11</sup>
- In 2007, Hispanics were 3 times more likely to be uninsured than non-Hispanics.<sup>12</sup>
- American Indians and Alaska Natives have an infant death rate 40 percent higher than the rate for Caucasians.<sup>13</sup>
- American Indian/Alaska Native adults were 2.3 times as likely as white adults to be diagnosed with diabetes.<sup>14</sup>
- In 2006, adults with less than a high school degree were 50 percent less likely to have visited a doctor in the past 12 months compared to those with a bachelor's degree.<sup>15</sup>
- Only 33 percent of disadvantaged fourth-graders are proficient readers at grade level.<sup>16</sup>
- Poor Mexican-American children ages 2 to 9 have the highest proportion of untreated decayed teeth (70.5 percent), followed by poor non-Hispanic black children (67.4 percent).<sup>17</sup>

<sup>1</sup>Robert Wood Johnson Foundation. <http://www.rwjf.org/vulnerablepopulations/product.jsp?id=42029>

<sup>2</sup>WHO (2010). Social determinants of health. Retrieved from [http://www.who.int/social\\_determinants/en/](http://www.who.int/social_determinants/en/)

<sup>3</sup>Evans, G., & Kantrowitz, E. (2002). Socioeconomic status and health: The potential role of environmental risk exposure. *Annual Review of Public Health*, 23, 303-31.

<sup>4</sup>Situational Analysis: Issues of Relevance in Designing a National Strategy to Promote Mental, Emotional, and Behavioral Health and to Prevent/Reduce Mental Illness and Substance Use Disorders. D. Shern, S. Steverman, E. Ahmed, & P. Shea. National Association of State Mental Health Program Directors, 2011. Page 6.

<sup>5</sup>National Coalition for the Homeless. (2009). How many people experience homelessness? Retrieved from [http://www.nationalhomeless.org/factsheets/How\\_Many.html](http://www.nationalhomeless.org/factsheets/How_Many.html)

<sup>6</sup>DeNavas-Walt, C., Proctor, B.D., & Smith, J.C. (2010). Income, poverty, and health insurance coverage in the United States: 2009. U.S. Census Bureau, Current Population Reports, P60-238. Washington, DC: U.S. Government Printing Office. Retrieved from <http://www.census.gov/prod/2010pubs/p60-238.pdf>

<sup>7</sup>Situational Analysis: Issues of Relevance in Designing a National Strategy to Promote Mental, Emotional, and Behavioral Health and to Prevent/Reduce Mental Illness and Substance Use Disorders. Op. cit.8Ibid. Page 7.

<sup>9</sup><http://minorityhealth.hhs.gov/>

<sup>10</sup>[http://books.nap.edu/openbook.php?record\\_id=13128&page=206](http://books.nap.edu/openbook.php?record_id=13128&page=206)

<sup>11</sup><http://minorityhealth.hhs.gov/>

<sup>12</sup><http://www.cdc.gov/nccdphp/dach/chhep/index.htm>

<sup>13</sup><http://minorityhealth.hhs.gov/>

<sup>14</sup><http://minorityhealth.hhs.gov/templates/browse.aspx?vl=3&lvld=26>

<sup>15</sup><http://www.cdc.gov/nccdphp/dach/chhep/index.htm>

<sup>16</sup><http://www.cdc.gov/nccdphp/dach/chhep/index.htm>

<sup>17</sup><http://www.ahrq.gov/research/dentalcare/dentria.htm>



# ADDRESSING THE SOCIAL DETERMINANTS OF HEALTH

## Who should address social determinants of health?

Social determinants of health should be addressed by groups of all different kinds, including but not limited to:

- Policy Makers
- State Health Directors
- Communities

## Language of Social Determinants

<b>Health</b>	a state of complete physical, mental, and social well-being and not just the absence of illness
<b>Social Exclusion</b>	a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live
<b>Oppression</b>	the exercise of authority or power in a burdensome, cruel, or unjust manner
<b>Acculturation</b>	cultural modification by an individual, group or community by adapting to or borrowing traits from another culture
<b>Social Gradient</b>	the extent of the difference in wealth and opportunity between those with the most and those with the least
<b>Structural Racism</b>	the differential access to the goods, services, and opportunities of society. Generally, there is no sole, true identifiable perpetrator; when racism is built into the institution, it appears as the collective action of the population
<b>Social Capital</b>	the fabric of a community and the community pool of human resources available
<b>Income Inequality</b>	unequal distribution of household or individual income across the various participants in an economy
<b>Health Inequity</b>	a difference or disparity in health outcomes that is systematic, avoidable, and unjust
<b>Health Disparities</b>	differences in health outcomes between groups that reflect social inequalities
<b>Health Literacy</b>	whether a person can obtain, process, and understand basic health information and services that are needed to make appropriate health decisions; also requires complex group of reading, listening, analytical, and decision-making skills

## Key Messages for Everyone

- Social determinants of health are the primary determinants regarding whether individuals stay healthy or become ill
- The larger the gap in health disparities, the more the overall health status of entire populations is reduced
- The larger the difference in health status between the healthiest and least healthy in a community the lower the overall health status of the population.
- Assess the community with the community using a community-based participatory approach (community engagement)
- Significant health inequalities persist among and within minority groups
- Equity & social justice are the cornerstones of health

### Tips for Policymakers

1. Lawmakers should consider the impact of social determinants of health as a framework when developing policies.
2. Public policies should be developed that promote equitable access to important social and material resources.
3. Policies that promote social inclusion and acceptance of diverse communities should be pursued.
4. Consider the social determinants of health as a guide for the development of policies for behavioral health prevention that call for multi-agency partnerships or collaboration.
5. Key decision-makers can use this information to coordinate with foundations and other stakeholders in identifying solutions.

### Tips for State Health Directors

1. Encourage state public health departments to partner with their state behavioral health program directors to guide implementation of evidence-based programs using the social determinants of health (e.g., parks, other recreational areas, the Good Behavior Game, et al).
2. Incorporate behavioral health into a broader public health state plan using social determinants of health to guide the drafting of the plan. The social determinants can be used as a frame of reference to get behavioral health folded into broader public health goal(s) of states.
3. To facilitate and provide support to the state health directors working with other agencies to be cognizant regarding the impact of the social determinants of health.
4. Address unequal access to health care in all aspects of policy including:
  - Location of clinical facilities
  - Culturally appropriate outreach to populations who are known to underutilize health care
  - Assure that lower income first-time mothers have access to a visiting nurse service
5. Educate political leadership regarding the importance of addressing problems of poverty, racism and social exclusion for the health and productivity of the population.
6. Reach out to the leadership of other components of state government to address the multiple social determinants (education, safe housing, healthful food) known to drive population health.

### Tips for Communities

1. Raise awareness of the importance of the social determinants of health and their impact on individuals and communities.
2. Pursue policies to assure that healthful food, safe housing and living wages are available to everyone in the community.
3. Support community activities to build social networks among individuals who represent differing racial or ethnic groups.

[https://www.capc.org/toolkits/emotional-ppe/?utm\\_source=Center+to+Advance+Palliative+Care&utm\\_campaign=355f06bac5-Emotional+PPE+Resources+3.13.23&utm\\_medium=email&utm\\_term=0\\_31106acbde-355f06bac5-378311226](https://www.capc.org/toolkits/emotional-ppe/?utm_source=Center+to+Advance+Palliative+Care&utm_campaign=355f06bac5-Emotional+PPE+Resources+3.13.23&utm_medium=email&utm_term=0_31106acbde-355f06bac5-378311226)

<https://www.ihl.org/education/InPersonTraining/leadership-for-workforce-well-being/Pages/default.aspx>