
Healthy Minds | Healthy Campuses 2023 Summit

DECREASE THE DISTANCE: PERSON, PLACE, AND PLANET

MARCH 1ST, 2023

PRESENTED BY:

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Acknowledgement of place

“There’s nothing wrong with teaching mindfulness classes, unless there are systemic issues creating the problems that you are seeking to address.”

“Knowing that student health and wellbeing arise outside the walls of any one facility - whether it’s a health care clinic, counseling center, recreation center, or cultural center – we rarely invest in the infrastructure necessary for true advancement.”

“We’re never going to make change at the systems level if we continue to direct our services, programming, and skills development, etc. towards individual-focused solutions.”

Practical applications to decrease the distance

Person/Words



Place/Ways



Planet/Wonder



Practical applications to decrease the distance

Person/Words

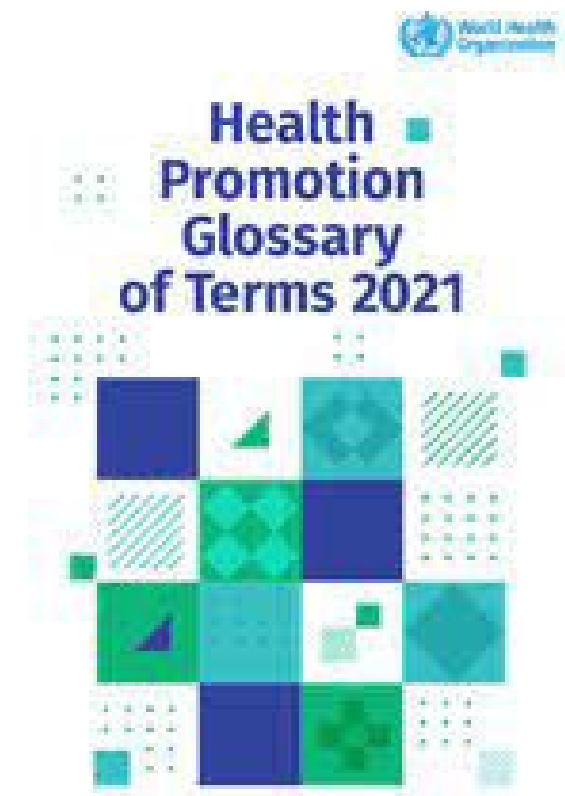
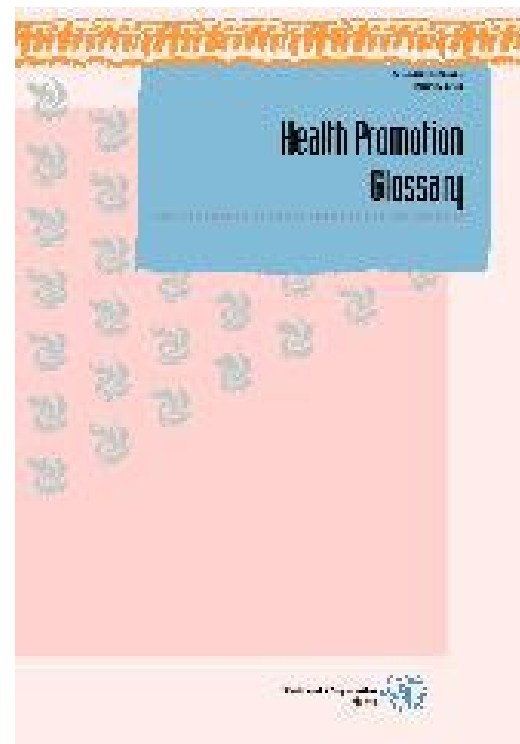


The Jabberwocky
by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.
“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”
He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.
And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One two! One two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.
“And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.
'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe

WHO Health Promotion Glossary 1986 and 2021



Process: Prevention, Health Education, and Health Promotion

Prevention (1998)

The *process* of enacting **measures used to reduce risk** and the occurrence of undesired outcome, event, or diagnosis.

Health Education (1998)

The *process* of consciously constructed **opportunities for learning** involving some form of communication designed to improve **health** literacy, including improving knowledge, and developing life skills which are conducive to individual and community health.

Health Promotion (1986)

The *process* of enabling people to increase control over their **health** and its determinants, and thereby improve their health.

Health Promotion (2015)

The *process* of health promotion is not just the responsibility of the health sector, but must engage all sectors to take an explicit stance in favour of health, equity, social justice and sustainability for all, while recognizing that the **well-being** of people, places and the planet are interdependent.

Commentary: The process of health promotion contains prevention and health education (aka personal skill development) as two of its five Health Promotion Actions.

Outcome: Wellness and Health

Health (1946)

WHO Constitution (1946))

- a *state* of **complete** physical, mental, and social **well-being** and not merely the absence of disease or infirmity

Health (1986)

- a *resource* for everyday life, not the objective of living.
- a positive *concept* emphasizing social and personal resources, as well as physical capacities.

Wellness (2006)

- the **optimal** *state* of **health** of individuals and groups. There are two focal concerns: the realization of the fullest potential of an individual physically, psychologically, socially, spiritually and economically

Commentary: Given that there are three adjectives listed before the noun well-being, this implies that there are other aspects/arenas/descriptors for wellbeing. Also note that well-being is a larger construct than health.

Commentary: Wellness is “optimal” which is subjective. Health is “complete” which is objective (arguable but definable) so it can be measured.



GENEVA CHARTER FOR WELL-BEING

The Geneva Charter for Well-being underlines the urgency of creating sustainable "well-being societies", committed to ensuring equitable health now and for future generations without breaching ecological limits. The Charter builds on the outcomes of the 1994 Global Conference on Health Promotion, hosted in Geneva, Switzerland, and virtually on 13-15 December 2020, and the legacy of the Ottawa Charter and previous global conferences on health promotion.

WHO Geneva Charter for Well-being

<https://www.who.int/publications/m/item/the-geneva-charter-for-well-being>

Outcome: Well-being

A construct that is larger than human health. A dynamic, highly interdependent, communal state that is created at the intersection of sustainability, equity, as health in person, place and planet.

Well-being (HP Glossary2021)

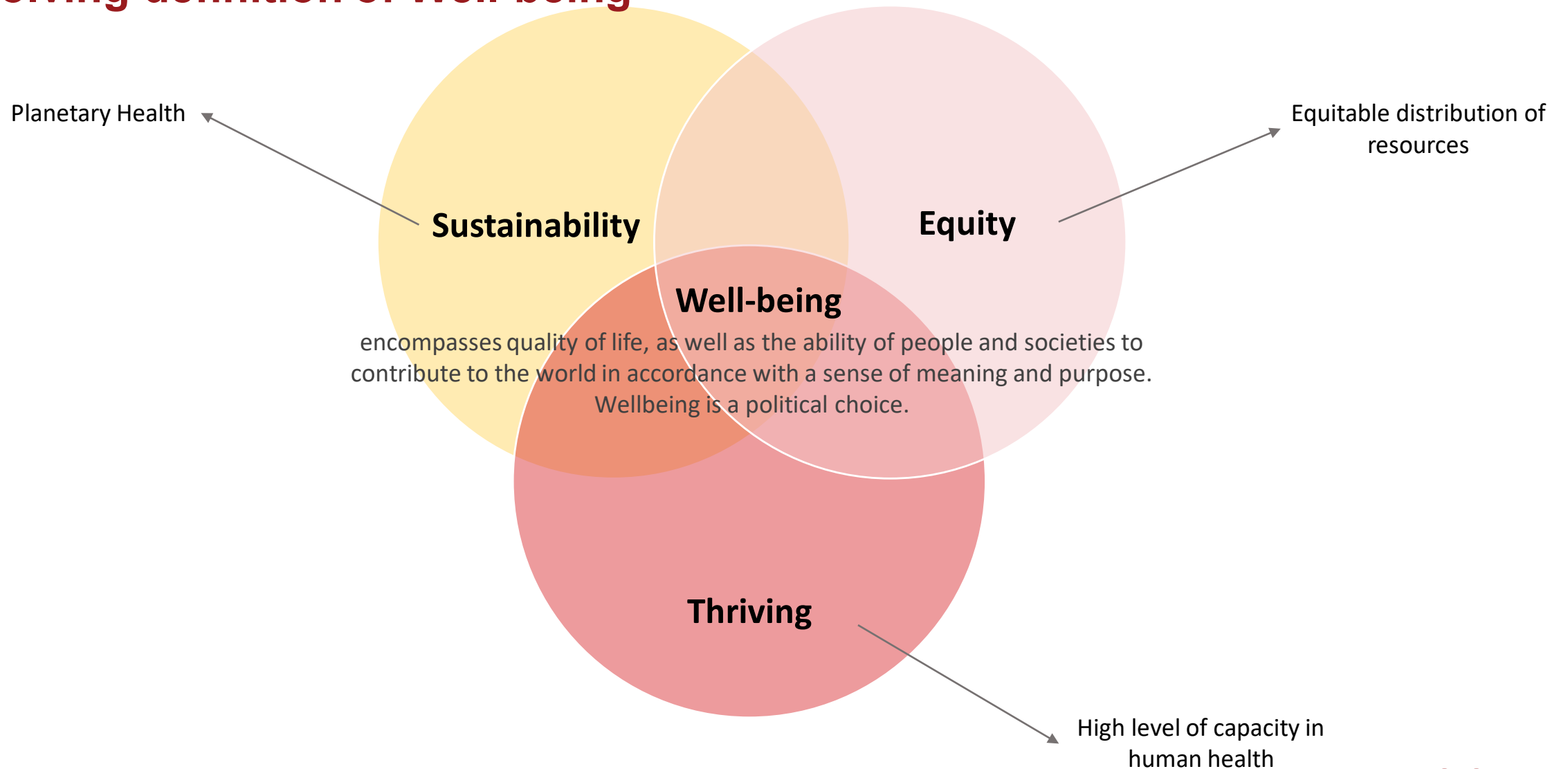
Wellbeing is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is **determined by social, economic and environmental conditions**.

Well-being (WHO Geneva Charter2022)

Well-being is a political *choice*. It is the **outcome of the policies, institutions, economies and ecosystems** in which people live. It requires a whole-of society approach involving action across all levels, stakeholders and sectors, from communities and within organizations to regional and national government.

Timeline: The Health Promotion Glossary 2021 was sent to press, pre-COVID and published April 2021. The Geneva Charter was written in 2021 for the December International meeting and published January 2022.

Evolving definition of Well-being



*Invitation: What words do you need in your glossary ?
Take 10 minutes and write them down. Go ask colleagues what words
they use all the time that might need to be added to the glossary.*



Practical applications to decrease the distance

Place/Ways



"Mercy" (*after Nikki Giovanni*)

By Rudy Francisco

She asked me to kill the spider

Instead, I got the most
peaceful weapons I can find

I take a cup and a napkin.

I catch the spider, put it outside
and allow it to walk away

If I am ever caught in the wrong place
at the wrong place, just being alive
and not bothering anyone,

I hope I am greeted
with the same kind
of mercy.

Acknowledgement of cultural difference

THE PHILOSOPHICAL ASPECTS OF CULTURAL DIFFERENCE DEVELOPED BY EDWIN J. NICHOLS, PH.D. ¶

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ETHNIC GROUPS ¶ SHARED ETHNIC- WORLDVIEW#	AXIOLOGY#	EPISTEMOLOGY#			LOGIC#	PROCESS#
		APPLIED#	PEDAGOGY#	METHODOLOGY#		
EUROPEAN ¶ EURO-AMERICAN#	Member-Object ¶ The highest value lies in the object or the acquisition of the object#	One knows through ¶ Counting and Measuring#	Parts-to-Whole ¶ ¶ Page The Difference ¶ Democritus -- atomist#	Linear and Sequential ¶ ¶ -Assembly line-#	Dichotomous ¶ Either/Or ¶ ¶ -Newtonian theory-#	All sets are repeatable ¶ and reproducible ¶ ¶ -Technology-#
AFRICAN ¶ AFRICAN-AMERICAN ¶ LATINO/A ¶ ARAB#	Member-Member ¶ The highest value lies in the relationship between persons#	One knows through ¶ Symbolic Imagery and Rhythm (function) ¶ ¶ -Gladwell <u>Blink</u> -#	Whole ¶ Holistic Thinking ¶ ¶ -The BIG picture-#	Critical Path analysis ¶ ¶ -Cut to the chase-#	Diunital ¶ Union of opposites ¶ Difrasismo ¶ -Aztec thought- ¶ The In-Between ¶ <i>Ibn 'Arabi</i> ¶ ¶ -Quantum theory#	All sets are interrelated through human and spiritual networks ¶ ¶ -Black church-#
ASIAN ¶ ASIAN-AMERICAN ¶ POLYNESIAN#	Member-Group ¶ The highest value lies in the cohesiveness of the group ¶ #	One knows through ¶ Transcendental ¶ Striving ¶ ¶ -Tree the forest-#	Whole and parts are seen simultaneously ¶ ¶ -To read a Chinese word-#	Cyclical and Repetitive ¶ ¶ -Stroke order in writing a Chinese word-#	Nyaya ¶ -The objective world is conceived independent of thought and mind- ¶ ¶ -Chaos theory-#	All sets are ¶ independently interrelated in the ¶ harmony of the universe ¶ ¶ -Keiretsu-#
NATIVE-AMERICAN#	Member-Great Spirit ¶ The highest value lies in oneness with the Great Spirit ¶ #	One knows through ¶ Reflection and Spiritual ¶ Receptivity ¶ ¶ -Purification rites-#	Whole is seen in cyclic movement ¶ ¶ -Seasons- ¶ -Medicine Wheel-#	Environmentally experiential reflection ¶ -Rites of Passage-#	Great Mystery ¶ -A set of 4 and a set of 3 form the whole ¶ ¶ -Super string theory-#	All sets are interrelated through the elements, plant, animal, and ¶ spiritual networks ¶ ¶ -White Buffalo-#



Control kills, connection heals.

#It will be messy

Nothing about us w/o us -

Constantly Curious
Promised KPIs & Metrics by 12/15 *aka Best Intentions, Fail often* /18

Relate to co-create

Ways: Construction of Existence

Option #1

- I think therefore I am.
- – Rene' Descartes (1637)

Option #2

- I am because you are.
- – Desmond Tutu (1999)

Ways: Construction of Time

Option #1

My future is **behind** me, it cannot be seen and is unknown.

My past is in front of me, I can see it all and know it well.

Option #2

My past is **behind** me, I put it back there and I often cannot see what I have learned.

My future is in front of me. I look with my eyes and create what I see.

Ways: Construction of Intent

Option #1

- **Pro – Motion:**
- In favor of upward mobility in position, advance to enhance.

Imaging the unknown positive possible.

Option #2

- **Pre – Vention:**
- In action before what is to come (venue), anticipate to hinder.

Imagining the known negative probable.

Approaches: the biology and the behaviors of humans or the ecosystem and settings?

Bio-behavioral

Merriam- Webster (1953)

- **examines** not only the biological **disease** or **injury** processes themselves but also the **behavioral** and external factors preceding, maintaining, **aggravating**, or interacting with these processes
- relating to, or involving the **interaction of behavior and biological processes**
- *Example: germ theory*

Settings

Poland, et al. 2009

- Addresses the **contexts within which people live, work, and play** and making these the **object of inquiry and intervention** as well as the needs and capacities of people to be found in different settings.
- emphasizes **spatial, temporal and cultural domains of face-to-face interaction in everyday life**
- *Example: ecosystem theory*

Approaches: pathogenic or salutogenic?

Pathogenic

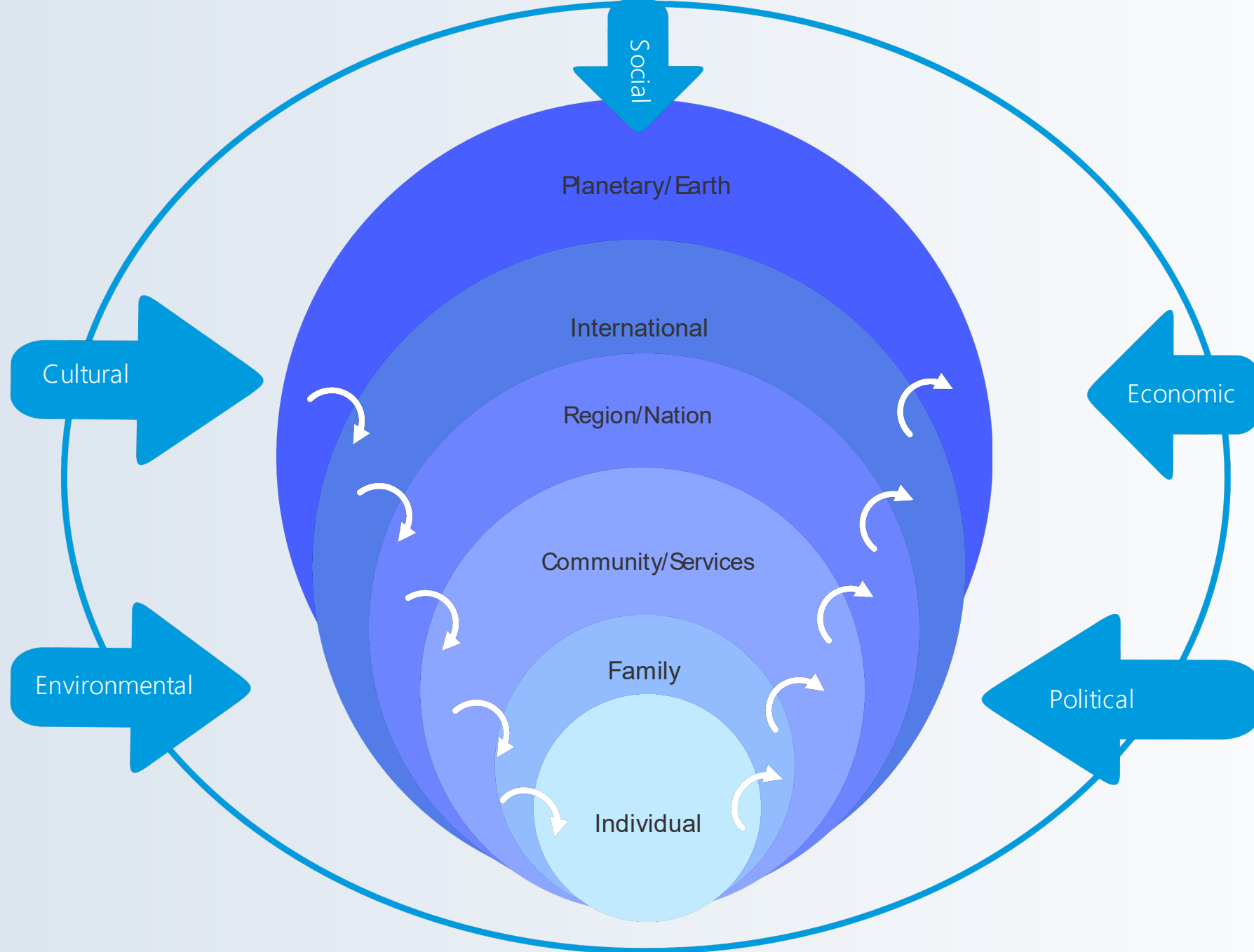
Fries CJ. Healing Health Care: From Sick Care Towards Salutogenic Healing Systems. Soc Theory Health. 2020

- Patho (**suffering**), genesis (**origin**) emphasis on understanding the causes and consequences of disease, rather than understanding the factors that promote health and healing.
- studying sickness, we can come to understand and enhance health
- approach to **health is defined merely as the absence of disease**

Salutogenic

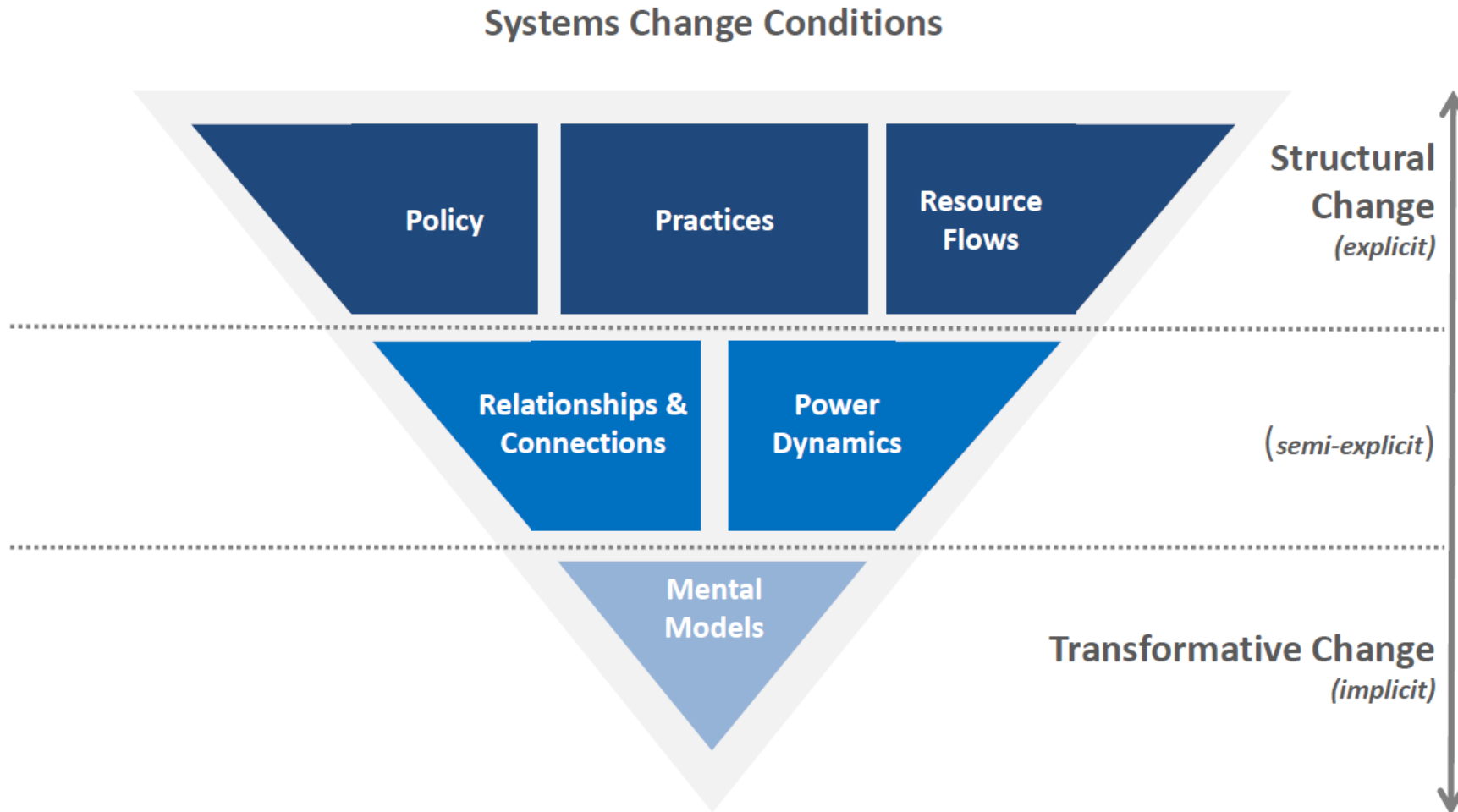
Dooris, et all. 2014

- Saluto (**health**), genesis (**origin**) focuses on how social and individual resources, including the sense of coherence, help people to create health (manage stress and thrive)
- emphasizes the importance of a sense of coherence, and **an individual and/ or collective orientation towards life as being understandable, manageable and**



Visual Representation of a **planetary health framework** adapted from Leffers, Levy, Nicholas, & Sweeney, (2017).

Actions: Conditions of Systems Change



Source: *The Water of Systems Change*, John Kania, Mark Kramer, and Peter Senge, 2018

Actions: John Kotter's Eight Step Process for Leading Change



ACTIONS: OTTAWA CHARTER FOR HEALTH PROMOTION

Five Action Areas for Health Promotion

- * **Develop personal skills (health education)**
 - Supports **personal** and **social development**
 - Increases options available to people to **exercise more control over their own health**
- * **Create supportive environments**
 - **Systematic assessment** of environments is essential
 - Generate environments that are **safe, stimulating, and enjoyable**
- * **Strengthen community action**
 - **Empowerment** of communities
 - Requires full and continuous access to **information, learning opportunities for health, and funding support**
- * **Build healthy public policies**
 - Health promotion goes **beyond health care**
 - Puts health on the agenda of policy makers in **all sectors and at all levels**
- * **Reorient towards prevention in all sectors**
 - **Responsibility is shared** among individuals, community groups, services and governments
 - Requires stronger attention to **health research**

Invitation: Please move to the first being you can touch that is rooted in the earth. How long did this take? What did you see along the way? What path did you take? Where there other paths?



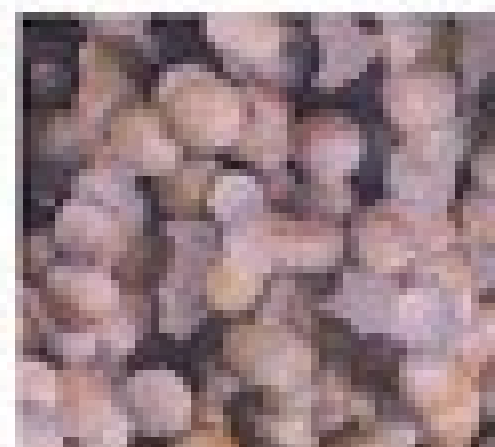
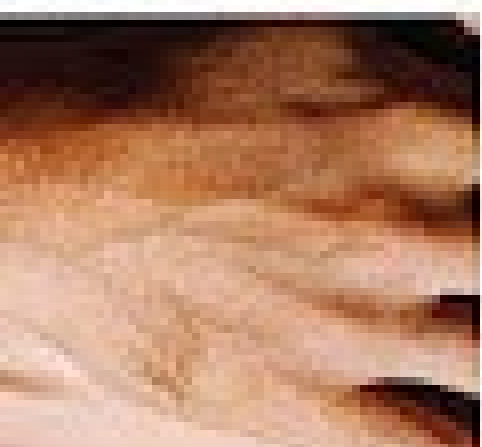
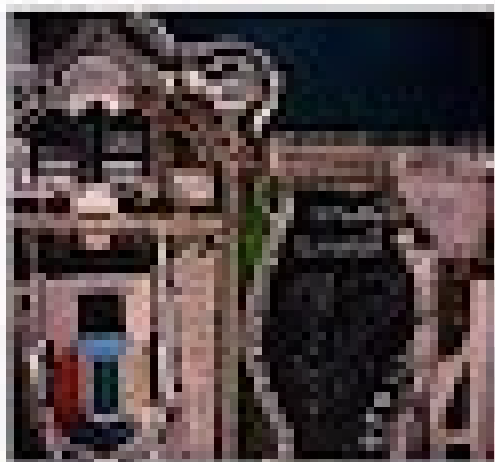
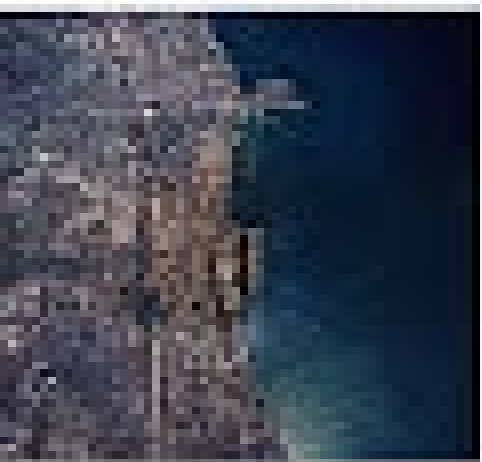
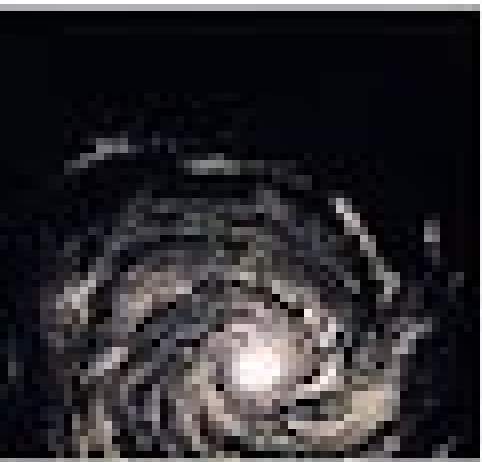
Practical applications to decrease the distance

Planet/Wonder









Wild Geese

By Mary Oliver

You do not have to be good
You do not have to walk on your knees
for a hundred miles through the desert repenting.
You only have to let the soft animal of your body
love what it loves.
Tell me about despair, yours, and I will tell you mine.
Meanwhile the world goes on.
Meanwhile the sun and the clear pebbles of the rain
are moving across the landscapes,
over the prairies and the deep trees,
the mountains and the rivers.
Meanwhile the wild geese, high in the clean blue air,
are heading home again.
Whoever you are, no matter how lonely,
the world offers itself to your imagination,
calls to you like the wild geese, harsh and exciting -
over and over announcing your place
in the family of things.



**“Treat the
earth as a
loved one.”**

Elizabeth Solomon

Elder at the Massachusetts Tribe at Ponkapoag
2022 Earthshot Prize Land Acknowledgement

<https://earthshotprize.org/boston-2022/>

THANK YOU

USC Student Health
Keck Medicine of USC

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