

Educating MCH/PH Students in the Life Course Perspective

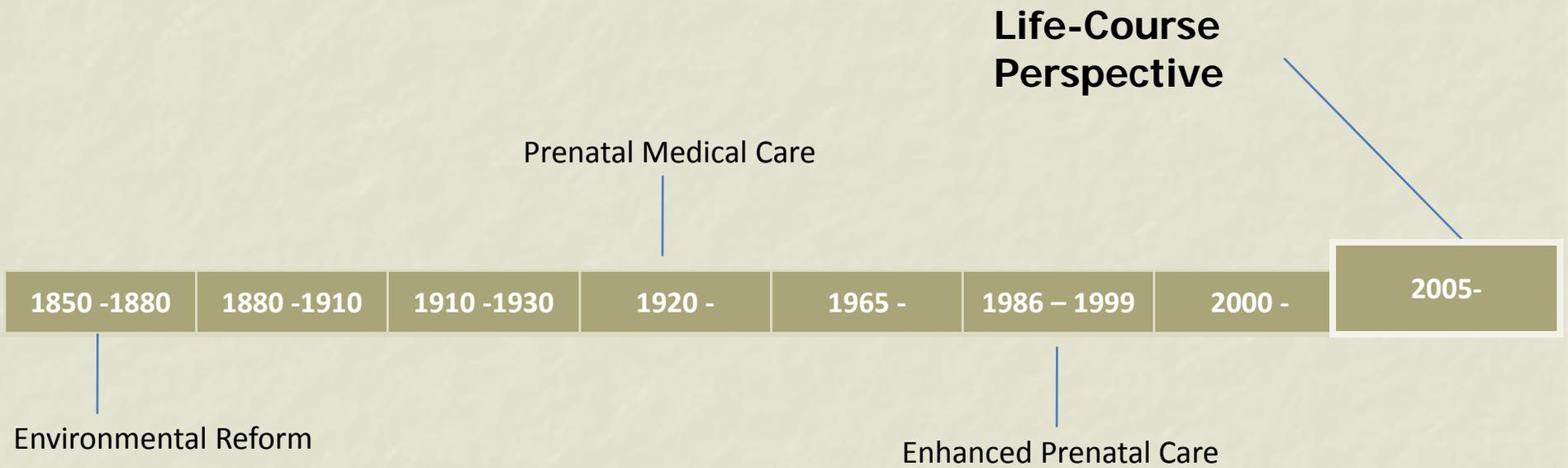
Examples and Challenges

Joint Interdisciplinary Meeting

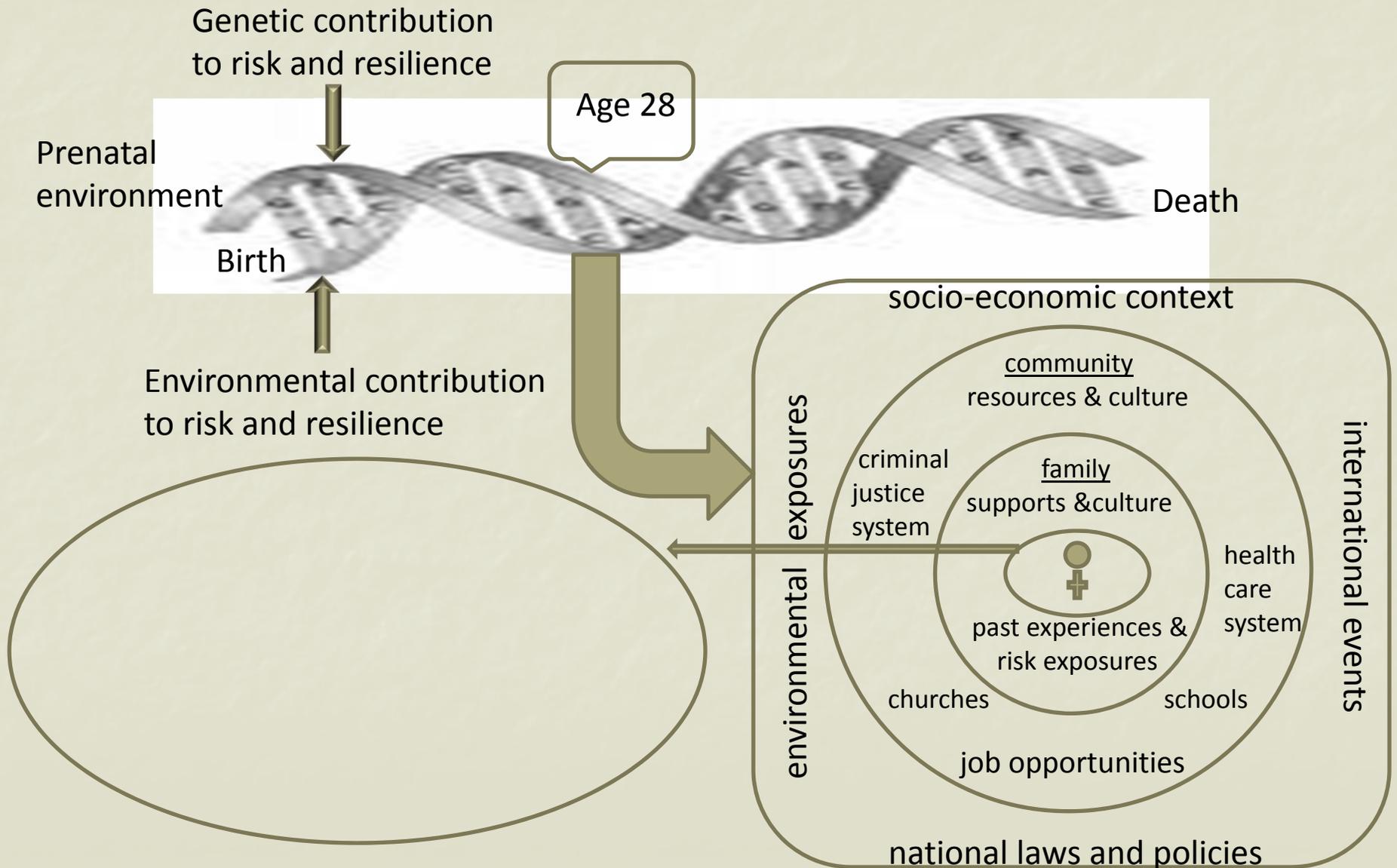
Washington DC 2011

Lois McCloskey

Infant Mortality: Back to the Future+



Old MCH Tools: Ecologic Model and Developmental Science



Life Course Perspective

- A framework to understand how **multiple determinants** of health interact **across the life span** and **across generations** to produce health
 - Fetal programming
 - Cumulative pathways over a life time

Core elements

- early exposure to risk
- cumulative risk over the life course
- critical periods of risk and resilience
- social determinants of health
- stress as the physiological link between social experience and health outcomes

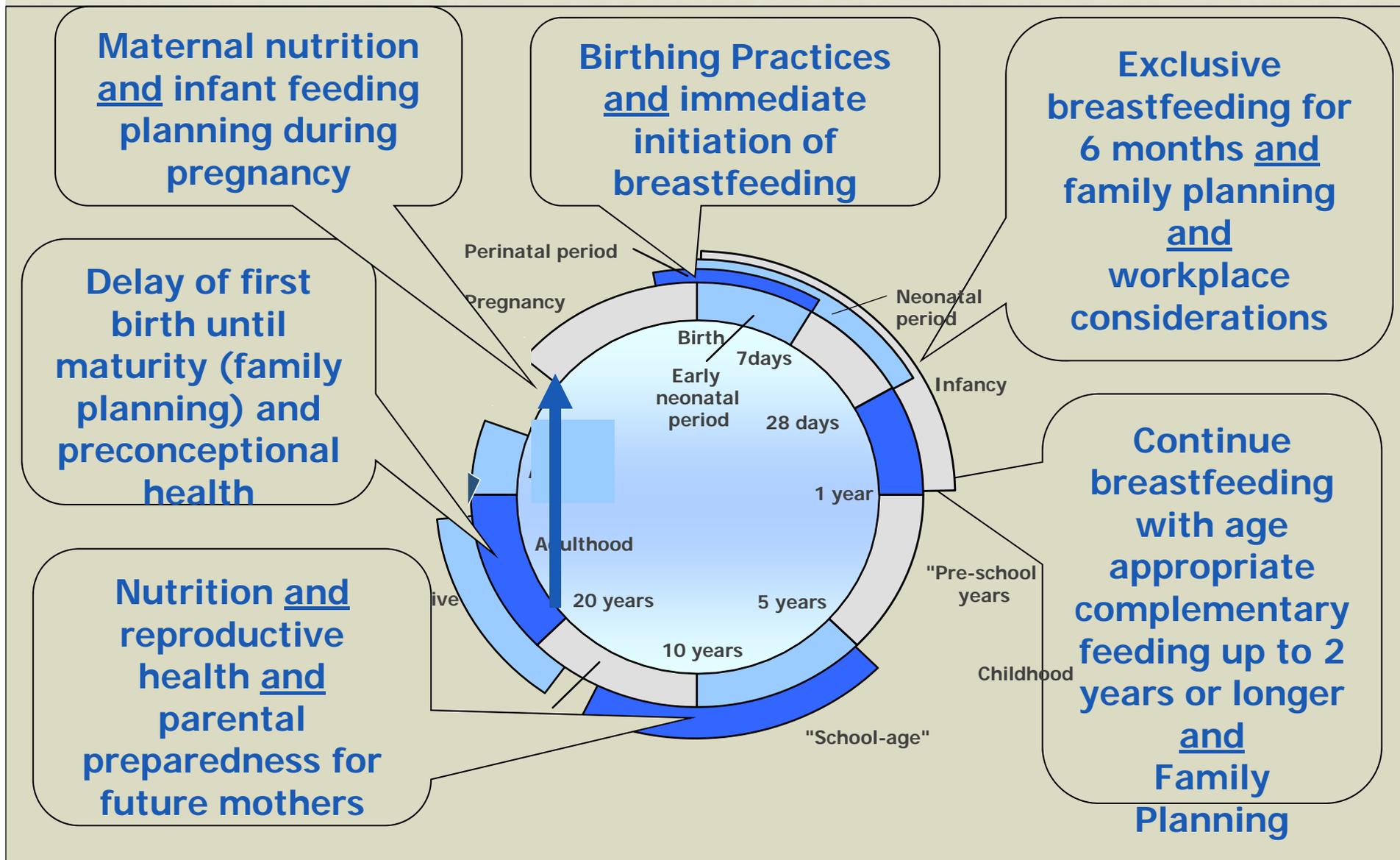
Leadership Development and "Self" Reflection: UIC

- MCH Leadership, Legacy, and Community **Retreat**
- 2009-2011 focus on overcoming challenges and barriers to adopting a LCP in our work

A Course in LCP: JHSPH

- **Aim:** to teach students to frame public health issues using a multilevel, life course perspective.
- **Units:** 1) Framework and elements of LCP/obesity as example; 2) "Health" in each life course stage; 3) Students develop framework for selected outcome

Single Issue Course: Intergenerational Approach (UNC) Carolina Global Breastfeeding Institute



Integration across curriculum

- “It’s in everything we teach—disparities, social determinants, LCP”
- Framework applied to key outcomes
 - e.g. preterm birth, obesity, asthma
- Application exercises
 - redesign BHSI using LCP, present as logic model

Providing support for woman to address housing issues w/ landlord (i.e, pests)		Addressing system-level issues re: healthy homes and IPM
Providing 1-on-1 education on healthy eating	vs.	Addressing local food access, food deserts
Training individual PCPs in cultural competency		Health care system change (system for reimbursement)

Pre-post Assessment: BUSPH

- Pre- [E-folio]
 - Scenario 1: Write about a health issue you or someone close to you has experienced. Contributors? Implications over life span?
 - Scenario 2: Write about [a given health issue in a specific MCH population]. Contributors? Implications over life span? How to address?

Pre- Post- Assessment (BUSPH)

- Post [E-folio and culminating experience]
 - Scenarios 1 and 2: How would you revise what you wrote? How would you apply a LCP to address? How has your MPH education influenced your thinking?
 - Reflect
 - Scenario 3: You are the director of MCH at, charged with an integrated LCP approach to

Criteria for assessment

- early exposure to risk
- cumulative risk over the life course
- critical periods of risk and resilience
- social determinants of health
- stress as the physiological link between social experience and health outcomes

Challenges

- It's complicated: how to teach from neuro to social science, to public policy?
- It's young: how to teach when theory – practice – evidence links are in infancy?
- It's "back to the future" PLUS: how to build on best from past and innovate (not reduce to SDOH and interconception?)
- It's not linear: how to assess?

See one, Do one, Teach one

Let's take a life course
perspective.....