

The Centre's work: a policy perspective

Sir Harry Burns

- Structure of the Centre
- Focus on understanding Glasgow's health
- Work used to influence policy so the more scientifically robust the better
- Indicates a need to do things differently. A different dynamic to the discussion required



**Psychological, social and biological determinants
of ill health (pSoBid) in Glasgow:
a cross-sectional, population-based study**

FINAL STUDY REPORT

PSOBID

- The growing body of evidence presented here reinforces the impact of poor early life circumstances and low socioeconomic childhood status on the accumulation and development of risk factors for poor health outcomes as an adult. It also emphasises the clear and well-established associations between socioeconomic status and CHD and cognitive performance – and has sought to highlight some of the potential explanatory variables for these correlations.

PSOBID

- The evidence also considers the emerging fields of research which are assessing the influence of an individual's personality on their risk of disease and possible future health outcomes, the impact of accelerated biological ageing on stress and elevated disease risk and the impact of socioeconomic status and inflammation on brain morphology.

Improving complex systems

- Build secure knowledge of the problem
- Build the will to change
- Execute the change
- Drive the change with data

What determines lifelong wellbeing?

- Factors particular to the individual
 - eg. Genetic influences, nutrition before birth as well as after, psychological development in early years
- Factors particular to the environment in which the individual lives and grows
 - eg. Poverty, housing and environment, education, opportunities to contribute to society
- Evidence strongly suggests is it the interaction of the two

Salutogenesis

An assets approach

Gratitude
(McGullough)

Humour
(Martin)

Self-efficacy
(Bandura)

Hardiness
(Kobasa)

Empathy
(Eisenberg)

Coping
(Lazarus)

Learned resourcefulness
(Rosenbaum)

Cultural capital
(Bourdieu)

Social capital
(Putnam)

Empowerment
(Freire)

Locus of control
(Rotter)

Learned optimism
(Seligman)

Quality of Life
(Lindström)

Resilience
(Werner)

Will to meaning
(Frankl)

Wellbeing
(Diener)

Learned hopefulness
(Zimmerman)

Connectedness
(Blum)

Flourishing
(Keyes)

Ecological system theory
(Bronfenbrenner)

Sence of coherence
(Antonovsky)

**Action
competence**
(Bruun Jensen)

Interdisciplinarity
(Klein)

Attachment
(Bowlby)

Emotional intelligence
(Goleman, Akerjordet et al)

Inequalities - a (too) simplified outline

Causes

Mechanisms

Outcomes

Consequences

Poor health



Educational failure



Criminal behaviour

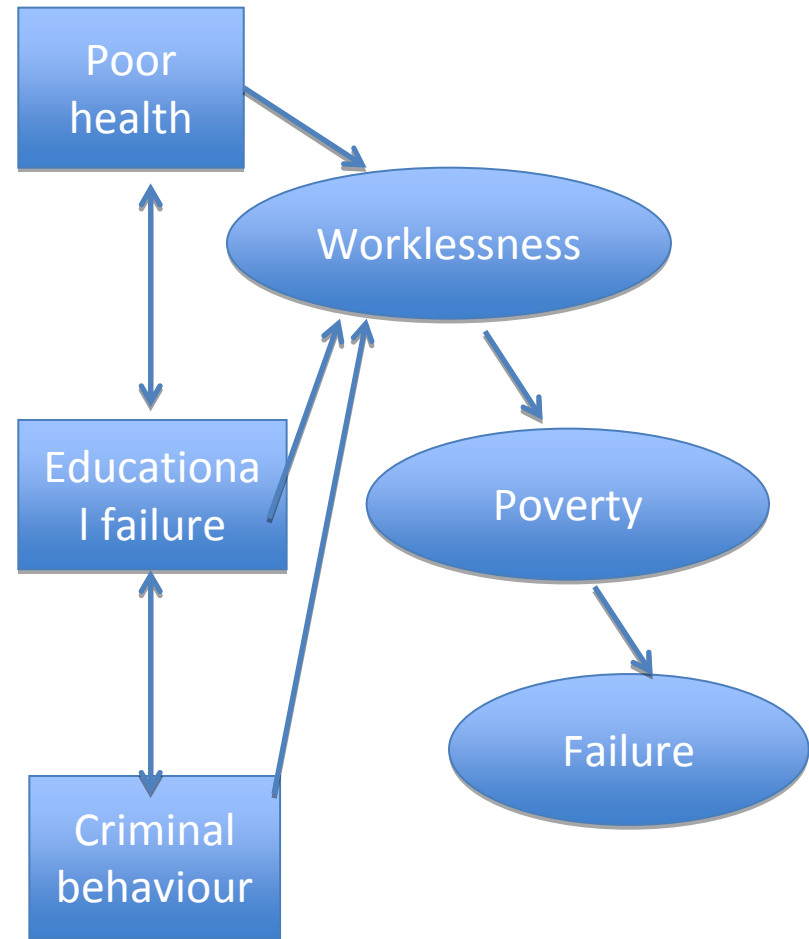
Inequalities - a (too) simplified outline

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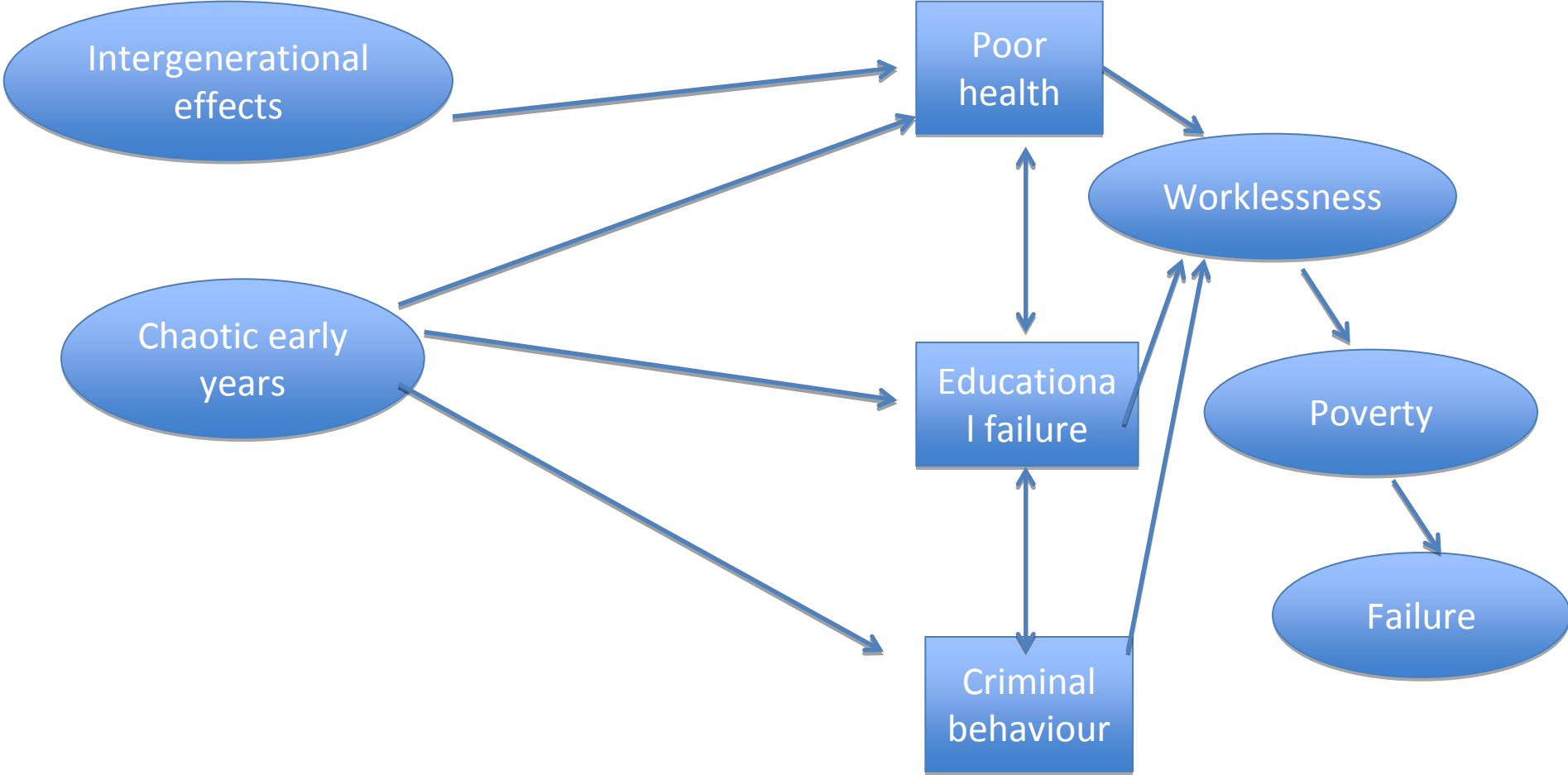
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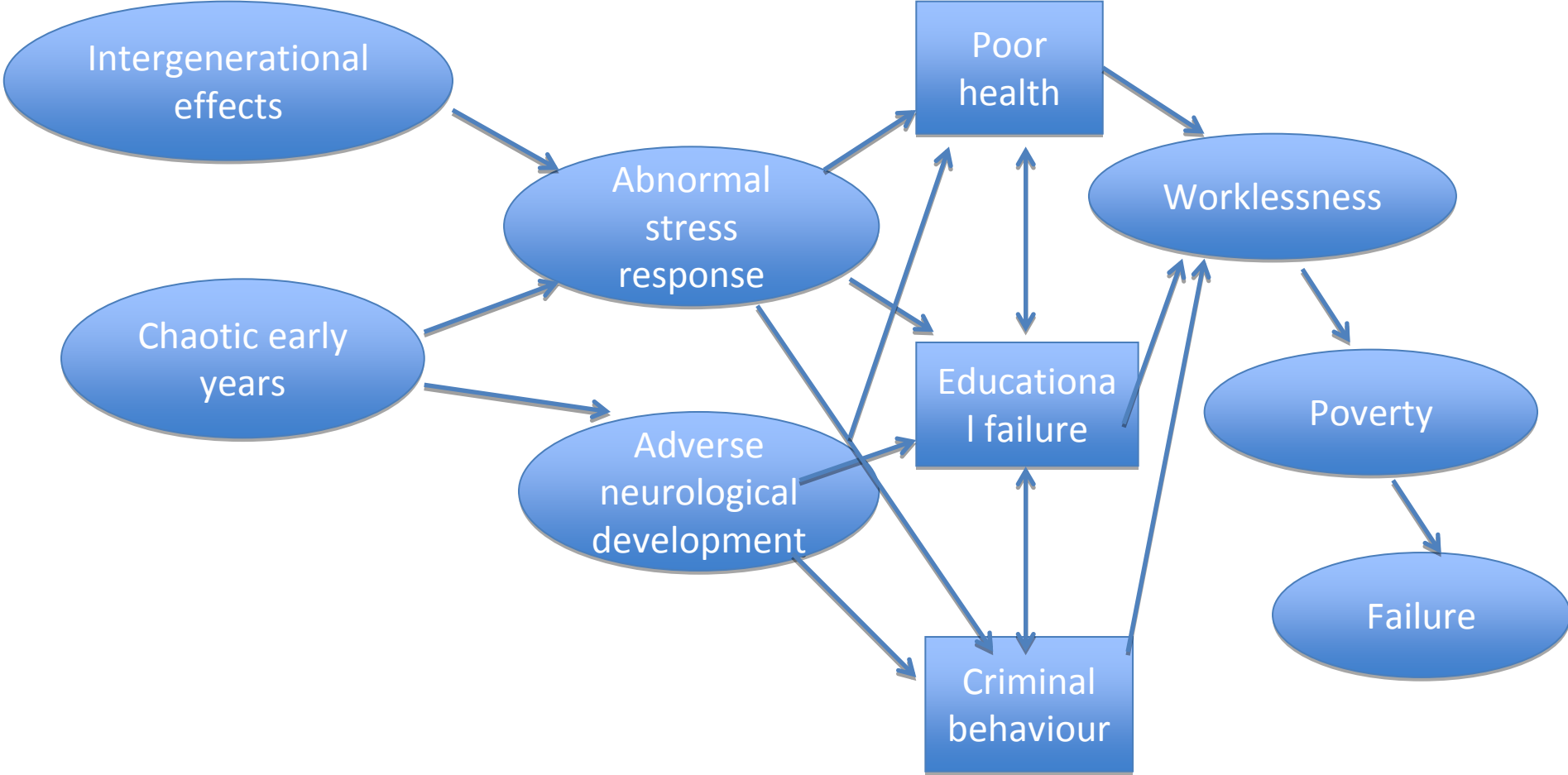
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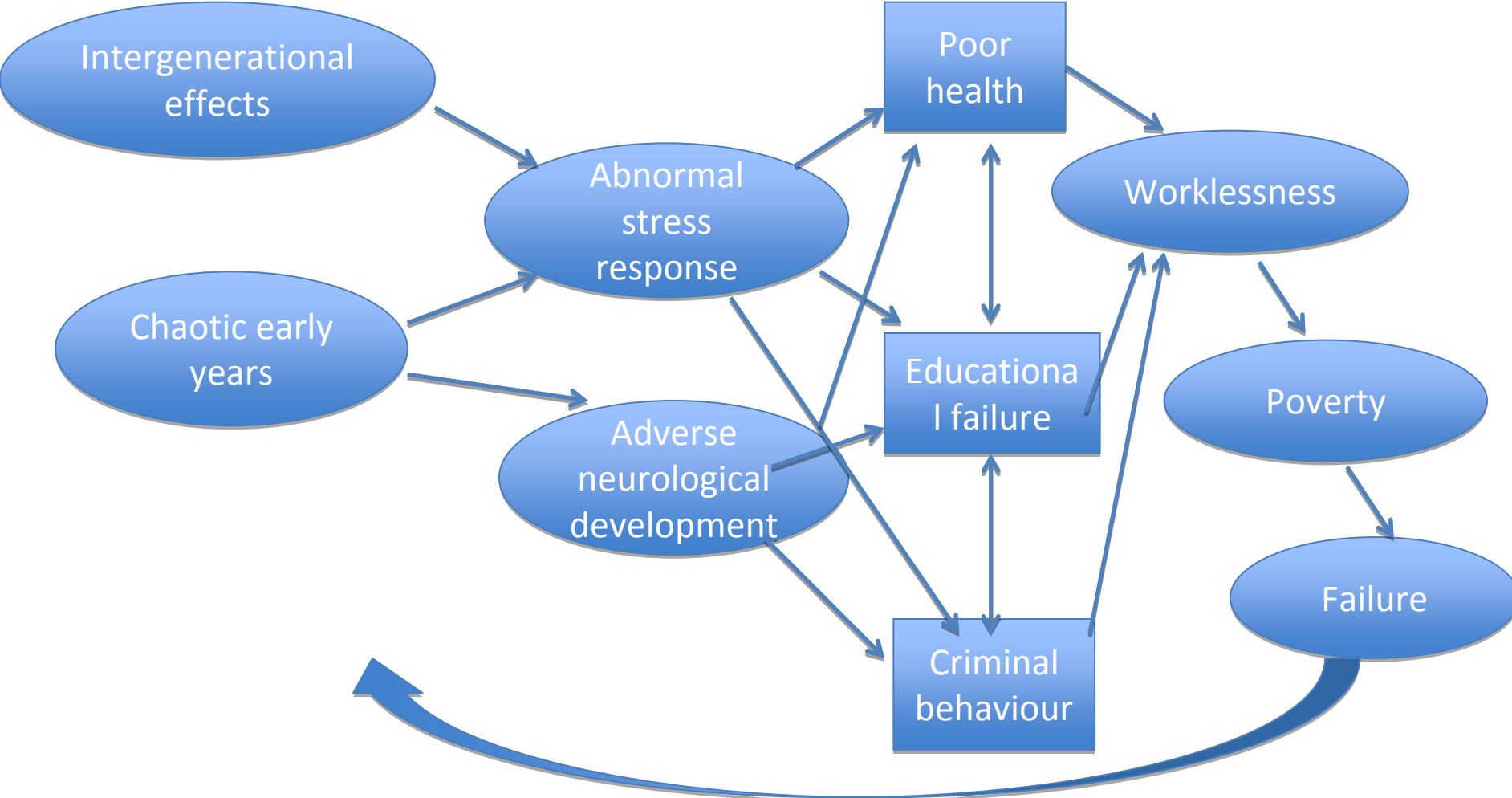
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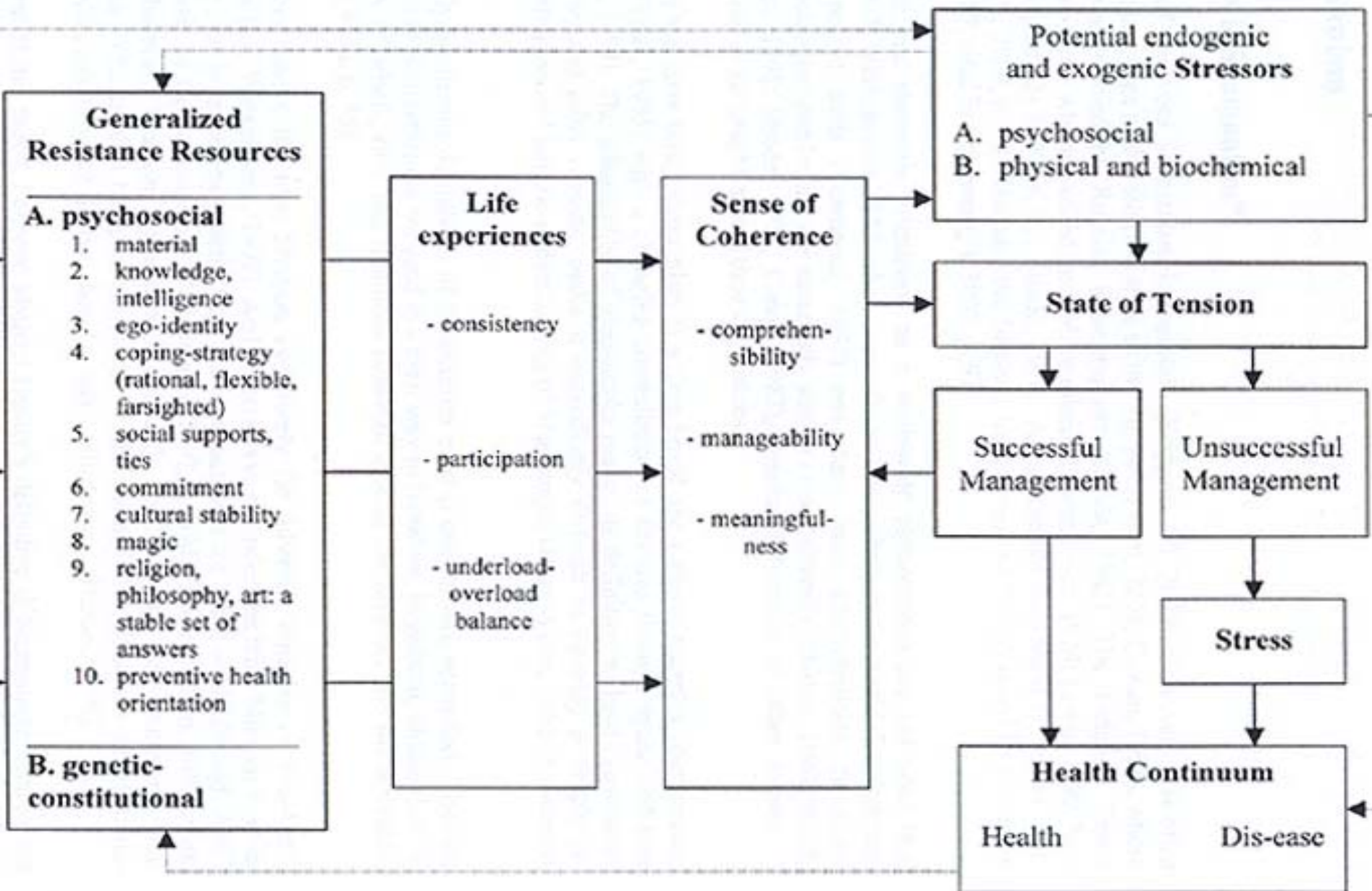
Mechanisms

Outcomes

Consequences



Model of Salutogenesis



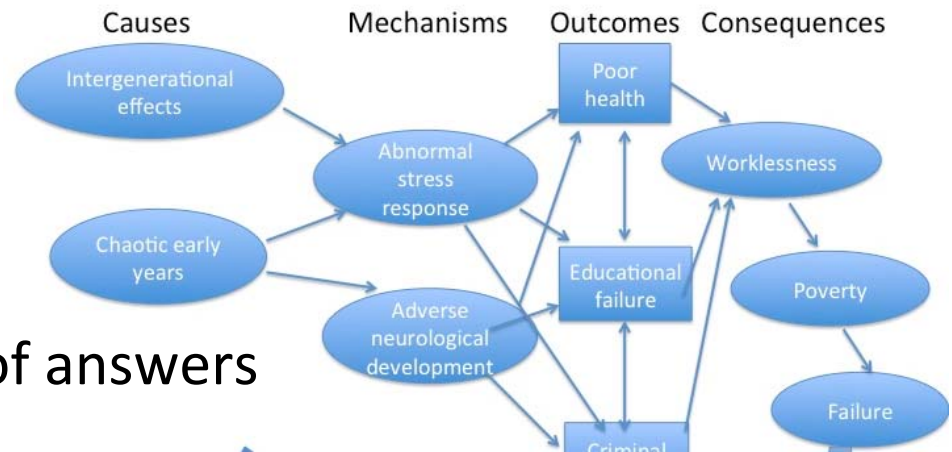
Salutogenic environments

Generalised resistance resources

Knowledge
 Material wellbeing
 Social support
 Sense of identity
 Social ties
 Cultural stability
 Religion, philosophy
 Belief system which offers a set of answers

SoC

Comprehensibility
 Manageability
 Meaning



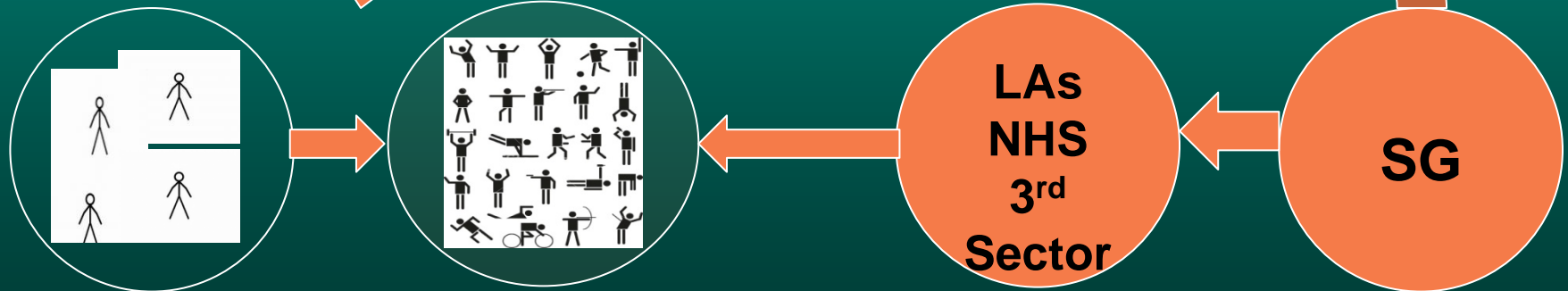
Enhancing social connectedness

Help to connect people

Coproduction

1. Light the fire

2. Build communities



Lessons

- Do things with people not to them
- A person's internal strengths are revealed in the course of building secure prolonged relationships based on dialogue and trust
- A new dynamic between people and public agencies is necessary
- This work should be done not because it is politically or economically desirable but because it is just and correct and, basically, the right thing to do

