

Exploring Social Determinants of Health that Impact Teen Pregnancy

Training for Federal Teen Pregnancy Programming Staff



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Office of Adolescent Health

Objectives



Develop a shared understanding about health equity and related concepts

Explore the literature that exists to support a holistic approach to teen pregnancy prevention

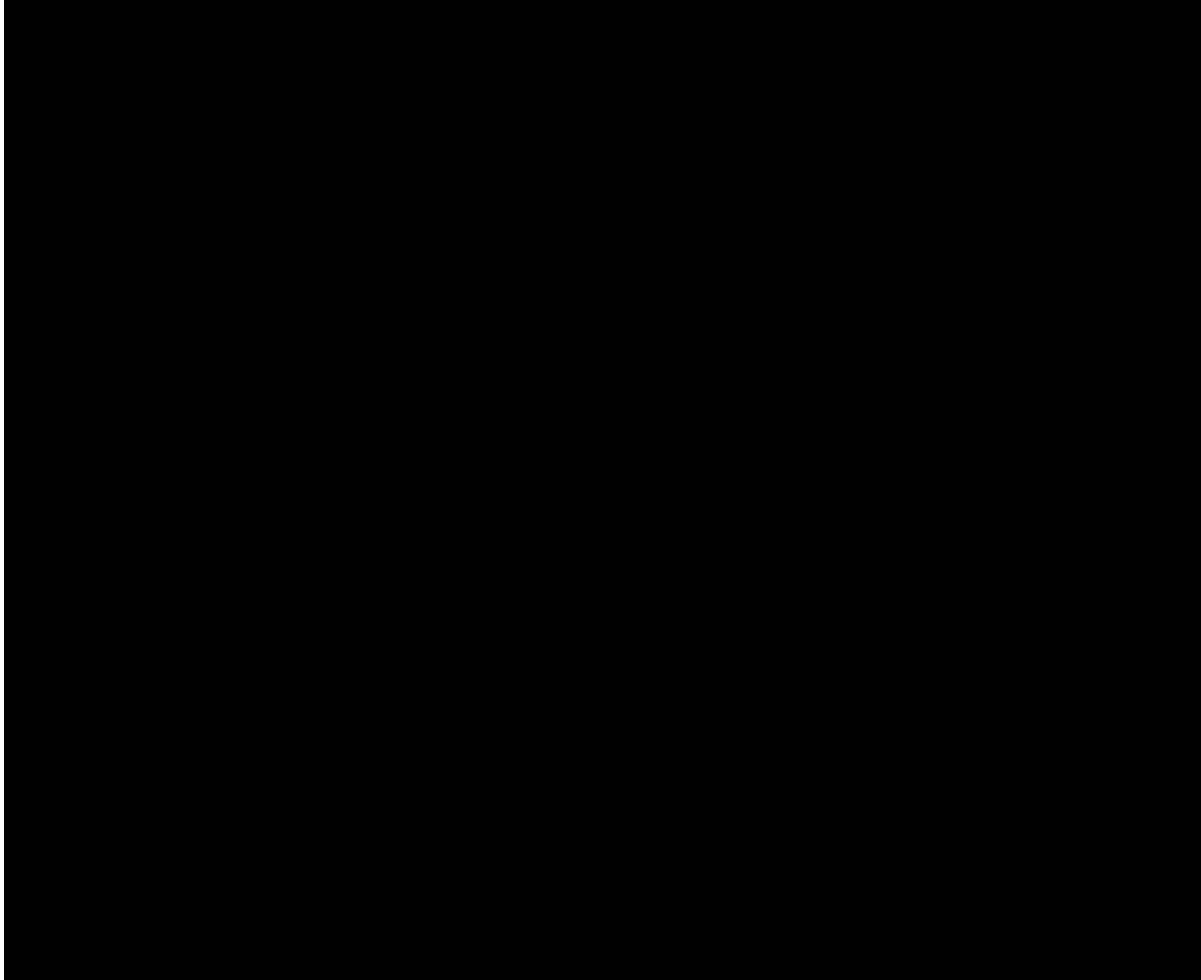
Explain how the environment where youth live, work and age influences individual behavior, which puts them at risk for teen pregnancy

Describe how to apply the socio-ecological model to current and future projects.

Building a Learning Community

- Why do you do the work that you do?
- What do you long for in the world/your community?
- What are some values that guide the way you live and operate in the world?

Unnatural Causes



Discussion Questions

1. What stood out as surprising or disturbing for you in the video?

2. Why do we typically think of health only in terms of health care and personal behaviors?

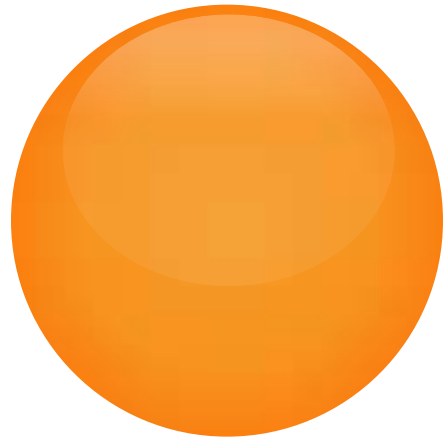
3. What does a healthy community look like?

4. Do you think that the teens served by the OAH Project live, work, and age in a healthy community?



Building a Learning Community

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CREATING COMMON LANGUAGE



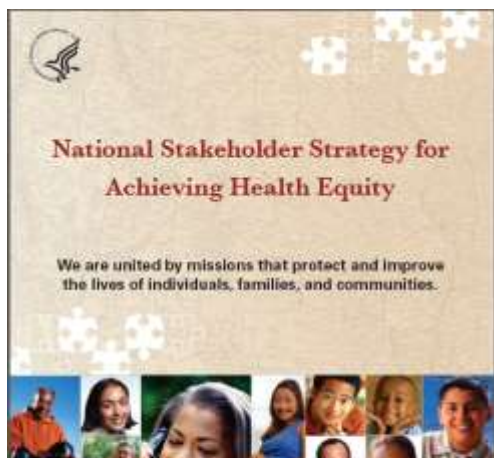
Creating Common Language

Health Inequity: A difference or disparity in health outcomes that is systematic, avoidable, and unjust (WHO).

Creating Common Language

Health Equity is achieved “when everyone has the opportunity to ‘attain their full health potential’ and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.”

Increased Attention to Health Disparities in the Last Decade



National Stakeholder Strategy for Achieving Health Equity

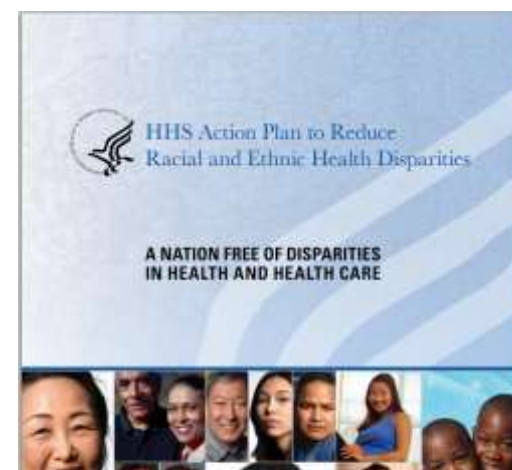
We are united by missions that protect and improve the lives of individuals, families, and communities.

This cover features the HHS logo, a puzzle piece graphic, and a collage of diverse people's faces at the bottom.



Healthy People 2020

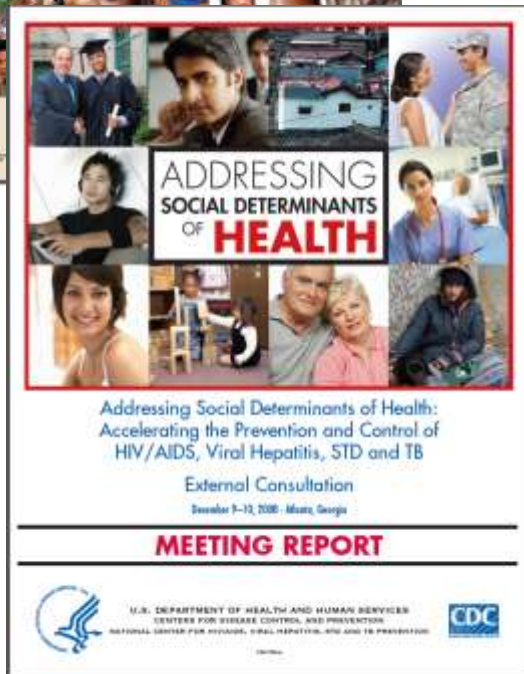
The cover displays a map of the United States filled with a collage of various people and scenes, representing the goal of health equity for all.



HHS Action Plan to Reduce Racial and Ethnic Health Disparities

A NATION FREE OF DISPARITIES IN HEALTH AND HEALTH CARE

This cover includes the HHS logo and a horizontal strip of diverse individuals' faces.



ADDRESSING SOCIAL DETERMINANTS OF HEALTH

Addressing Social Determinants of Health: Accelerating the Prevention and Control of HIV/AIDS, Viral Hepatitis, STD and TB

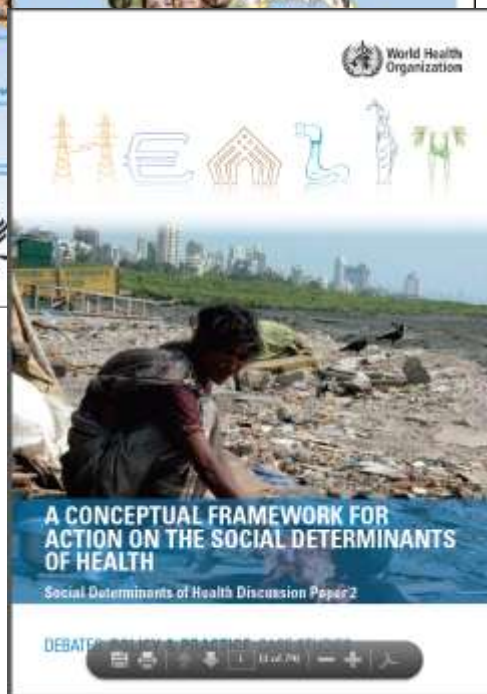
External Consultation
December 9-12, 2008 - Miami, Georgia

MEETING REPORT

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION
NATIONAL CENTER FOR PREVENTIVE, VIRAL HEPATITIS, STD AND TB PREVENTION

CDC

This cover features a collage of images related to healthcare and social determinants, the OMH logo, and the CDC logo.



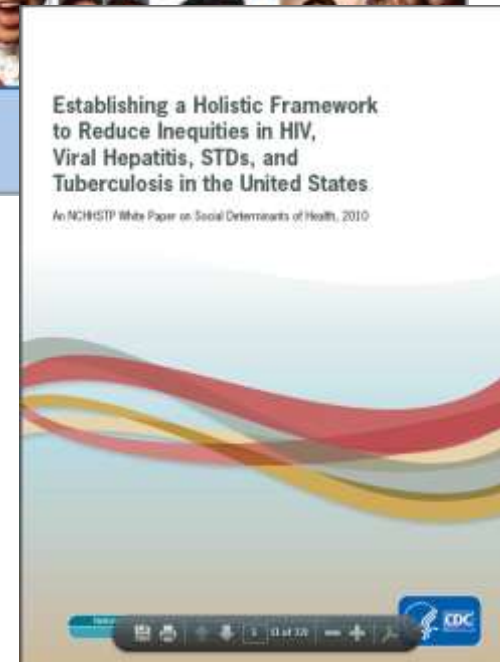
World Health Organization

A CONCEPTUAL FRAMEWORK FOR ACTION ON THE SOCIAL DETERMINANTS OF HEALTH

Social Determinants of Health Discussion Paper 2

DEBATE

The cover features the WHO logo, a graphic of the word 'HEALTH' in stylized letters, and a photograph of a person in a slum-like environment.



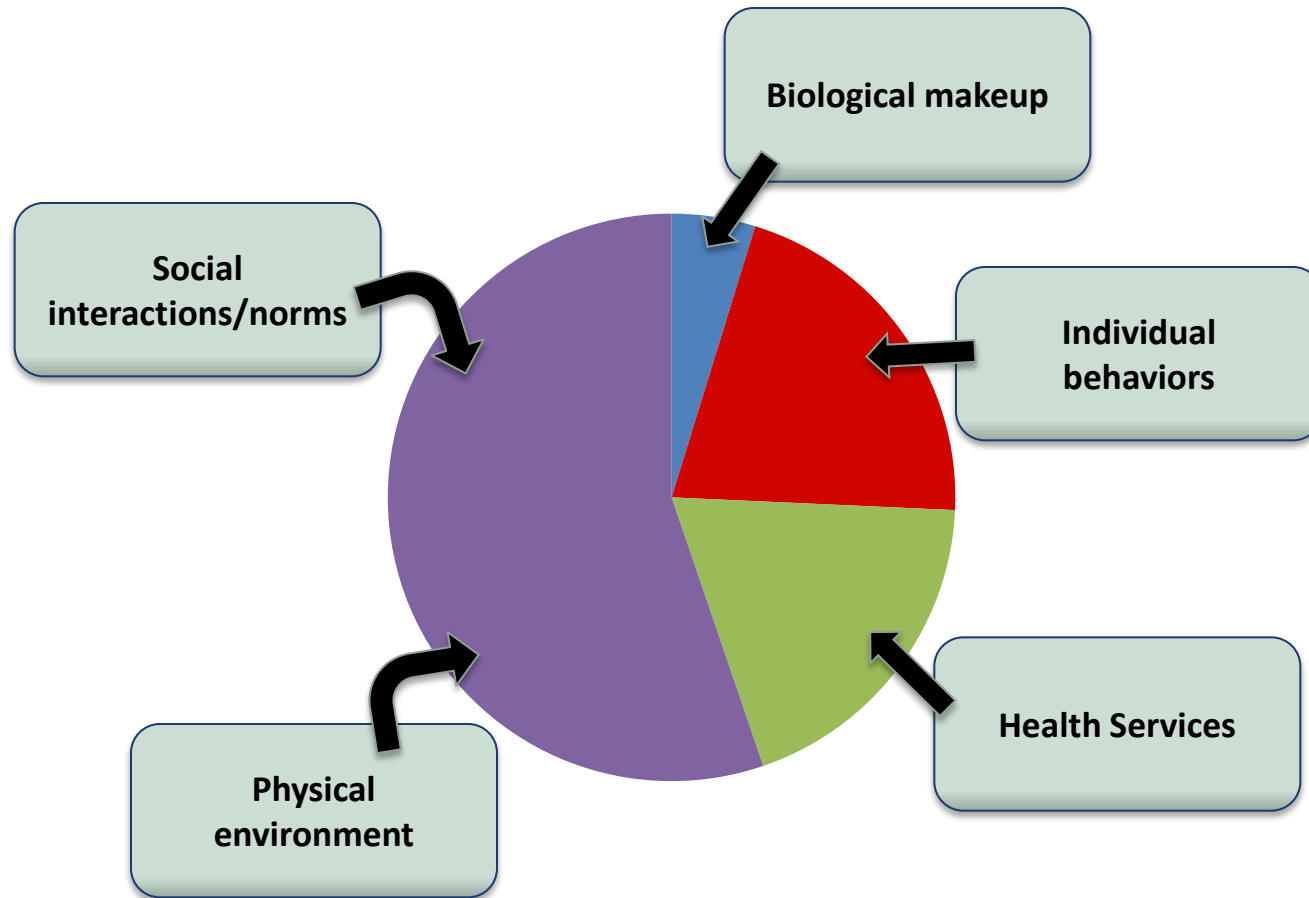
Establishing a Holistic Framework to Reduce Inequities in HIV, Viral Hepatitis, STDs, and Tuberculosis in the United States

An NCIHSTP White Paper on Social Determinants of Health, 2010

CDC

This cover features a horizontal strip of diverse individuals' faces and a decorative graphic of overlapping colored waves at the bottom.

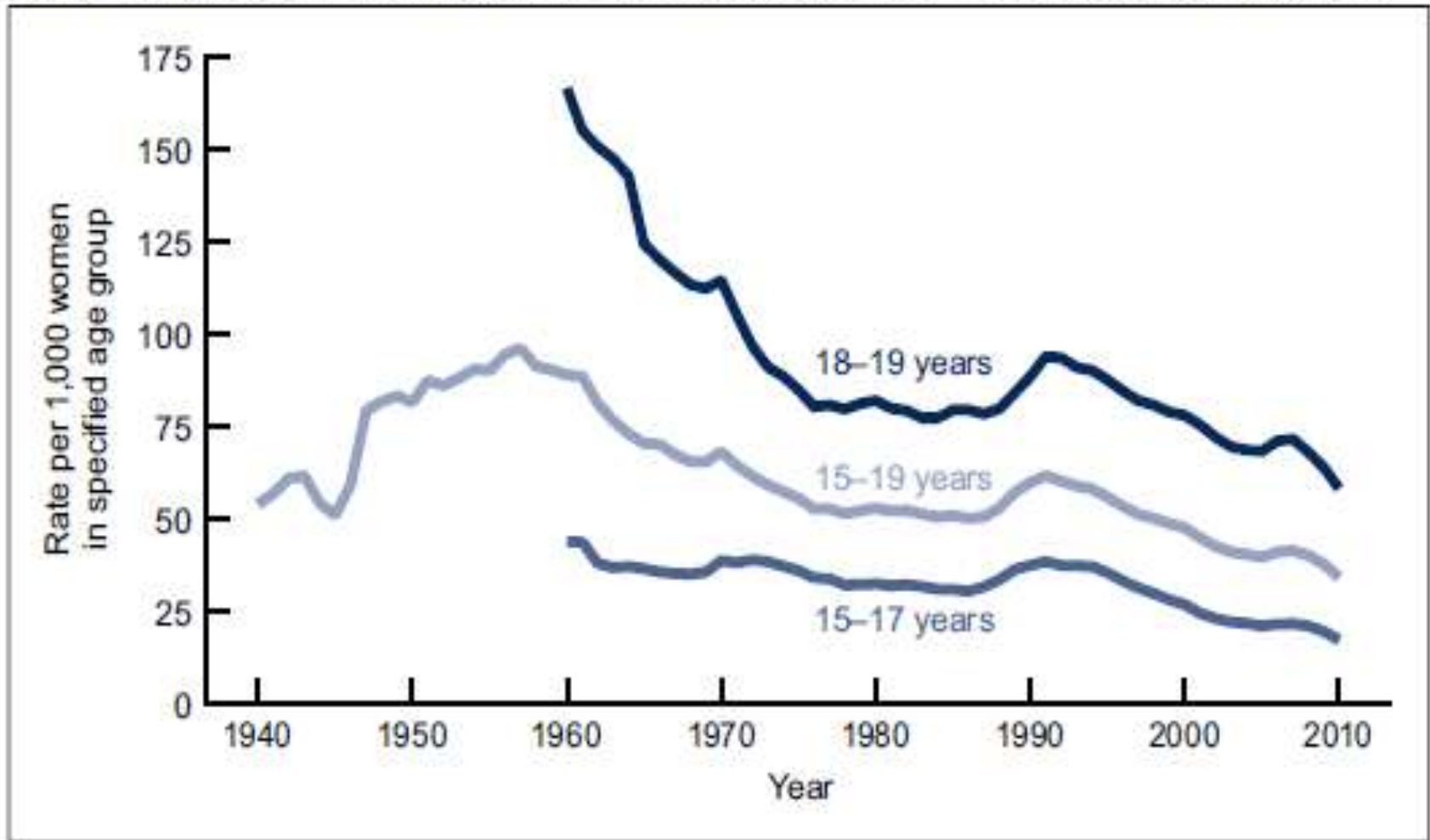
Determinants of Health



Social Determinants

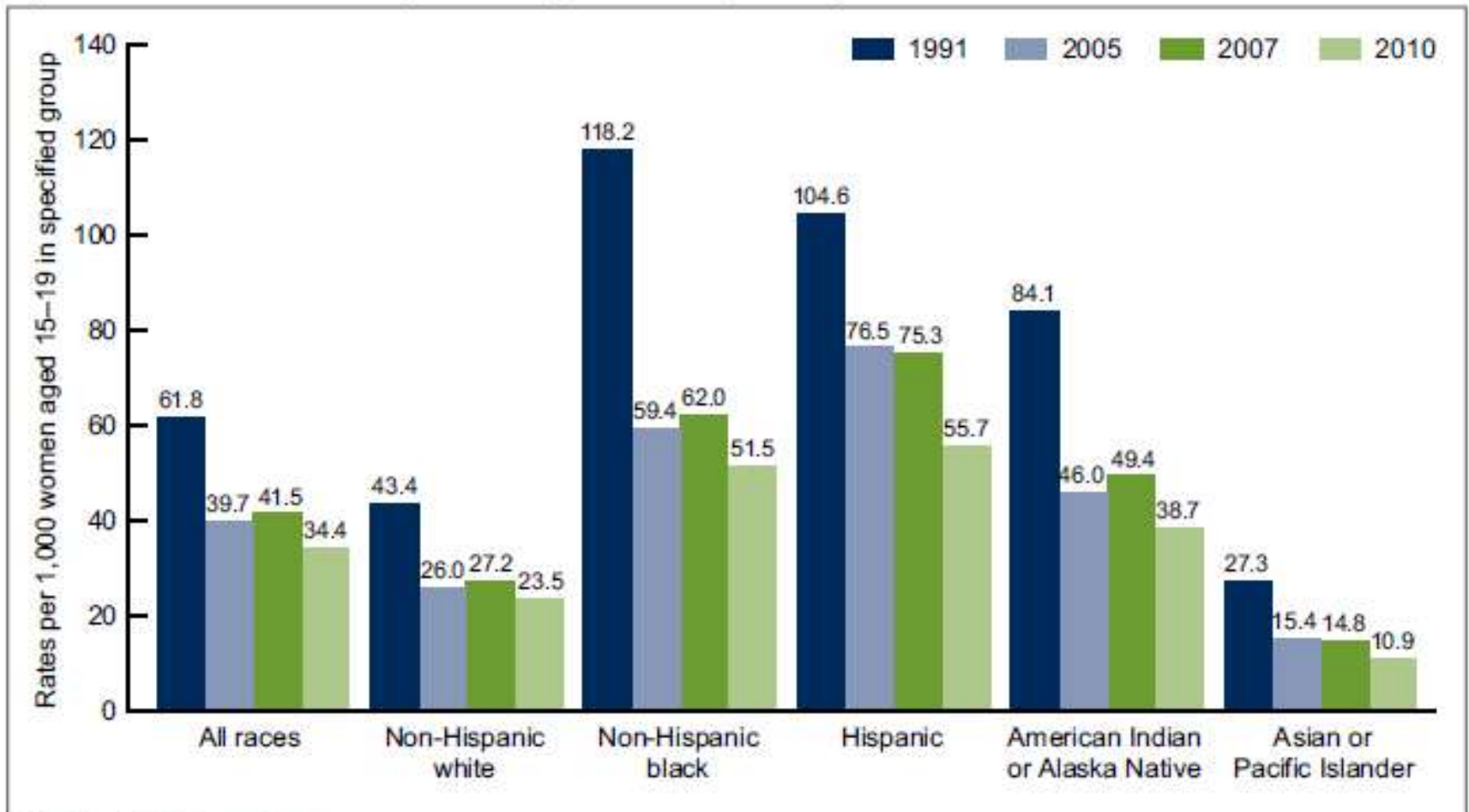
Social determinants of health reflect social factors and the physical conditions in the environment in which people are born, live, learn, play, work and age.

Figure 1. Birth rates for women aged 15–19: United States, 1940–2010, and by age, 1960–2010



NOTE: Data for 2010 are preliminary.
SOURCE: CDC/NCHS, National Vital Statistics System.

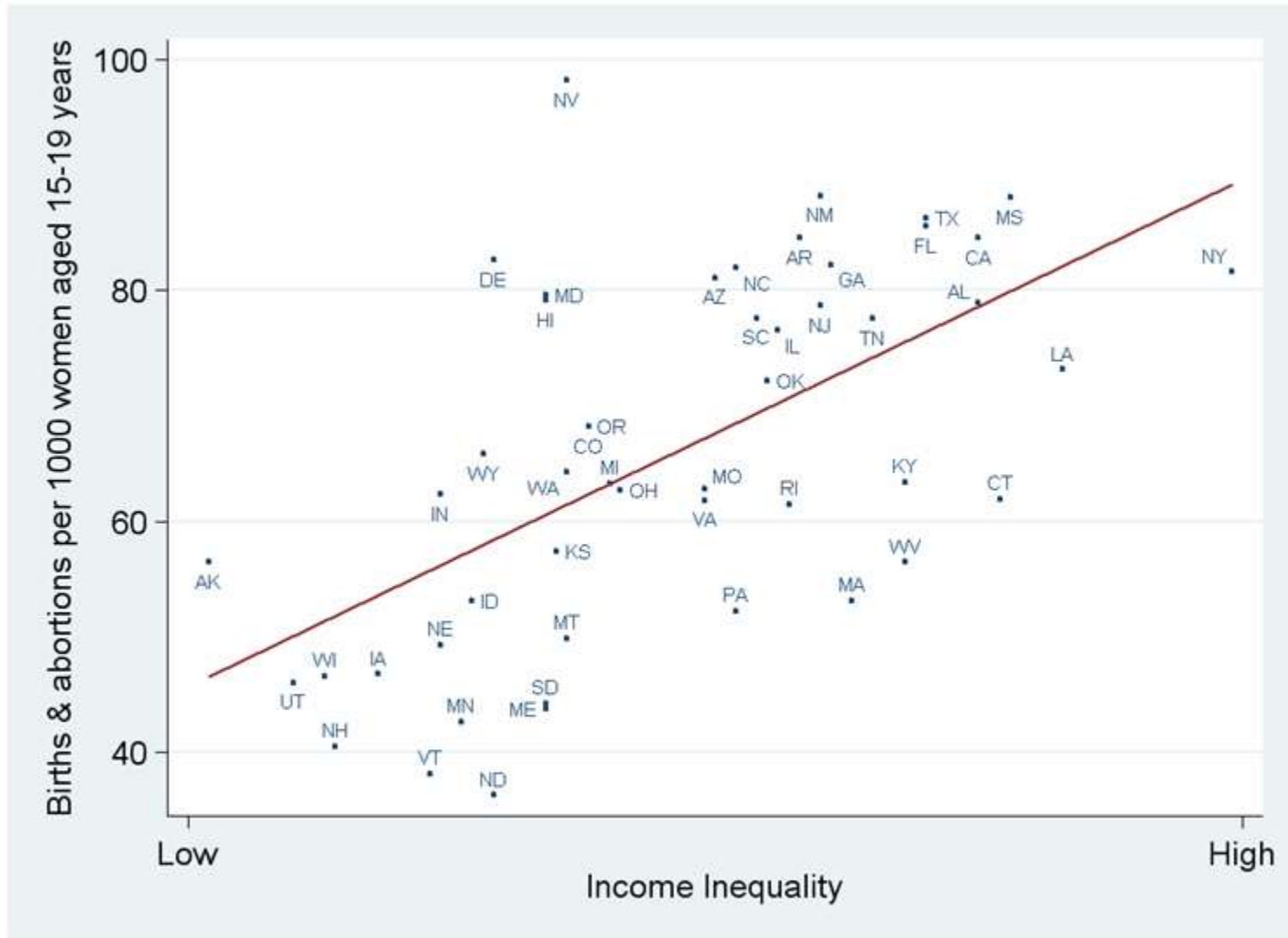
Figure 3. Birth rates for women aged 15–19, by race and Hispanic origin: United States, 1991, 2005, 2007, and 2010



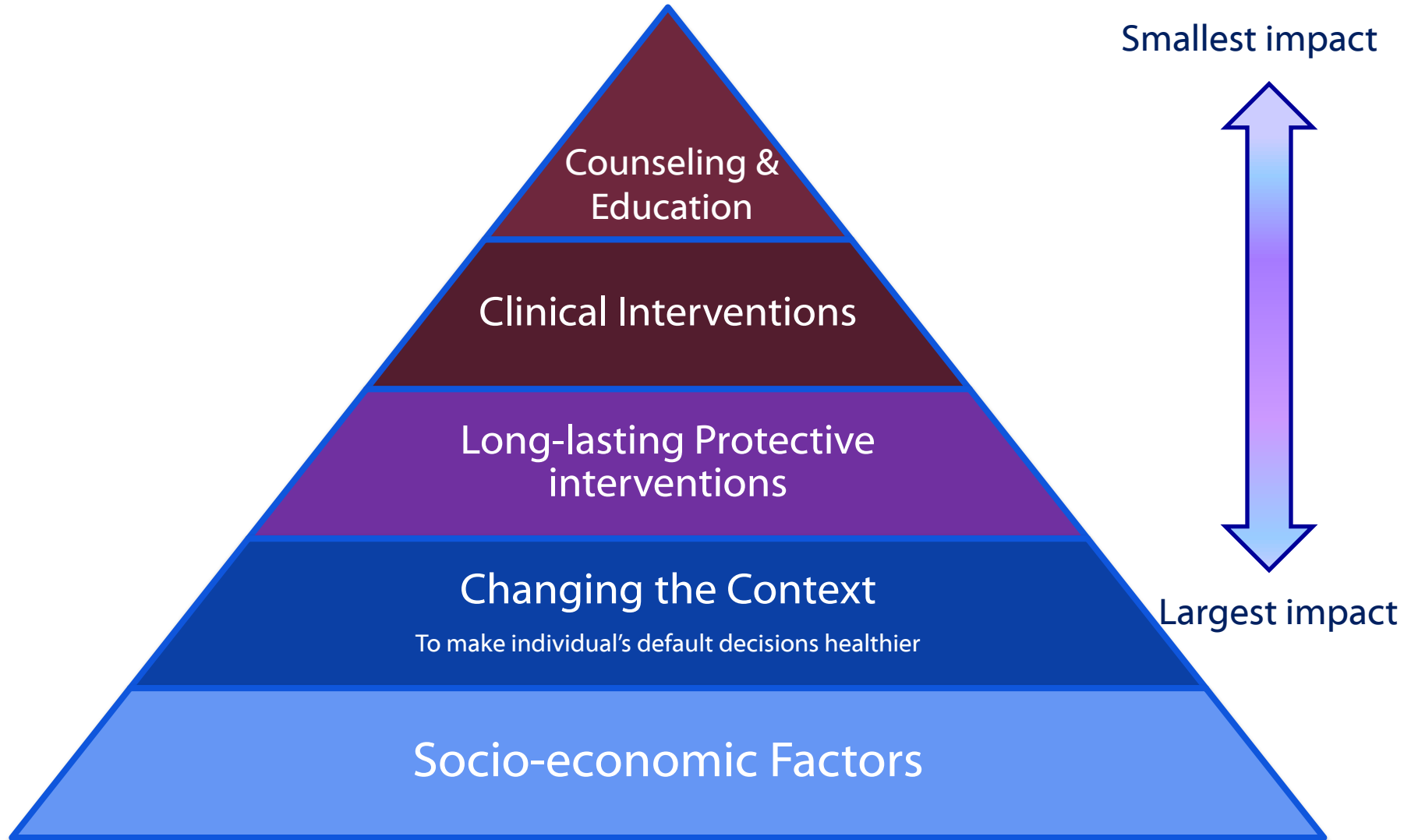
NOTE: Data for 2010 are preliminary.

SOURCE: CDC/NCHS, National Vital Statistics System.

Teen Pregnancy Rates are Higher in More Unequal US States

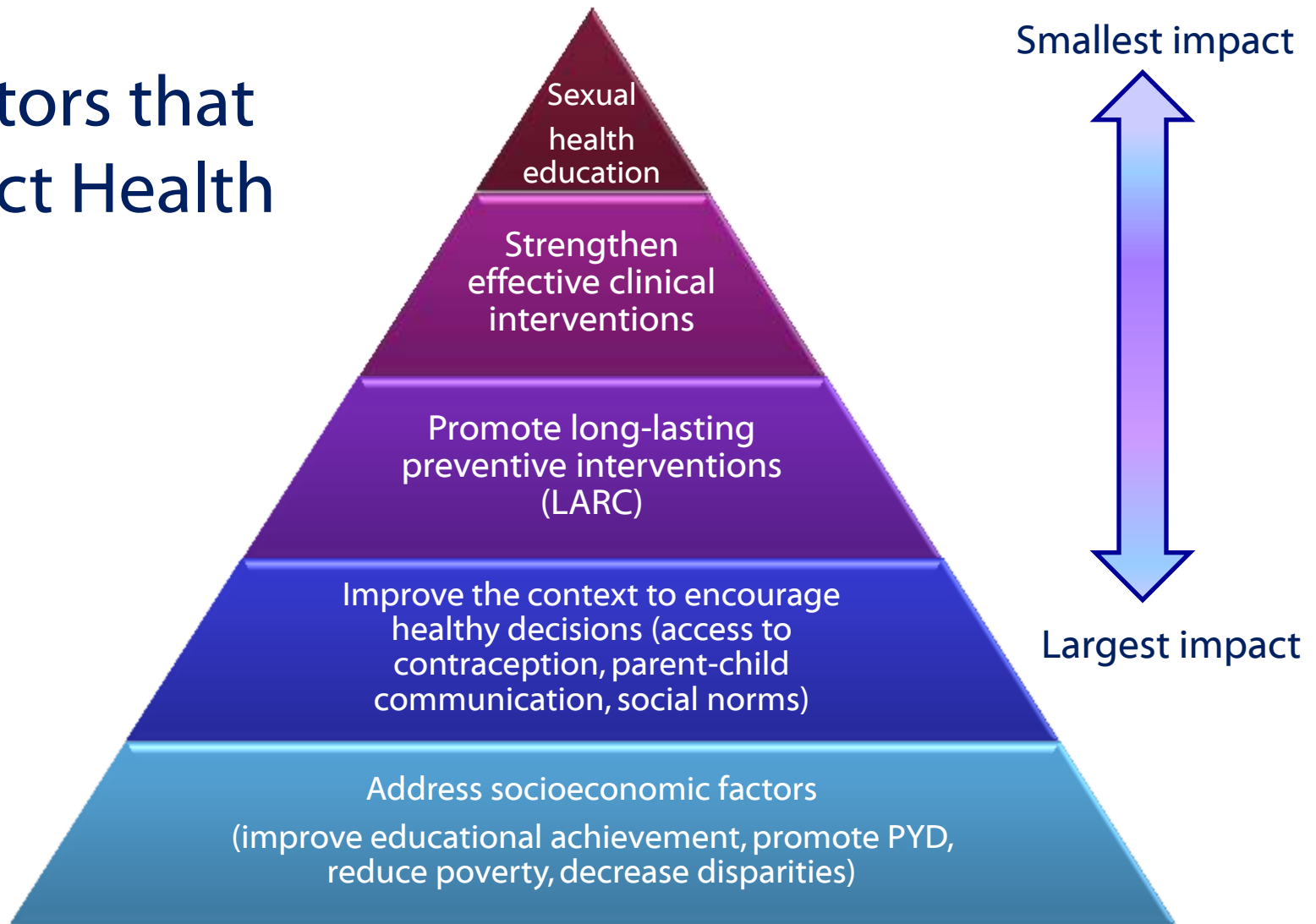


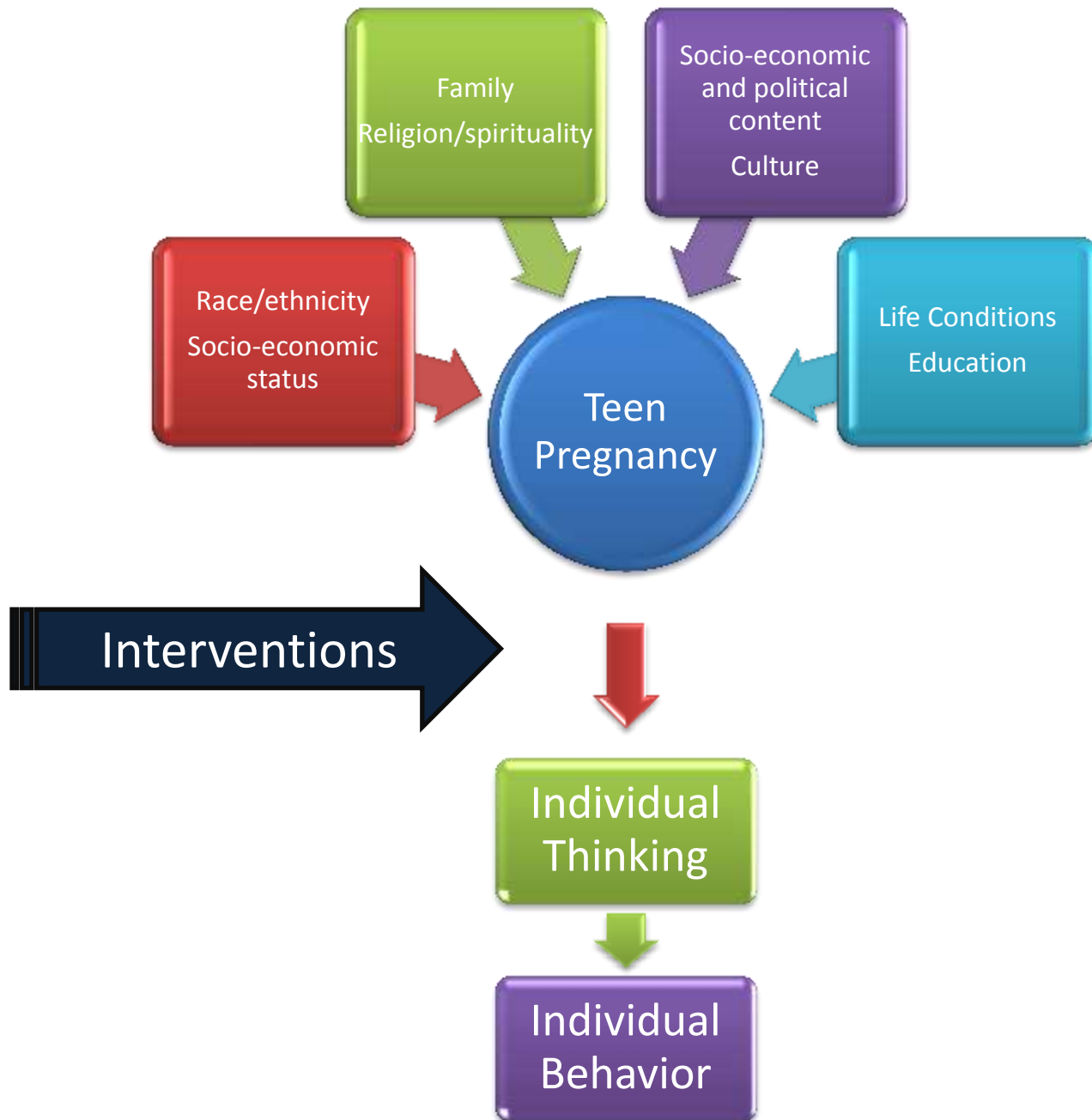
CDC's Impact Pyramid: Factors that Affect Health

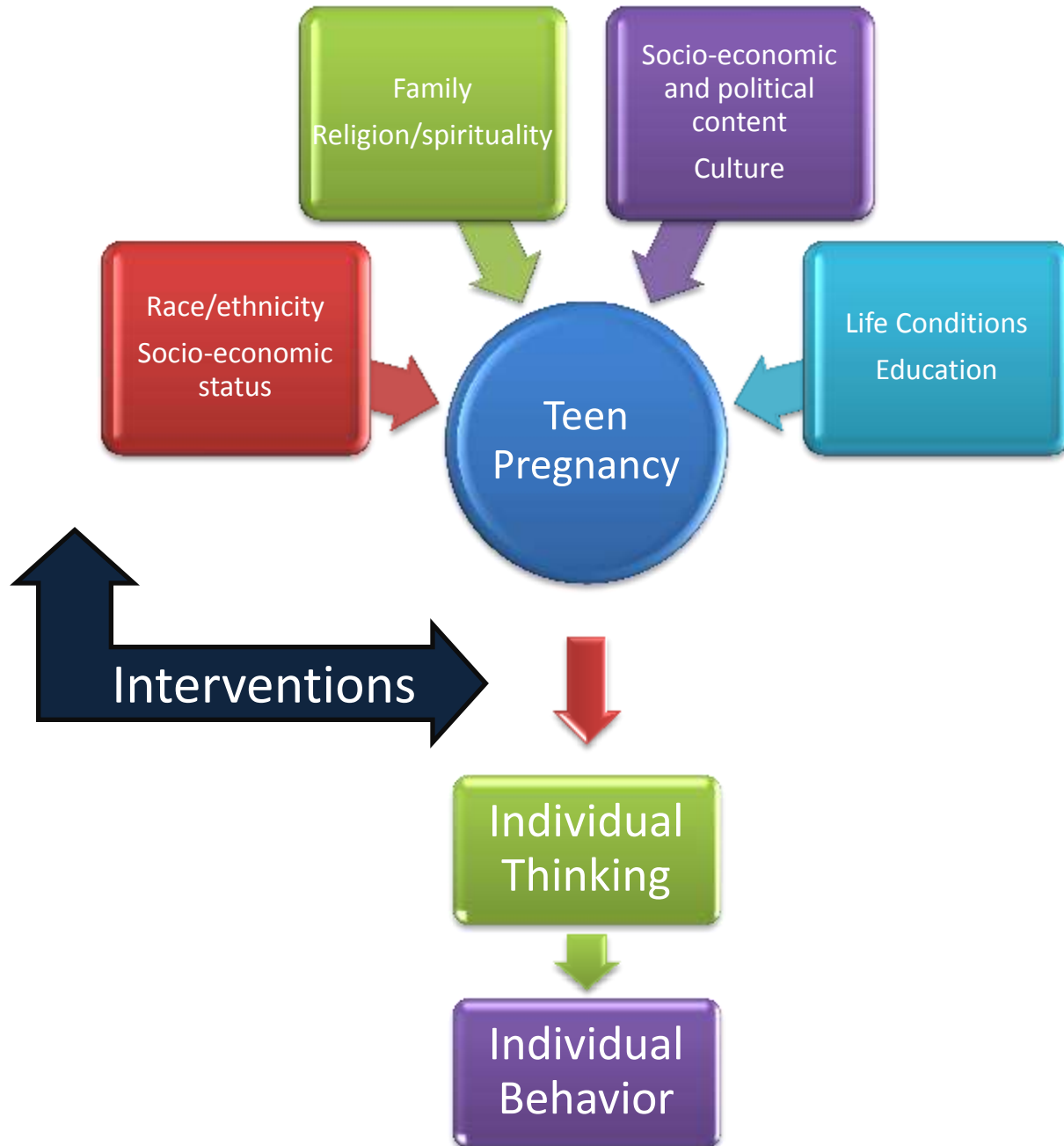


Teen Pregnancy and the Health Impact Pyramid

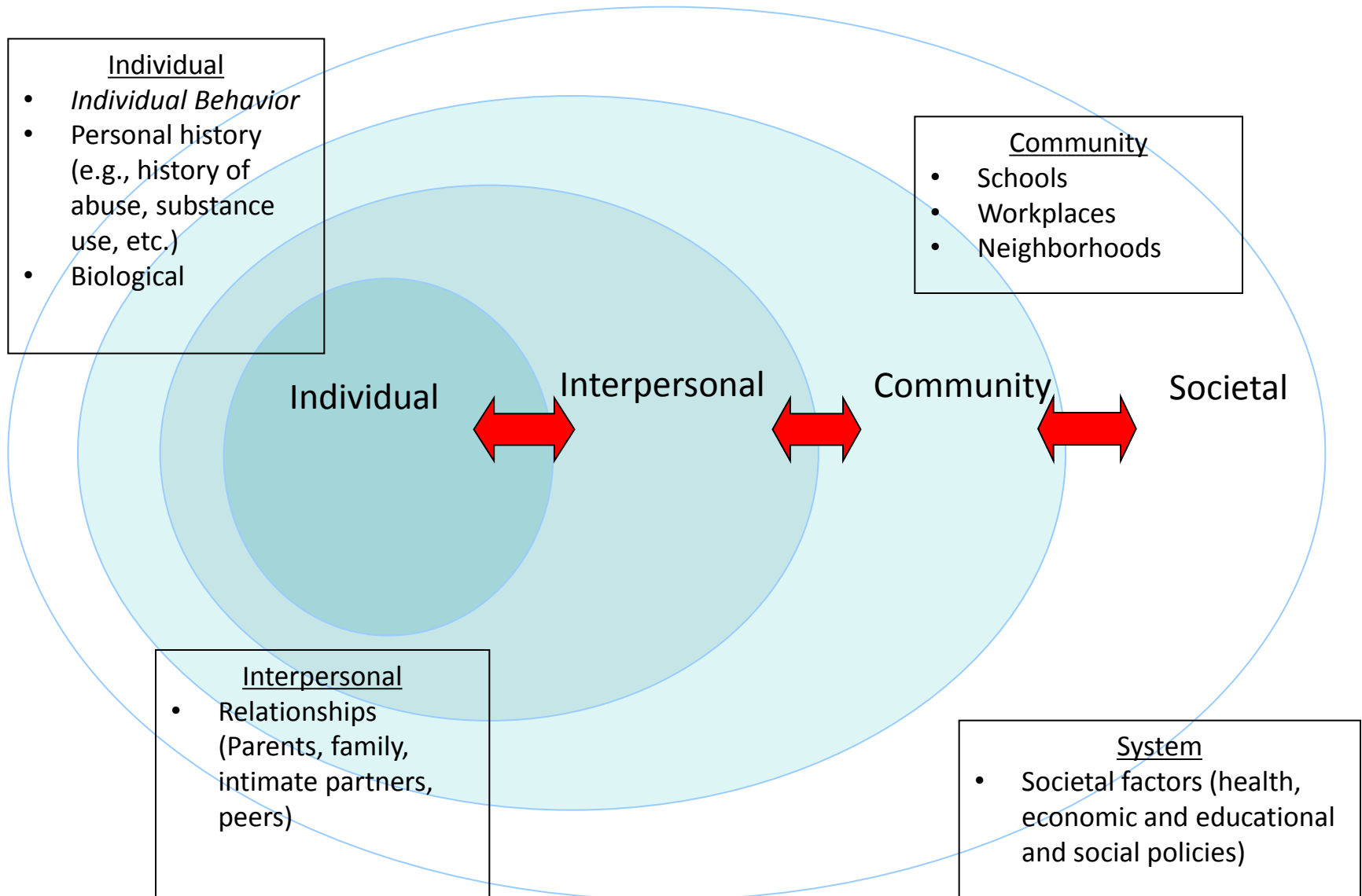
Factors that Affect Health





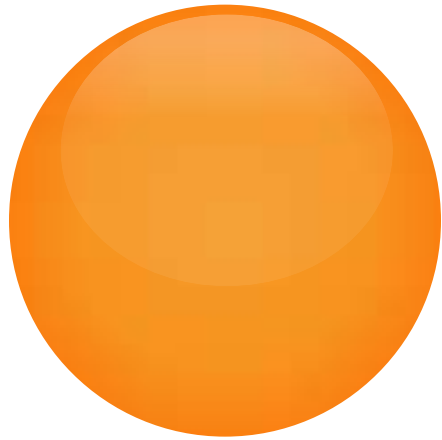


Health Starts Where We Live, Learn, Work and Play



Taking It Home

Framing Element	Traditional Approach	Health Equity Approach
1. What's the Problem?	High rates of teen pregnancy and teen births	Persistent racial inequities in teen pregnancy rates
2. What's the Cause?	No knowledge of reproductive health No knowledge about contraception methods No use of condoms Multiple partners	Lack of culturally competent providers Lack of access to reproductive health care High drop-out rates Local/state policies and laws Racism, discrimination Disinvestment in communities of color
What/Who's Responsible?	Individuals	Health care system; education system; policy makers
3. What's the Solution?	Decrease frequency of sexual intercourse Increase age of sexual initiation Increase consistent condom/contraceptive use	Engaged youth in their own destiny Food security in all communities Economic investment in communities of color Accessible and affordable health care in communities of color
4. What Action is Needed?	Provide sexual education classes in schools Access to contraceptives Increase youth knowledge about access to health services	Health policies that target roots of inequities Economic policies that invest in communities of color Partnerships across sectors and with community residents Empower youth and communities to be part of the solution
5. What Values are highlighted?	Individualism; Personal Responsibility; Choice; Individual Freedom	Equity; Justice; Fairness; Shared Responsibility



APPLICATION: WHAT THIS LOOKS LIKE IN PRACTICE



Overview of the Process of Addressing Social Determinants of Teen Pregnancy

- **Stage 1: Which social determinant do you want to address?**
 - School Attachment? Employment? Violence?
- **Stage 2: Diving deeper: Asking why?**
 - Reasons for the causes of the social determinant(s)

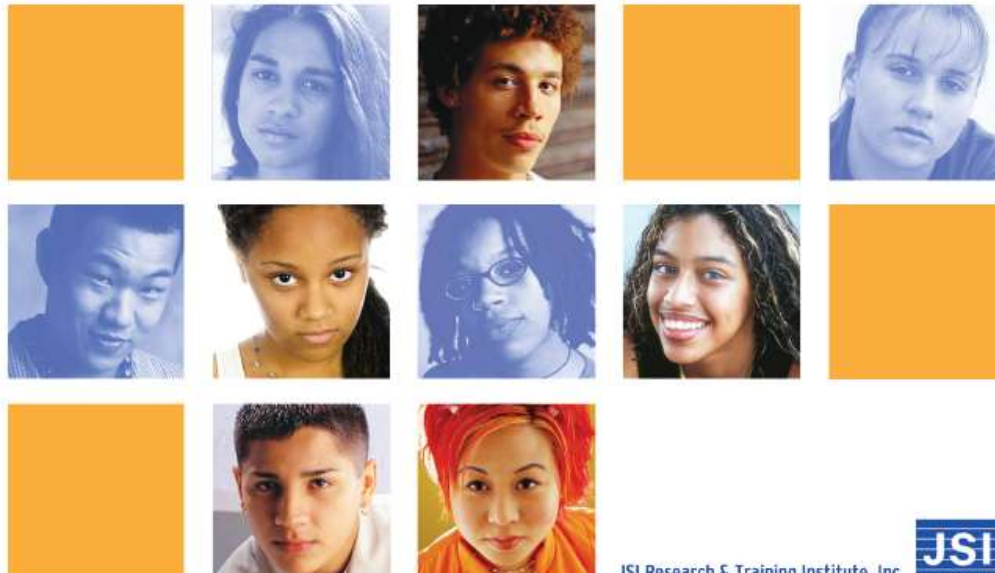
Table 3.1: Applying Assessment Methods to Different Types of Social Determinants

Method	Context	Example measures
Review of existing data	Social	<ul style="list-style-type: none"> ➤ Crime rates. ➤ Housing patterns. ➤ Law enforcement policies.
	Economic	<ul style="list-style-type: none"> ➤ Poverty rates. ➤ Local tax dollars spent on health, education, transportation, etc. ➤ Policies on government spending.
	Environment	<ul style="list-style-type: none"> ➤ Land-use policies (e.g., commercial, residential, parks). ➤ Industry standards (e.g., pollutants). ➤ Maintenance policies and procedures (e.g., trash, playground equipment).
Surveys, qualitative interviews, focus groups, appreciative inquiry, concept mapping	Social	<ul style="list-style-type: none"> ➤ Perception of racism and discrimination. ➤ Perception of a sense of community. ➤ Feeling safe from interpersonal crime.
	Economic	<ul style="list-style-type: none"> ➤ Perception of job availability. ➤ Perception of local businesses' financial contributions to the community. ➤ Attitude toward policies on public spending.
	Environment	<ul style="list-style-type: none"> ➤ Knowledge of environmental hazards in the community (e.g., pollution, illegal dumping). ➤ Perception of access to places and resources to maintain health. ➤ Attitude toward policies related to the environment (e.g., pollutants).
Brainstorming	Social Economic Environment	<ul style="list-style-type: none"> ➤ Community list of priority concerns. ➤ Perception of strengths and weaknesses of previous efforts to address concerns. ➤ Identification of innovative ways to address concerns.

<p>Photovoice</p>	<p>Social Economic Environment</p>	<ul style="list-style-type: none"> ➤ Pictures of people, places, or events that can be used to describe or tell a story about the community, such as: <ul style="list-style-type: none"> • People talking or greeting one another; people arguing or acting hostile to one another. • Closed schools or businesses, building remodeling, or construction. • Trees, art or cultural decoration; abandoned cars or litter.
<p>Community audits</p>	<p>Social Economic Environment</p>	<ul style="list-style-type: none"> ➤ Documentation (e.g., checklists, inventories) of observations of people, places, equipment, maintenance, or aesthetics in the community environment, such as: <ul style="list-style-type: none"> • People engaging in physical activities; people driving in cars. • Absence of grocery stores, supermarkets, and produce markets; presence of fast food restaurants and convenience stores. • Parks with paved, marked, multi-use trails; playgrounds with broken swings or rusty equipment.
<p>Health impact assessment</p>	<p>Social Economic Environment</p>	<ul style="list-style-type: none"> ➤ Existing evidence: published reviews, gray literature, and views and opinions of people and organizations affected by the issue. ➤ Identification of health relevance of a policy or project of interest. ➤ Estimation of the size of health impact of the policy or project of interest. ➤ Identification of key health issues and concerns.

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Facilitating a Root Cause Analysis and Planning Process



Overview of the Process of Addressing Social Determinants

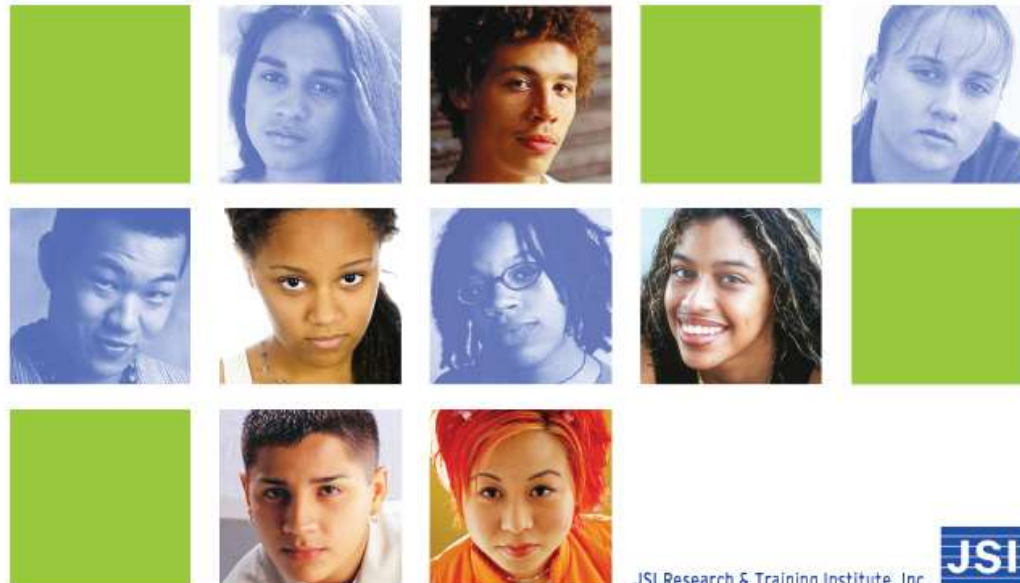
- **Stage 3: Developing Our Vision**
 - Raising awareness
 - What are the determinants that need to exist in order to create the conditions that will reduce teen pregnancy in our community?

- **Stage 4: Prioritizing Our Determinants**
 - Determining feasibility
 - Review findings from asset assessment

- **Stage 5: Developing an Initial Strategic Plan**
 - Developing a logic model to address prioritized determinants of teen pregnancy

Health Starts Where we Live, Learn, Work, and Play

Communicating Effectively about Social Determinants of Health that Impact Teen Pregnancy



Group Dialogue

Do you think this is an approach that your agency could adopt? What would it take?

What would some of the challenges of adopting such an approach be for your agency? Your grantees?

What are the benefits for the agency and/or grantees?



Thank You!

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