

Exploring Social Determinants of Teen Pregnancy and Subsequent Teen Pregnancy

Visioning a holistic approach to teen pregnancy prevention

Presenters:

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Research and Training Institute, Inc.

CDC TPP Project Chart

Centers for Disease Control and Prevention

NATIONALS

Component: Access to Clinical Services

Cicatelli Associates, Inc.

Component: Community Mobilization and Sustainability

Advocates for Youth

Component: Working with Diverse Communities

JSI Research & Training

Component: Evidence-based Programs

Healthy Teen Network

Component: Educating Stakeholders

The National Campaign

Direct TA/Training

PART A GRANTEEES

Georgia Campaign for Adolescent Teen Pregnancy Prevention

South Carolina Campaign to Prevent Teen Pregnancy

Alabama Department of Public Health

Massachusetts Alliance on Teen Pregnancy

Family Planning Council

Adolescent Pregnancy Prevention Campaign of North Carolina

University of Texas Health Science Center at San Antonio

City of Hartford

Fund for Public Health in New York

Day 1 Learning Objectives

- Develop a shared understanding of health equity and related concepts
- Discuss at least two socio-ecological factors that influence individual behavior and understand the importance of utilizing a multilevel approach.
- Explain how the environment where young people live, play, and learn influences adolescent sexual health and put them at risk for teen pregnancy and repeat pregnancies.

Building A Learning Community

- Introductions
 - Name
 - Agency
 - Where you are based
- What are your hopes for today?

Building A Learning Community

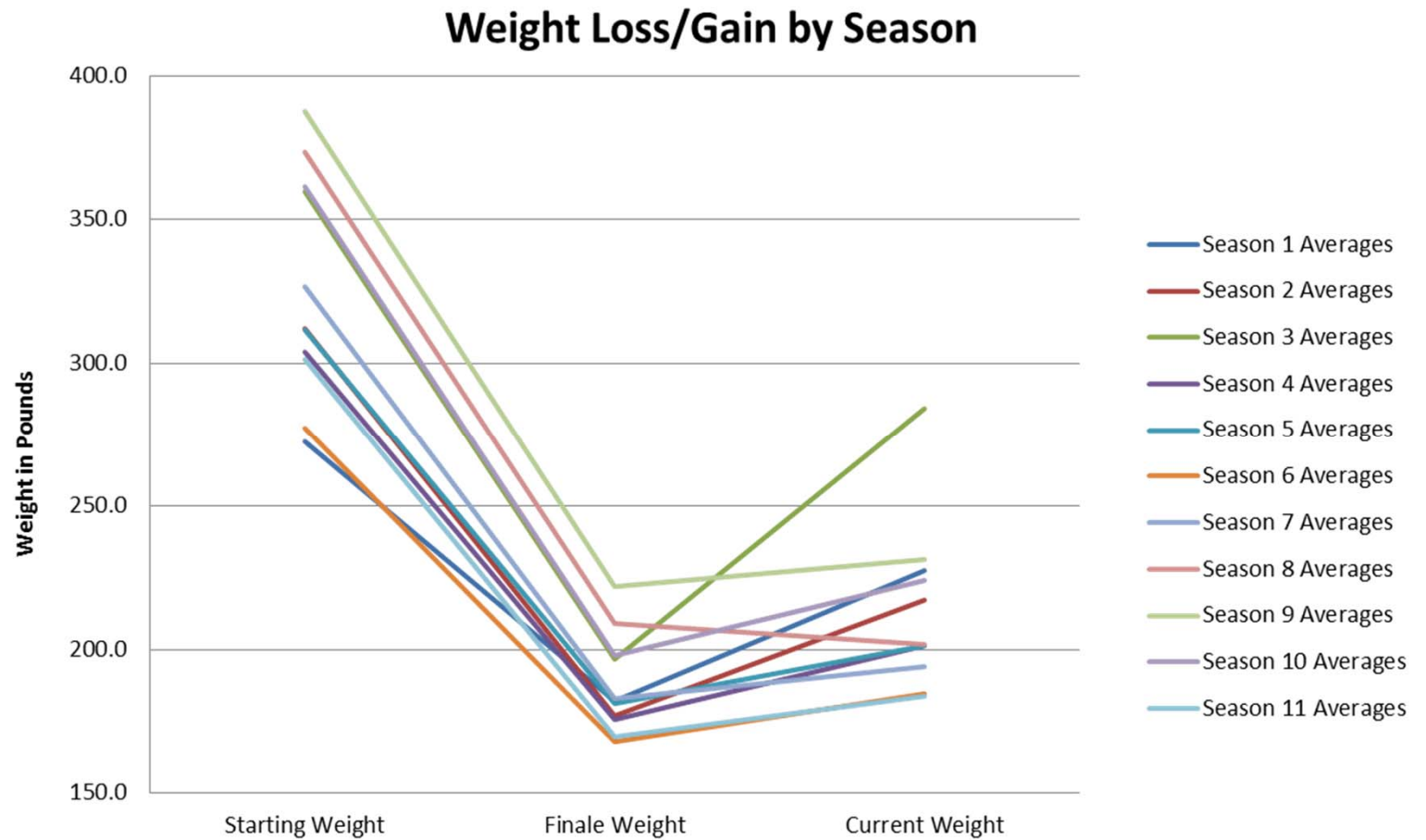
- Why do you do the work that you do?
- What does your heart long for in the world/in your community?
- What are some of your values that guide the way you live and operate in the world?

BIGGEST



LARGER

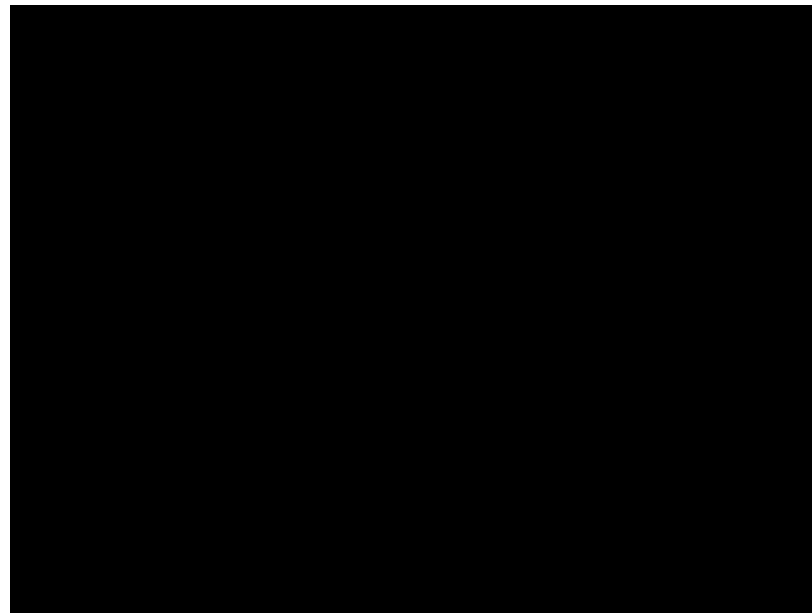
Average Weight Loss/Gain by Season



What does a healthy community look like?

- Small Group Exercise

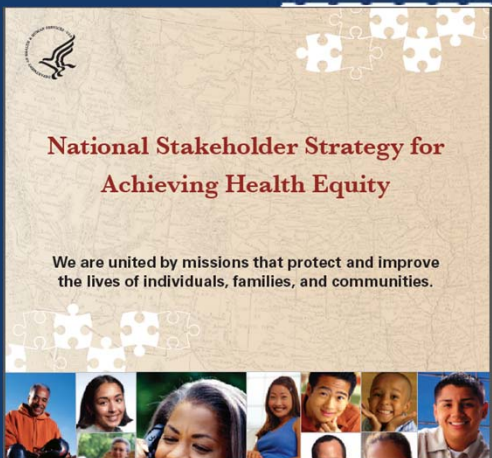
Unnatural Causes



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? Where are these suggestions coming from? Who benefits from them?
3. Many people when confronted with evidence of health inequities respond that the outcomes are unfortunate but not necessarily unjust. Do you agree or disagree? Why? Whose responsibility is it to address inequities in health and in society?

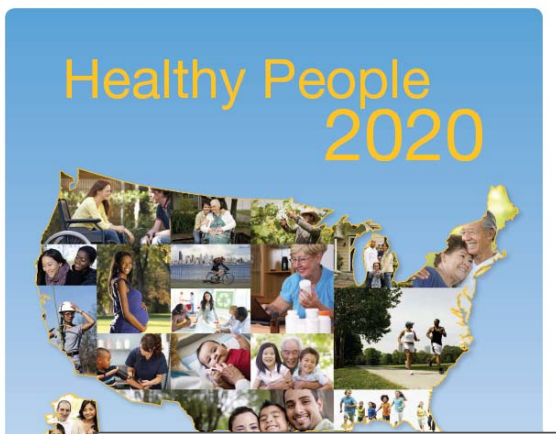
Increased Attention to Health Disparities in the Last Decade



National Stakeholder Strategy for Achieving Health Equity

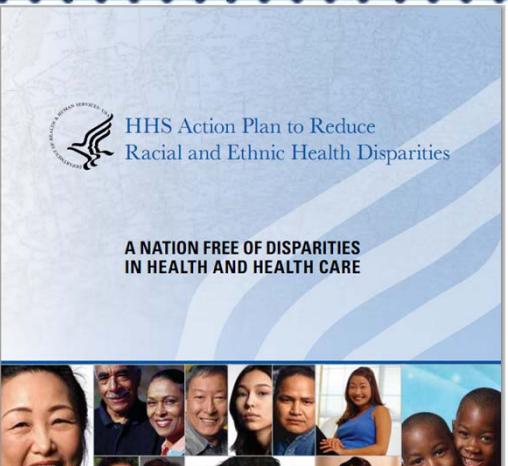
We are united by missions that protect and improve the lives of individuals, families, and communities.

This cover features a collage of diverse people's faces and a puzzle piece graphic at the top right.



Healthy People 2020

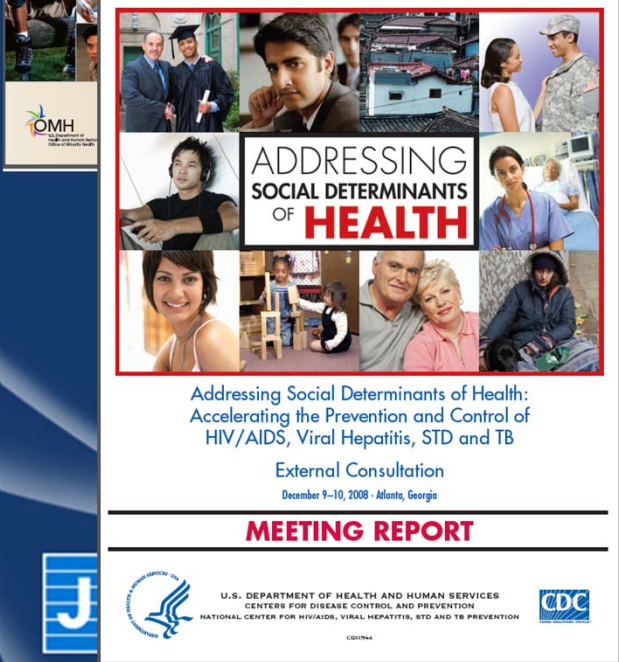
The cover shows a map of the United States filled with a grid of small images depicting various people and community activities.



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 row of diverse people's faces at the bottom.



ADDRESSING SOCIAL DETERMINANTS OF HEALTH

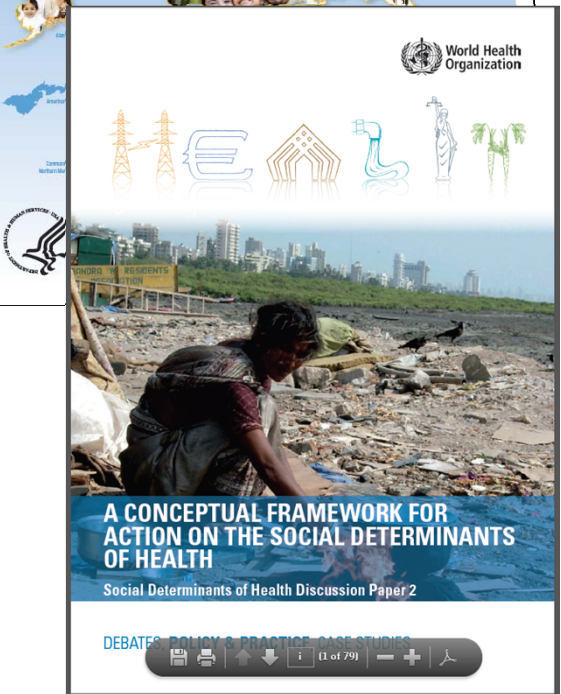
Addressing Social Determinants of Health: Accelerating the Prevention and Control of HIV/AIDS, Viral Hepatitis, STD and TB

External Consultation
December 9-10, 2008 - Atlanta, Georgia

MEETING REPORT

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

This cover features a collage of images related to healthcare and social determinants, including a person in a military uniform, a doctor, and a family.

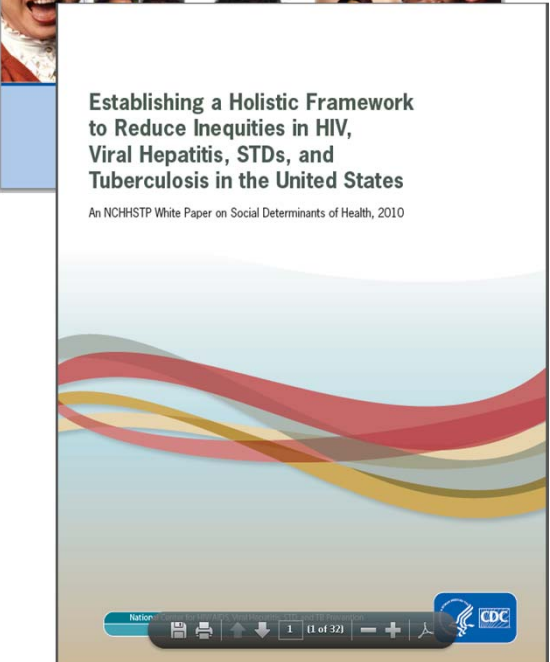


A CONCEPTUAL FRAMEWORK FOR ACTION ON THE SOCIAL DETERMINANTS OF HEALTH

Social Determinants of Health Discussion Paper 2

World Health Organization

The cover features the WHO logo, a graphic of social determinants (power lines, house, water tap, person, palm trees), and a photograph of a person in a slum.



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

An NCHHSTP White Paper on Social Determinants of Health, 2010

This cover has a white background with a colorful wavy graphic at the bottom and a row of diverse people's faces.

Slide 11

R3

This slide may be helpful if your audience includes policy-makers etc. If this won't resonate with your audience don't use it in the slide deck.

RJoseph, 2/9/2012

Creating Common Language

1. What are health disparities?
2. What are health inequities?
3. What's the difference, if any?
4. Which U.S. populations live longer, healthier lives? List three reasons why?
5. If you could wave your magic wand, what three things would you change to close socio-economic and racial health gaps?

Creating Common Language

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

World Health Organization (WHO). Social Determinants of Health. [online]. 2011. http://www.who.int/social_determinants/en/

Creating Common Language

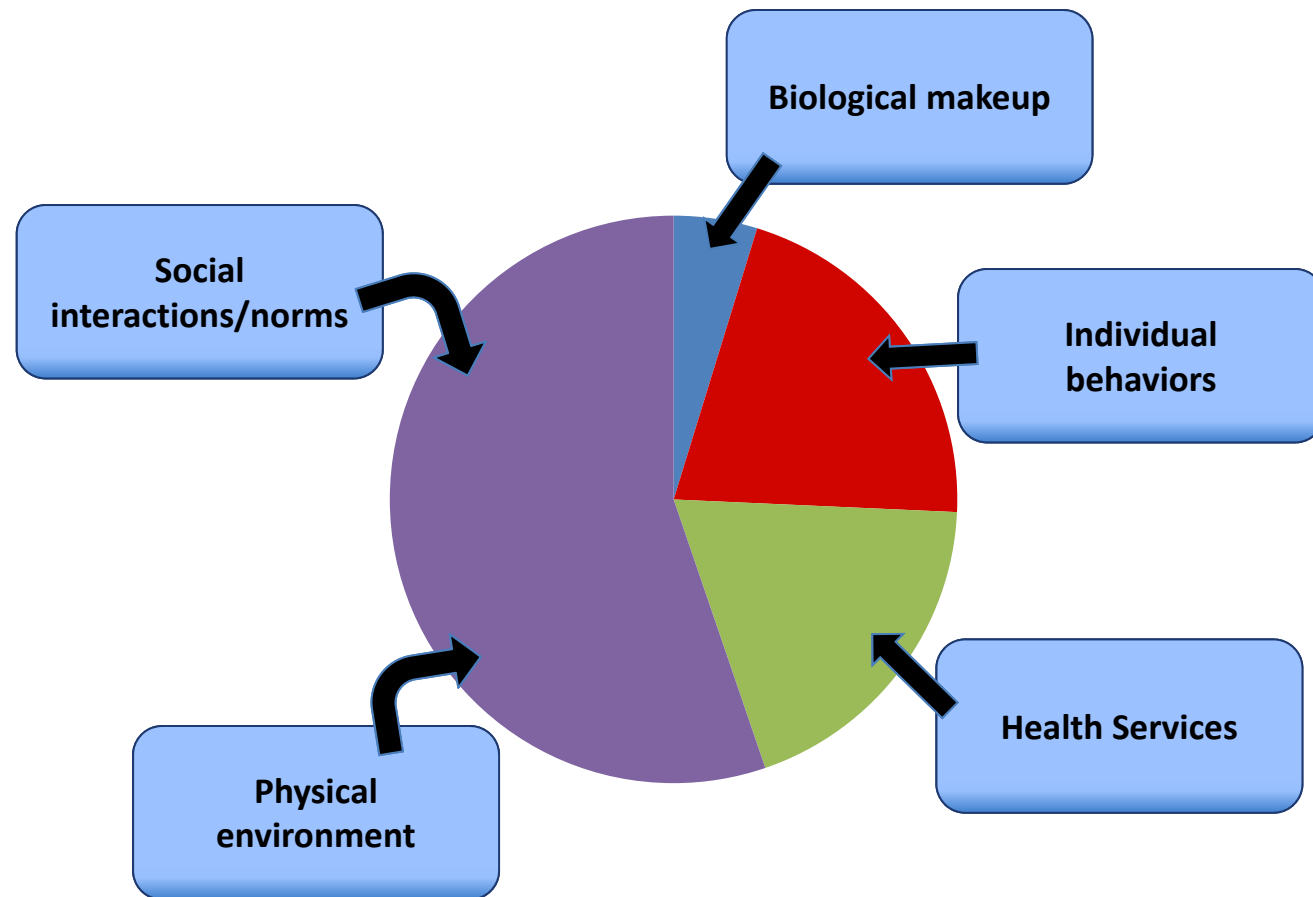
Health Equity is achieved “when everyone has the opportunity to ‘attain their full health potential’ and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.”

What are health determinants?

The range of personal, social, economic, and environmental factors that influence health status and include:

- ✓ Biological makeup
- ✓ Individual behavior
- ✓ Social interactions/norms
- ✓ Physical environment
- ✓ Access to health services

Determinants of Health



Social Determinants

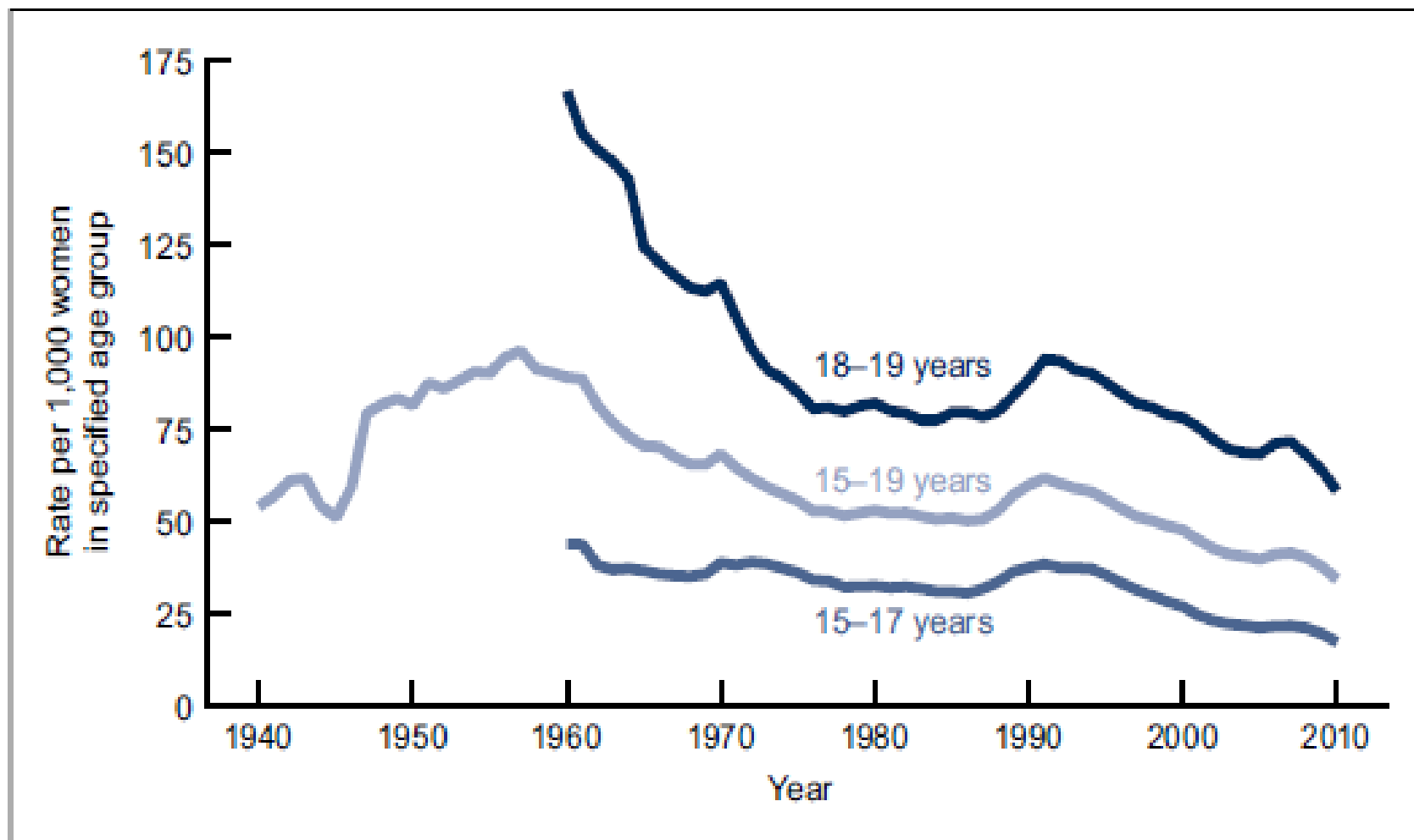
Social determinants of health reflect social factors and the physical conditions in the environment in which people are born, live, learn, play, work and age.



Teen Pregnancy and Health Disparities: The What

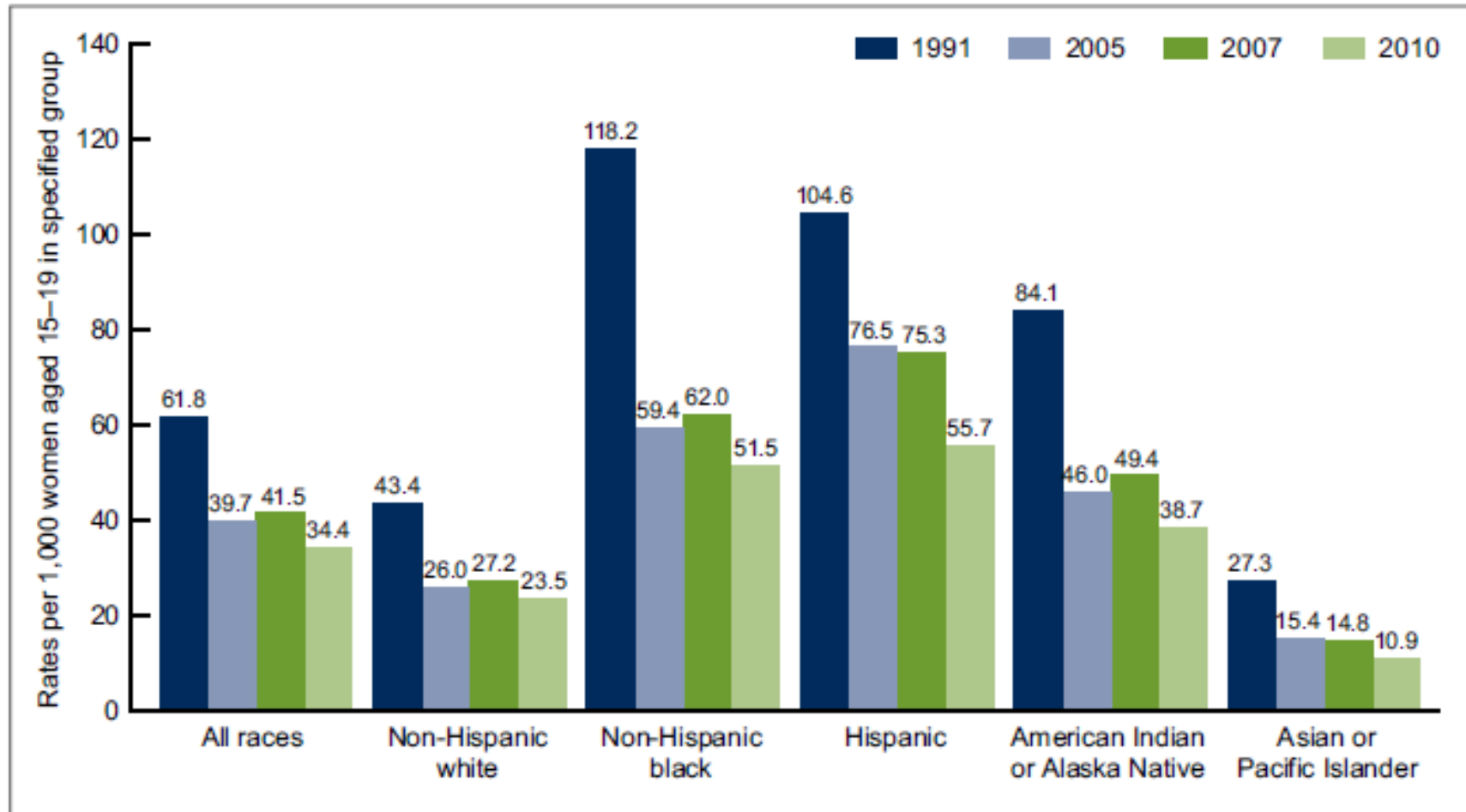
- Teen Pregnancy and Health Disparities: The What

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

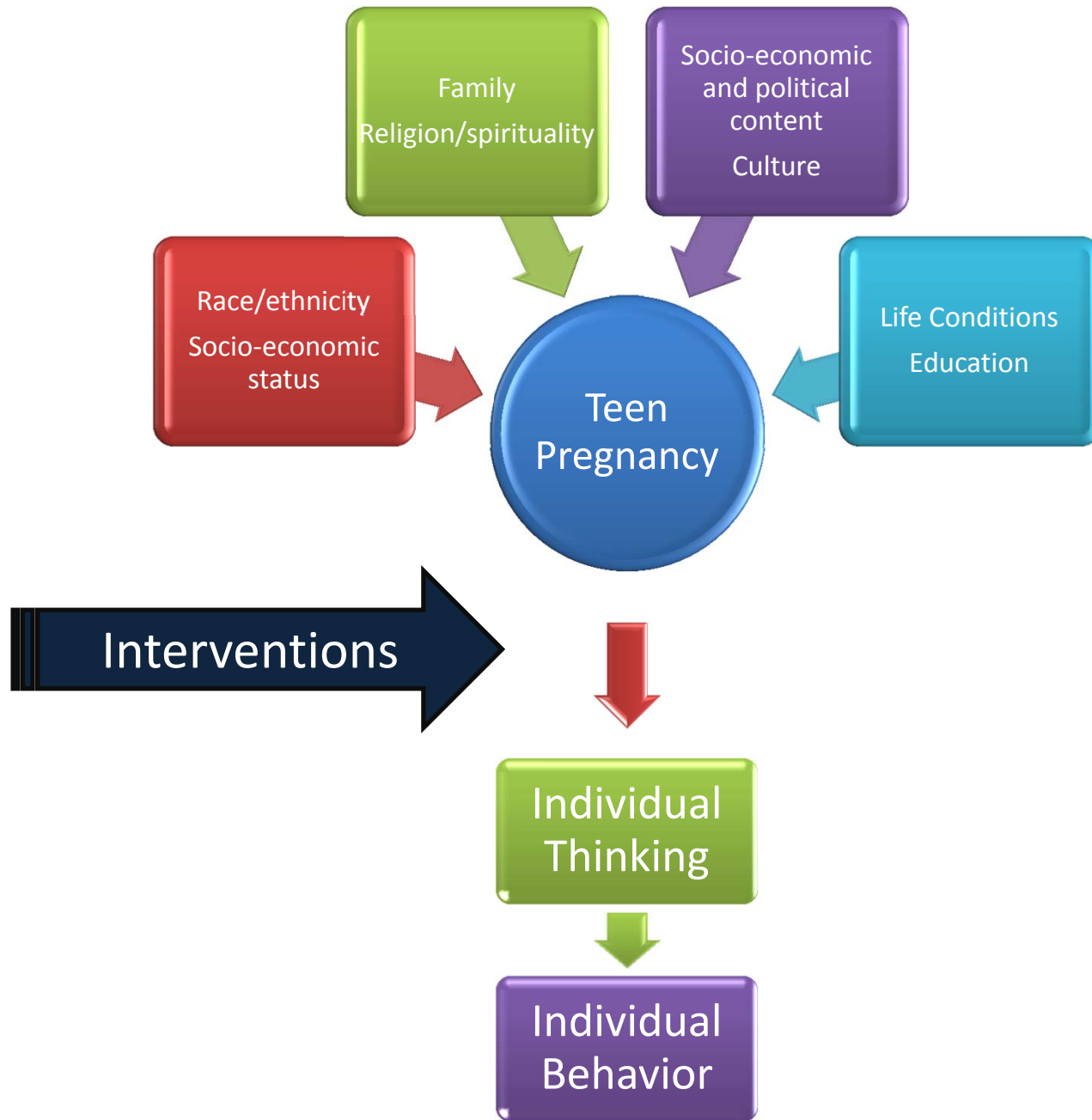


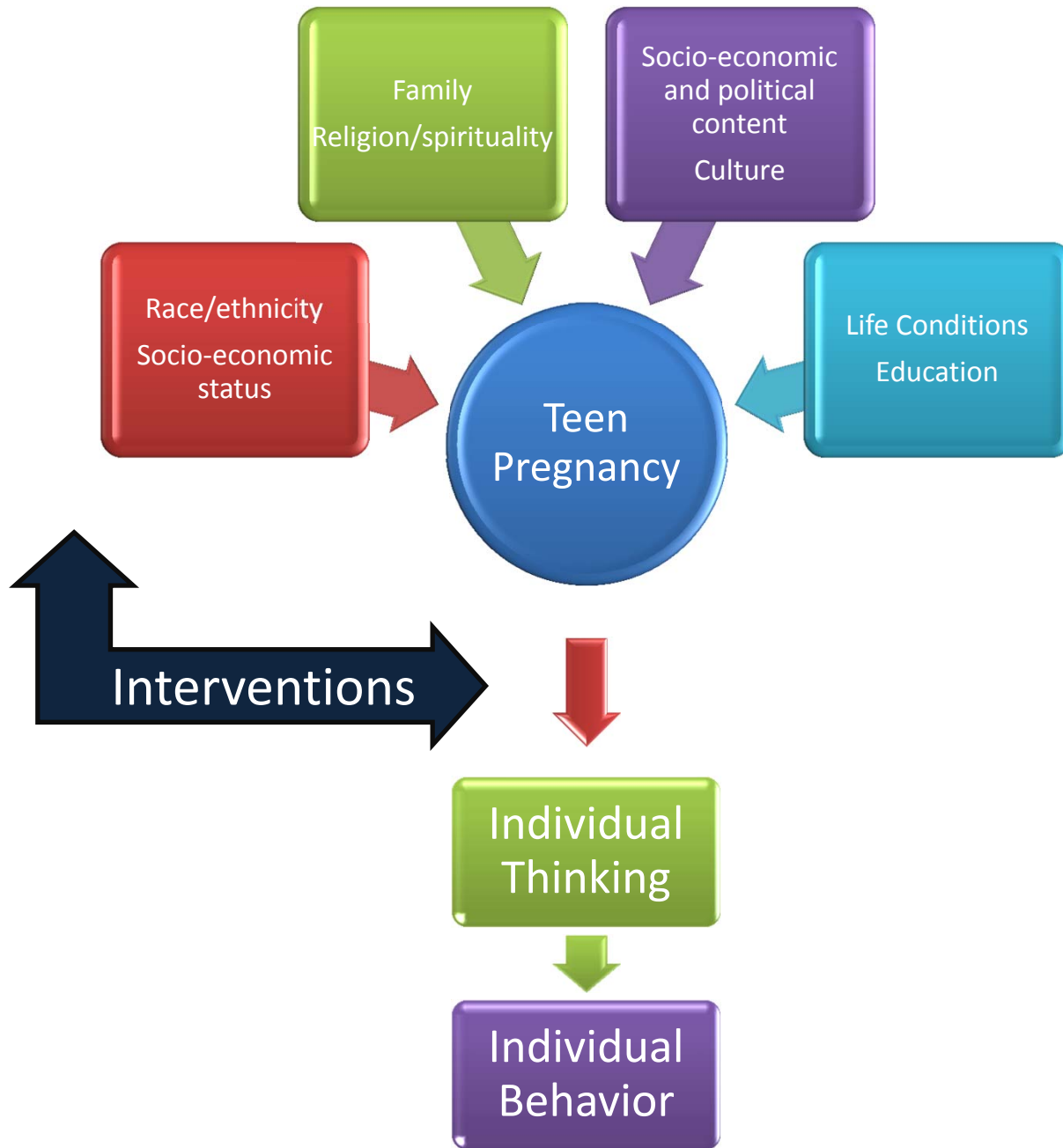
NOTE: Data for 2010 are preliminary.
SOURCE: CDC/NCHS, National Vital Statistics System.

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

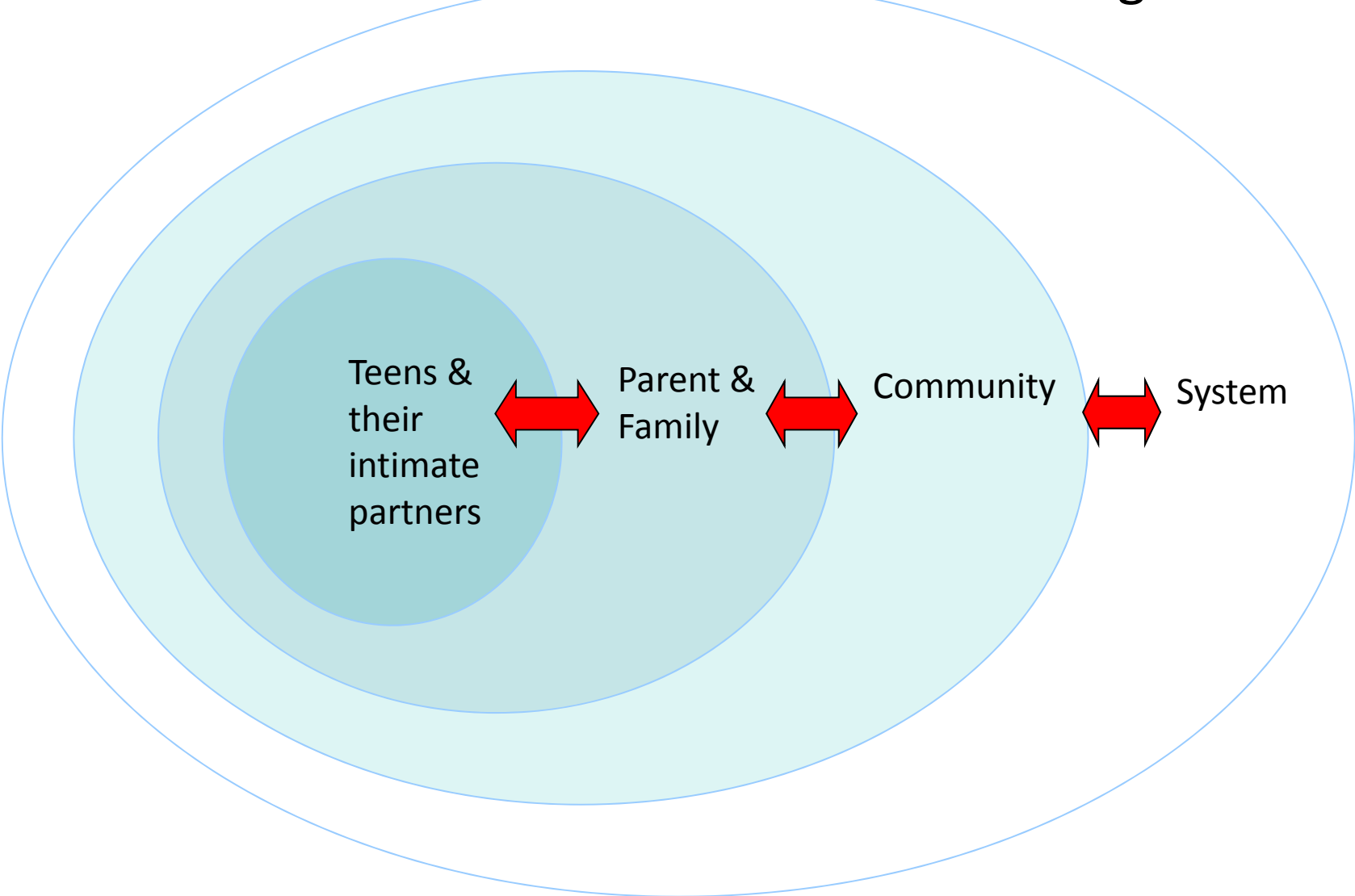


NOTE: Data for 2010 are preliminary.
 SOURCE: CDC/NCHS, National Vital Statistics System.





Social Determinants of Health at Different Ecological Levels



Protective Factors (+)
Risk Factors (-)

Reflecting on the morning

- So far so good? How are you doing?
- What do you think about these concepts?
- Do you see how this might inform your programming?
- Other questions or concerns

Why are teens particularly vulnerable to environmental risk factors?

- Teens are still developing (physically, emotionally, socially, and mentally)
- More susceptible to internalizing negative messages
 - “it’s normal to use drugs and have sex”
 - Non-communication with parents about relationships
 - Societal expectations around options for success for youth of color

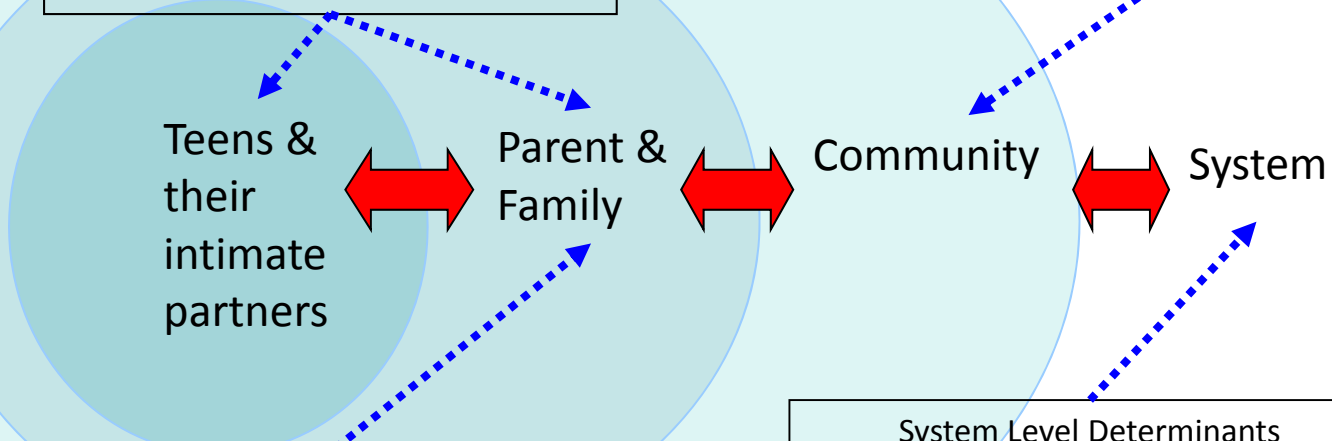
Findings: What impacts teen pregnancy?

- Poverty
- High-drop out rates
- Lack of education
- Unemployment
- Gang activity
- Sexual Abuse/Incest
- Deep-seated Racism
- Lack of self-esteem/emotional support
- Lack of things to do/opportunities
- Lack of access to healthcare and to basic needs
- Lack of transportation

Social
Determinants
of Subsequent
Teen
Pregnancies at
Different
Ecological
Levels:
Small Group
Exercise

Individual Behavior
Sex without contraception (-)
Multiple sexual partners (-)
Feeling of power and control over life decisions (+)
Participation in civic activities and social engagement (+)
Positive self-esteem (+)

Community Determinants
Strong social networks (+)



Parent Knowledge & Skills Determinants
Supportive family structure (+)

System Level Determinants
Comprehensive social programs
Accessible reproductive health care
Integration of cross-sectoral programs & policies


Protective Factors (+)
Risk Factors (-)

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
What/Who's Responsible?	Individuals	Disinvestment in communities of color 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

Group Dialogue

1. Do you think this is an approach that your agency could adopt? What would it take?
2. What would some of the challenges of adopting such an approach be for your agency? The community?
3. What are the benefits for the agency and/or community?



Exploring Social Determinants of Teen Pregnancy and Subsequent Teen Pregnancy

Visioning a holistic approach to teen pregnancy prevention

Day 2



Research and Training Institute, Inc.

*Presenters:
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Day 2 Learning Objectives

- Conduct a root cause analysis exercise to identify social determinants of teen pregnancy in their communities.
- Involve youth in conducting needs assessment and community mapping to increase their understanding of root causes of teen pregnancy.
- Describe how to apply the socio-ecological model to current and future projects.

Overview of the Process of Addressing Social Determinants

- **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)
- **Stage 3: Developing Our Vision**
 - 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
- **Stage 5: Developing an Initial Strategic Plan**
 - Addressing prioritized determinants of teen pregnancy

Stage 1: Which social determinant do you want to address? Assessing needs

What did you do?

- How was the assessment developed?
- Who was involved?
- Which sectors of the community were engaged?
- What approach did you use?
- What type of data were collected?
- How were the data analyzed?
- *Did you assess resources?*

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.

Stage 1: Which social determinant do you want to address? Assessing needs

- Sample Focus group/Key Informant Questions:
 - “From your observations, experiences in the community and working with young people, how would you describe the context of their lives/experiences?”
 - “In your opinion, what are the most pressing needs for young people that you see?”
 - “What do you think are the environmental influences that are putting young people at risk for teen pregnancy?” [Probe for social determinants: homelessness, safety, lack of school connectedness.]
 - “How would you suggest that we connect and engage with young people?” (Probe: Where should they be reached? How do we reach them?)
 - “What environmental strategies do you think should be created?”

Stage 2: Diving deeper: Asking why?

- Conducting A Root Cause Analysis
 - What is a Root Cause Analysis?
 - a process aimed at identifying the root causes of problems or events
 - What questions should I ask?
 - “Why is the rate of subsequent teen pregnancy so high in our community?”
 - “What would make a difference?”

Stage 2: Diving deeper: Asking why?

Conducting A Root Cause Analysis: Group Activity

Stage 2: Diving deeper: Asking why?

Dialogue:

1. How do you envision conducting a root cause analysis in your community?
2. Who would you engage?

Stage 3: Developing Our Vision

Which sexual behaviors can be impacted/changed?	What social determinants contribute to those behaviors	What Factors can you address with the Resources you have?	Resources/Stakeholders
<ul style="list-style-type: none"> ▪ Unprotected sex ▪ Unprotected oral/vaginal/anal sex ▪ Having sex under influence of drugs/alcohol ▪ Delaying sexual intercourse ▪ Reducing multiple partners 		<ul style="list-style-type: none"> ▪ Not talking to parents about sex/parents talking to youth about sex ▪ Lack of parental guidance ▪ Media ▪ Substance abuse (really happening?) ▪ Peer Pressure- coping (with whom, how?) ▪ Impacting having a partner that is 3+ years older (prevalent? Happening a lot?) 	<p>STAKEHOLDERS:</p> <ul style="list-style-type: none"> ▪ System of clinics ▪ School-based clinics to deliver EBPs ▪ Focus groups ▪ Youth Programs (WIC, OPP, YMCA, CWFP, DCF, Rec. Facilities) ▪ Board of Education ▪ Grow Hartford <p>INFLUENCERS:</p> <ul style="list-style-type: none"> ▪ Faith community ▪ Media outlets ▪ Coaches ▪ H Foundation ▪ Bodega owners

Stage 4-5: Developing An Initial Strategic Plan

ACTION NEEDED	WHEN	WHO
Focus Groups with Youth and Adults	April/May	UCONN or ICR; Other community partners- is it possible to train community members to do this?
Engaging key influencers through a board or establish roles & responsibilities	Year 3	
Revise overall goal, Revise logic model, Revise workplan, Revise Budget	March- April 20	
Develop workplan/actions to address determinants not directly required by CDC	Ongoing (in phases)	Subgroup?
Next Meeting to Integrate JSI component	Doodle	



Hartford

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			SHORT	INTERMEDIATE	LONG
<p>Existing Resources in our community</p> <ul style="list-style-type: none"> - DHHS - PPSNE - HAP - CBOs - Community Centers - Youth Serving Organizations - System of clinics - School-based clinics - Youth Programs (WIC, OPP, YMCA, CWFP, DCF, Rec. Facilities) - Board of Education 	<p>Convene parent-child communication workshops about sex and contraception.</p> <p>Implement a CHWs/ Promotoras program</p>	<p>30 workshops convened city-wide attended by 300 parents</p>		<p>Greater parent/child communication about sex and condoms or contraception especially before youth initiate sex</p> <p>Greater parental supervision and monitoring</p>	<p>“Reduce rates of unintended pregnancy and birth; reduce STIs and HIV rates.”</p>

Reflecting on the day

What are some practical next steps you think are important to integrating a social determinants approach in to your programming?

Reflecting on the day

Checking in on expectations...

- How did we do?
- General questions and/or concerns