Exploring Social Determinants of Teen Pregnancy and Subsequent Teen Pregnancy

Visioning a holistic approach to teen pregnancy prevention

Presenters:
Myriam Hernandez Jennings
Naomi Clemmons
Research and Training Institute, Inc.
CDC TPP Project Chart

Centers for Disease Control and Prevention

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

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?
Average Weight Loss/Gain by Season

Weight Loss/Gain by Season

Starting Weight  | Finale Weight  | Current Weight
---              | ---            | ---
150.0           | 200.0          | 300.0
200.0           | 250.0          | 350.0
250.0           | 300.0          | 400.0

Season 1 Averages
Season 2 Averages
Season 3 Averages
Season 4 Averages
Season 5 Averages
Season 6 Averages
Season 7 Averages
Season 8 Averages
Season 9 Averages
Season 10 Averages
Season 11 Averages
What does a healthy community look like?

• Small Group Exercise
Unnatural Causes
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
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?
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.

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

Source: HP 2020
Determinants of Health

- Social interactions/norms
- Biological makeup
- Individual behaviors
- Health Services
- Physical environment

Source: CDC
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

Rate per 1,000 women in specified age group

18–19 years
15–19 years
15–17 years

Year


NOTE: Data for 2010 are preliminary.

NOTES: Data for 2010 are preliminary.
Teen Pregnancy Rates are Higher in More Unequal US States

Teen Pregnancy

- Family
- Religion/spirituality
- Socio-economic and political content
- Culture
- Race/ethnicity
- Socio-economic status
- Life Conditions
- Education
- Interventions
- Individual Thinking
- Individual Behavior
- Thinking
Teen Pregnancy

- Family
  - Religion/spirituality
- Socio-economic and political content
  - Culture
- Race/ethnicity
  - Socio-economic status
- Life Conditions
  - Education

Interventions

Individual Thinking

Individual Behavior
Social Determinants of Health at Different Ecological Levels

- Teens & their intimate partners
- Parent & Family
- Community
- System

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 (+)

**Parent Knowledge & Skills Determinants**
- Supportive family structure (+)

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

**Community Determinants**
- Strong social networks (+)

**Protective Factors (+)**
**Risk Factors (-)**
# Taking It Home

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

Presenters:
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Naomi Clemmons
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>
<thead>
<tr>
<th>Method</th>
<th>Context</th>
<th>Example measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of existing data</strong></td>
<td>Social</td>
<td>Crime rates.</td>
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<td>Housing patterns.</td>
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<td>Law enforcement policies.</td>
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<td></td>
<td>Economic</td>
<td>Poverty rates.</td>
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<tr>
<td></td>
<td></td>
<td>Local tax dollars spent on health, education, transportation, etc.</td>
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<td></td>
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<td>Policies on government spending.</td>
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<td></td>
<td>Environment</td>
<td>Land-use policies (e.g., commercial, residential, parks).</td>
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<td>Industry standards (e.g., pollutants).</td>
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<td></td>
<td>Maintenance policies and procedures (e.g., trash, playground equipment).</td>
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<tr>
<td><strong>Surveys, qualitative interviews, focus groups, appreciative inquiry, concept mapping</strong></td>
<td>Social</td>
<td>Perception of racism and discrimination.</td>
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<td></td>
<td>Perception of a sense of community.</td>
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<td></td>
<td></td>
<td>Feeling safe from interpersonal crime.</td>
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<tr>
<td></td>
<td>Economic</td>
<td>Perception of job availability.</td>
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<td></td>
<td>Perception of local businesses’ financial contributions to the community.</td>
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<td></td>
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<td>Attitude toward policies on public spending.</td>
</tr>
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<td></td>
<td>Environment</td>
<td>Knowledge of environmental hazards in the community (e.g., pollution, illegal dumping).</td>
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<td></td>
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<td>Perception of access to places and resources to maintain health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attitude toward policies related to the environment (e.g., pollutants).</td>
</tr>
<tr>
<td><strong>Brainstorming</strong></td>
<td>Social</td>
<td>Community list of priority concerns.</td>
</tr>
<tr>
<td></td>
<td>Economic</td>
<td>Perception of strengths and weaknesses of previous efforts to address concerns.</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
<td>Identification of innovative ways to address concerns.</td>
</tr>
<tr>
<td>Method</td>
<td>Social Economic Environment</td>
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<tr>
<td>-------------------------------</td>
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</tbody>
</table>
| **Photovoice**                | Pictures of people, places, or events that can be used to describe or tell a story about the community, such as:  
  - 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. |
| **Community audits**          | Documentation (e.g., checklists, inventories) of observations of people, places, equipment, maintenance, or aesthetics in the community environment, such as:  
  - 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. |
| **Health impact assessment**  | 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

<table>
<thead>
<tr>
<th>Which sexual behaviors can be impacted/changed?</th>
<th>What social determinants contribute to those behaviors</th>
<th>What Factors can you address with the Resources you have?</th>
<th>Resources/Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Unprotected sex</td>
<td>▪ Not talking to parents about sex/parents talking to youth about sex</td>
<td>▪ Not talking to parents about sex/parents talking to youth about sex</td>
<td>STAKEHOLDERS:</td>
</tr>
<tr>
<td>▪ Unprotected oral/vaginal/anal sex</td>
<td>▪ Lack of parental guidance</td>
<td>▪ Lack of parental guidance</td>
<td>▪ System of clinics</td>
</tr>
<tr>
<td>▪ Having sex under influence of drugs/alcohol</td>
<td>▪ Media</td>
<td>▪ Media</td>
<td>▪ School-based clinics to deliver EBPs</td>
</tr>
<tr>
<td>▪ Delaying sexual intercourse</td>
<td>▪ Substance abuse (really happening?)</td>
<td>▪ Substance abuse (really happening?)</td>
<td>▪ Focus groups</td>
</tr>
<tr>
<td>▪ Reducing multiple partners</td>
<td>▪ Peer Pressure- coping (with whom, how?)</td>
<td>▪ Peer Pressure- coping (with whom, how?)</td>
<td>▪ Youth Programs (WIC, OPP, YMCA, CWFP, DCF, Rec. Facilities)</td>
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<td></td>
<td>▪ Impacting having a partner that is 3+ years older (prevalent? Happening a lot?)</td>
<td>▪ Impacting having a partner that is 3+ years older (prevalent? Happening a lot?)</td>
<td>▪ Board of Education</td>
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<td>▪ Grow Hartford</td>
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<td>INFLUENCERS:</td>
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<td>▪ Faith community</td>
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<td></td>
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<td>▪ Media outlets</td>
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<td>▪ Coaches</td>
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<td>▪ H Foundation</td>
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<td></td>
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<td>▪ Bodega owners</td>
</tr>
</tbody>
</table>
## Stage 4-5: Developing An Initial Strategic Plan

<table>
<thead>
<tr>
<th>ACTION NEEDED</th>
<th>WHEN</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Groups with Youth and Adults</td>
<td>April/May</td>
<td>UCONN or ICR; Other community partners- is it possible to train community members to do this?</td>
</tr>
<tr>
<td>Engaging key influencers through a board or establish roles &amp; responsibilities</td>
<td>Year 3</td>
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<tr>
<td>Revise overall goal, Revise logic model, Revise workplan, Revise Budget</td>
<td>March- April 20</td>
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<tr>
<td>Develop workplan/actions to address determinants not directly required by CDC</td>
<td>Ongoing (in phases)</td>
<td>Subgroup?</td>
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<td>Next Meeting to Integrate JSI component</td>
<td>Doodle</td>
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<tr>
<td>Inputs</td>
<td>Activities</td>
<td>Outputs</td>
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<td>--------</td>
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<tr>
<td><strong>Existing Resources in our community</strong></td>
<td>Convene parent-child communication workshops about sex and contraception. Implement a CHWs/Promotoras program</td>
<td>30 workshops convened city-wide attended by 300 parents</td>
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<tr>
<td>• DHHS</td>
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<td>• PPSNE</td>
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<td>• HAP</td>
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<tr>
<td>• CBOs</td>
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<tr>
<td>• Community Centers</td>
<td></td>
<td></td>
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<tr>
<td>• Youth Serving Organizations</td>
<td></td>
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<tr>
<td>• System of clinics</td>
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<tr>
<td>• School-based clinics</td>
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<tr>
<td>• Board of Education</td>
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</table>
Reflecting on the day

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

Checking in on expectations...
Reflecting on the day

Checking in on expectations…

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