Considering Policy, System and Environmental Changes in Teenage Pregnancy Prevention Programs

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Welcome
Objectives

• Recognize where current evidence-based teenage pregnancy prevention programs intervene
• Identify gaps and differences among the levels of intervention
• Understand how policy, system and environmental (PSE) changes apply to programming
• Describe a case study example from the field
Current State of the Field

• OAH evidence-based programs:
  • 25 sexuality education programs
  • 5 youth development programs
  • 5 mentor/relationship programs
  • 2 clinic based programs

• Teenage pregnancy prevention programs are largely *individual focused*
Implications of individual interventions:

- Blaming the individual
- Resource-heavy interventions
- Focus on short-term outcomes

(McLeroy, Bibeau, Steckler & Glanz, 1988)
Framing Activity

Illustrate the impact of choosing different frames or points of view when defining a problem and seeking solutions

Encourage participants to try on different perspectives when diagnosing problematic system behaviors or when designing ideal systems
What Frame Do You See?

Ecological Levels of Intervention

- **Policy change**: law, ordinance, regulation or rule (formal and informal) created by governmental body, organization, or institution
  - Example: Foster care systems have a policy to send youth to youth-friendly health care provider during intake process for a wellness exam, which includes contraceptive counseling

- **Systems change**: procedures that impact a set of things—people, organizations, our bodies, policy etc..
  - Example: Clinic adopts “youth friendly” service model

- **Environmental change**: physical changes to physical environment
  - Example: Creating a clinic within a school district
Differences Between Levels of Intervention

• Individual-level change:
  • Focuses on individuals
  • Occurs at one point in time or during a specific time period
  • Focuses on short-term behavior change among individuals
  • Sustainability challenges

• PSE change:
  • Focuses on populations or groups of people
  • Persists overtime
  • Embedded within larger system and indirectly affects individual
Should PSE Approaches Replace Individual-Level Programs?
Link to “A Tale of Two Children: Two Children, Two Zip Codes, Two Outcomes. Time for Change.”
https://www.youtube.com/watch?v=9mA8dLQSsEE
Where Do I Start?

Community Mobilization/Advocacy

- Stakeholder Engagement

Example Sectors

- Community
  - Health councils
  - Coalitions
  - TPP programs
- Schools
  - School Health Advisory Council
  - Teachers
  - Administrators
  - Nurses
- Churches
  - Congregational health nurses
- Health Care
  - Providers
  - Administrators

Community Change

- Community capacity for teenage pregnancy prevention

Community Outcomes

- Policy, Systems, Environmental Change
- Behavioral and health outcomes

(Kegler et al., 2015)
Steps Towards PSE Change: Planning

1. **Engage stakeholders and identify the issue**
   - Identify different sectors (government, worksites, healthcare, churches, schools and individuals from the community) to collaborate

2. **Gather data and discuss what is influencing the rate of teenage pregnancy in your community or geographic area**
   - Map out the different influences using a logic model etc.

(Kegler et al., 2015)
3. As a group, identify points of intervention that are likely to have the most impact, but are also feasible given the resources available
   • Create an action plan and identify people to work on specific tasks
   • Identify other players needed

4. Identify funding options
   • Grants, contracts, fundraising etc.

5. Train project team members and build capacity

6. Begin discussing sustainability considerations

(Kegler et al., 2015)
Steps Towards PSE Change: Advocacy

• Conduct outreach or promotional activities to build support for your PSE change

• Engage the media to promote

• Draft and share policy proposals

• Contact decision makers

• Attend meetings and events to further promote PSE changes

(Kegler et al., 2015)
Things To Consider

• **Contextual factors**
  • Economic condition of communities
  • Political climate
  • Partner participation
  • Timeline and resources available

(Kegler et al., 2015)
Case Study

Policy

System

Environment
## School Setting

### Policy Change

- ABC School District Sexuality Education Resolution requires trained and qualified teachers deliver the sexuality education programs.

### Systems Change

- All teachers are rewarded for professional development in the area of skill development to promote adolescent health and teen pregnancy prevention.

### Environmental Change

- Small health clinic events are offered and students meet and interact with youth-friendly health serving professionals and healthcare providers available to interact with students.
Policy Change

• Policies are adopted to contraception, including LARC methods, more acceptable and accessible by young people.

Systems Change

• Develop a referral system to help young people access youth-friendly services to further promote healthy sexuality.

Environmental Change

• Onsite services enhances youth and community access to contraception and LARC methods.
Case Study Introduction

- Long-Acting Reversible contraception (LARC) Programs
  - American Congress of Obstetricians and Gynecologists
  - Colorado Family Planning Initiative
  - Contraceptive CHOICE Project
Case Study: Contraceptive CHOICE Project

Abstract

Objective: The objective was to compare three strategies in pregnancy prevention at the time of IUD insertion.

Study design: This was a secondary analysis of the Contraceptive CHOICE Project (CHOICE) in St. Louis Region by removing cost, education, and access barriers to highly effective contraception. CHOICE was a prospective cohort study of over 9,000 women 14–45 years of age who received tiered contraceptive counseling.
A Quick Look: Pathway to Choice

Accessible: http://www.choiceproject.wustl.edu/#CHOICE
LARC Programs

**Policy Change**

- Advocacy and Policy
- CMS: State Medicaid Payment Approaches to Improve Access to Long-Acting Reversible Contraception
- The 6|18 Initiative

**Systems Change**

- LARC Clinical Training Opportunities
  - LARC training opportunities focused on adolescents

**Environmental Change**

- Clinics offering services with same day appointments available
Summary

- Recognize how PSE change can each populations, uncover strategies and accelerate the adoption or implementation of effective programs.
- Identify ways to fill the gaps and differences utilizing a systems approach.
- Consider how policy, system and environmental (PSE) changes can apply to your adolescent health and teen pregnancy prevention programming.
- Use the case study to visualize PSE in a specific context.
Questions?
References


References

