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What about me?
Adolescent health curriculum

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The Women's Fund
for Health Education and Research

501(c)(3) non-profit

Houston-based for 30 years

Mission: To provide Houston area women and girls with the tools they need to be advocates for their health

- Adolescent health education program
- Women's health and advocacy program
- Women Connect community coalition

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Why tools?

- Models of Individual Health Behavior
 - Health Belief Model
 - Theory of reasoned action & Theory of planned behavior
 - Transtheoretical Model
- Prevention research
 - Knowledge-only program are ineffective at creating behavior changes
 - Program process is just as important as content
 - Interactive programs show largest effect

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Someone who is an advocate for their health:

- Gathers and evaluates information
- Draws on support network
- Seeks out and uses appropriate resources
- Makes informed decisions
- Speaks up for self and needs
- Practices prevention and healthy lifestyle
- Takes personal responsibility

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Centers for Disease Control Critical Adolescent Health Behaviors

- Nutrition
- Physical activity
- Injury & violence
- Tobacco use
- Alcohol & drug use
- Sexual risk behaviors

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2007 Texas Youth Risk Behavior Survey

- Behaviors that contribute to unintentional injuries and violence
 - 7.0% Rarely or never wore a seatbelt
 - 35.6% Rode with a driver who had been drinking alcohol
 - 18.8% Carried a weapon
 - 34.9% In a physical fight
 - 5.8% Did not go to school because the felt unsafe at school or on their way to school
 - 15.2% Seriously considered attempting suicide
 - 8.4% Attempted suicide

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2007 Texas Youth Risk Behavior Survey

- Tobacco use

- 55.6% Lifetime cigarette smoking
- 21.1% Current cigarette use
- 7.9% Current smokeless tobacco use
- Alcohol and other drug use
 - 78.2% Lifetime alcohol use
 - 48.3% Current alcohol use
 - 29.0% Episodic heavy drinking
 - 37.7% Lifetime marijuana use
 - 12.6% Lifetime cocaine use
 - 6.7% Lifetime methamphetamine use
 - 12.9% Lifetime inhalant use
 - 26.5% Offered, sold, or given an illegal drug by someone one school property

8 2007 Texas Youth Risk Behavior Survey

- Sexual Behaviors that contribute to unintended pregnancy and STDs
 - 52.9% Ever had sexual intercourse
 - 38.7% Currently sexually active
 - 17.1% Had sexual intercourse with four or more persons during their life
 - 43.6% Did not use a condom during last sexual intercourse
- Physical activity
 - 38.5% Watched television 3 or more hours per day
 - 59.5% Did not attend physical education classes daily
- Obesity and dietary behaviors
 - 15.9% Were obese
 - 82.6% Ate fruits and vegetables less than 5 times per day
 - 37.8% Drank a can, bottle, or glass of soda at least one time per day

9 What is resilience?

- The capability of individuals and systems to cope with significant adversity or stress in ways that are not only effective, but tend to result in an increased ability to constructively respond to future adversity.
- The process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress; "bouncing back" from difficult experiences.

10 Resilience

- Risk and protective factors
 - Risk factors – disabling, cultural, economic, or medical conditions that deny or minimize opportunities and resources for optimal human development
 - Protective factors – those qualities or situations that help alter or reverse expected negative outcomes.
 - Extrinsic – family, peers, school, community
 - Intrinsic – Empowerment, self-control, self-concept
- Resiliency is not a static state

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12 Promoting developmental strengths

1 Resiliency Factors
Self-Control

Empowerment
Self-concept

2 Developmental strengths

Restraint
Resistance skills
Safety
Planning & decision making
Self-efficacy
Self-esteem

13 *What about me?* curriculum

- 12 sessions, 90 minutes each
- Weekly homework
 - Part I - 5 lessons
 - Learning skills to build resilience
 - Part II - 7 lessons
 - Application of skills to six critical health behaviors

14 Part I – Building resilience

- Lesson 1 – Cognitive skills
- Lesson 2 – Emotional regulation and impulse control
- Lesson 3 – Communication and resistance skills
- Lesson 4 – Coping strategies
- Lesson 5 – Planning, decision making & problem solving

15 Reoccurring themes

- Practice of critical thinking and evaluation
- Emphasis on relationships and support networks
- Focus on strengths

16 Part II – Critical health behaviors

- Lesson 6 – Nutrition
- Lesson 7 – Physical activity
- Lesson 8 – Injury and violence
- Lesson 9 – Tobacco
- Lesson 10 – Alcohol and other drugs
- Lesson 11 – Sexual risk behaviors
- Lesson 12 – Review and close

17 Health behavior lessons

- First 30 minutes – Review of homework and that week’s health topic
- Final 60 minutes – Application of skills to health topic
 - Practice using cognitive, decision making, coping skills, etc. in relation to health behaviors

18 Example: Physical activity

- Homework
 - Review aerobic exercise, cardiovascular health, body composition, healthy weight loss, and recommendations for frequency and duration of physical activity
- Class
 - Review homework and physical activity basics
 - Cognitive skills
 - *Activating event: I didn't make the volleyball team.*
 - *Belief: I suck at sports.*
 - *Consequence: I am embarrassed and would rather stay at home than try to play sports with friends.*

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- Class cont'd
 - Planning and decision making
 - *Starting and maintaining an exercise plan*

– Problem solving

- *You have been jogging in the park after school for exercise, but now you've been asked you to watch your little sister every day after school until a parent gets home from work. By the time they get home it is too dark for you to go jogging in the park.*

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Skills & Strategies

- Cognitive skills
- Emotional regulation and impulse control
- Communication and resistance skills
- Coping strategies
- Planning, decision making & problem solving

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Health Behaviors

- Nutrition
- Physical activity
- Injury and violence
- Tobacco
- Alcohol and other drugs
- Sexual risk behaviors

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Also included in curriculum

- Optional use of peer leaders
- Optional course-long project
- Local community resources
- Online resources
- Parent consent forms

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Implementation logistics

- In classroom, special groups, or after-school
- The Women's Fund can provide trained facilitators
- School staff can be trained to use curriculum
 - Teachers, social workers/counselors, nurses, etc.
 - Notify The Women's Fund anytime a course is run
 - Additional support
 - Evaluation and feedback

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