

NWX-OS-OGC-RKVL (US)

**Moderator: Tish Hall
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1:00 pm CT**

Tish Hall: Thank you for joining us today. We'll be interviewing Dr. Loretta Jemmott as part of our developer interview series. The Office of Adolescent Health will be hosting a series of interviews of developers of those programs identified by the Department of Health and Human Services.

Teen Pregnancy and Prevention evidence review as shown to have effectiveness in reducing teen pregnancy, sexually transmitted infections or sexual risk behaviors. The goals of these interviews is to ask developers some of the most frequently ask questions by OAH grantees.

The Webinar series was developed as a technical assistance product for use with OAH grantee programs to provide additional guidance on selecting, planning and implementing an evidence-based program for teen pregnancy prevention.

This Webinar should not be used on its own but as a complement to various other resources available online. Additional resources are identified later in this PowerPoint presentation.

Inclusion on the HHS, TPP evidence review does not imply endorsement from OAH. Program selection is up to the grantees. Today we have the honor of introducing and interviewing Dr. Loretta Jemmott.

She is one of the nation's foremost researchers in the field of HIV Aids, STD and pregnancy prevention having the most consistent track record of evidence based of sexual risk reduction interventions.

As an expert in health promotion research she has lead the nation in understanding the psychological determinate for reducing risk related behaviors. Her premier contribution is the development of knowledge on how to best facilitate and promote positive changes in health behaviors.

Her research is devoted to designing and evaluating theory driven, culturally competent, sexual risk reduction behavior interventions with various populations across the globe. Welcome today Dr. Jemmott. How are you?

Loretta Jemmott: I am great. Thank you for having this wonderful program you're trying to do here.

Tish Hall: Thank you. We want to start off by talking about Be Proud, Be Responsible. Could you give us a description of the program, its goals and core components and how maybe the program is being delivered?

Loretta Jemmott: Yes. Be Proud, Be Responsible was the first evidenced based program that we had long time ago. The study was done a while ago but it was such an important piece.

And the goals of making - the goals of Be Proud, Be Responsible is to help young people to change behaviors that place them at risk for HIV, STD and pregnancy, they reduce unprotected sex and increase condom use.

We want them to delay initiation of sex but bolster some positive attitudes towards using condom, build self-efficacy and confidence to use condoms. And their skills to practice condom use.

And the negotiation with refusal and problem solving skills but to do this you also have to build their knowledge and the perceived risk on HIV, STD and pregnancy but most importantly we want them to build their sense of pride and responsibility for choosing responsible safer sex behaviors.

The program was done in small group settings. It's interactive with games, activities, and role plays. Practice in feedback. We use DVDs and videos that are appropriate. All the materials are included and it's an exciting kind of way to teach young people.

It's upbeat, interactive, out of their chair, lots of fun, lots of facilitation, no didactic stuff. Lots of good old fun ways of teaching information.

Tish Hall: Great. Sounds fun. Are there any evaluation results that you'd like to share with us today?

Loretta Jemmott: Yes, we did the study and did a randomized control trial with - we did it with only male students. So African American male students, about 157 male were randomly assigned to either the HIV, STD or teen pregnancy prevention curriculum.

Or the control group on career opportunities because dropout, truancy and unemployment was high in the African American male population when we were doing the study and still is today. So we did this and the guys came to the program on a given Saturday. One day.

They took the pretest measures. We randomly assigned them to either one of those programs. After they finished their pretest they went their rooms to do the curriculum for five hours with lunch in the middle. And then they went home afterwards.

So at the end of their five hour day they took posttests and then they came back three months later for follow up. And we had a 96% return rate three months later which was excellent.

And this study we found that compared to the control group we found less risky sexual behavior, fewer number of partners, reduced sexual intercourse frequency, fewer days of them not using a condom, less likely to report engaging in heterosexual anal sex.

And most importantly they had still a belief that practicing abstinence would prevent HIV and STD and had better attitudes towards the practice safe sex.

Tish Hall: Thanks.

Loretta Jemmott: This study was done with males but it also now has been looked at other ways and I'll tell you more when you ask me my next set of questions.

Tish Hall: I was just about to ask you, what was the target population, what's the intended population and what was the evaluated population?

Loretta Jemmott: The target - the population that was in the study were African American male adolescents 11 to 14 but really what we've done now is done it all over the country with boys and girls, multi-ethnic racial groups, middle school, high school, all has been excellent.

It's evaluated with young 11 to 14 in the urban areas and the main study like I said but multi-ethnic racial groups 11 to 18 have been using it. But you don't want to put the 11 and 18 together. Maybe the 11 to 14 in one group and 15 to 18 somewhere else but you don't want to mix them up.

But it works regardless of gender and race and the exciting think about like with this study here is that when we did Make it Be Proud, Be Responsible, we replicated it again with about 500 teenagers again in urban schools, boys and girls, middle school young people.

And we wanted to see whether it would work regardless of the race of the facilitator and the composition of the class. So we randomly assigned these 600 young people to Be Proud, Be Responsible.

Or our control group or (unintelligible) because we also randomly assigned them to an all boy group, an all-girl group, or a mix gender group to see whether group composition mattered.

And we also randomly assigned them to a white facilitator, a black facilitator, a male facilitator or a female facilitator to see if facilitator characteristics of gender and race mattered.

And with all these young people three, six and 12 months post intervention to say the intervention was still effective doing the same outcomes that I just reported before.

But the most exciting thing was that it worked regardless of whether they were in an all boy group, an all-girl group or a mixed gender group. Regardless of whether they had a male facilitator, a female facilitator, black facilitator, or white facilitator.

The curriculum will continue to be effective. And that was the most exciting because as we roll up these programs we want to know that gender and race and group composition doesn't matter when we do stuff in the real world settings. So that was an exciting study to share that with you.

Tish Hall: Okay. Great. Thank you for sharing those results. Also the program was evaluated in a particular setting. But could you talk about what setting the program is actually was evaluated in and those other settings where the program can be - I mean implemented?

Loretta Jemmott: We did our program on a Saturday but we included the young people from the neighboring schools and community agencies to come to a given Saturday. And we had a great show up of 157 young people come out on give Saturday based on that kind of methodology recruit with.

But people have used this program in different settings. They use it in schools settings, in classroom based programs. They use it after school. They use it with community based organizations. Groups homes. Health clinics. You know, some they use in foster care use.

It's been an exciting opportunity to see how this program has been used all over the place.

Tish Hall: Great. Thank you for sharing that information as well. Another thing we want to encourage is to talk about the potential adaptations or successful adaptations.

Just a caveat TPP grantees or OAH grantees must obtain prior approval from OAH for any adaptations being made and we also will consult with the developer before adaptations are approved.

But while this is a caveat can you please talk about some of the examples of minor adaptations that are allowed with Be Proud, Be Responsible.

Loretta Jemmott: Well some of the minor adaptations are the implementation timeframe because it's written down to have the modules delivered in a certain kind of way. But we did it all in one day.

So what we can do is now people can do one module a day and stretch it out, two modules a day and stretch it so it depends. So we give people opportunity to implement it in any kind of timeframe they want. The same way with the number of group size members.

They can use it in large group settings more than eight participants too, so they can see that group size can be adapted. Facilitators were African American facilitators in trial.

But facilitators don't have to be African American in the real world we showed you that it works regardless of gender and race of the facilitators. Language is English only right now so we haven't done any of that with the language issue but cultural levels have been adapted.

People have changed the names of the characters in the video to make it really more relevant to their population as well as change the videos as long as they keep everything, all the core elements intact and integrity is maintained.

Some of the new settings that are using it in communities, agencies that are popular with LGBT youth use that people are asking about doing that with. And they can. And youths with disabilities programs. So they can still use it with that population too.

Tish Hall: Okay. So thank you for sharing that as well. So one of the other key components that is necessary for successful implementation is staffing. Are there certain staff qualifications that are necessary or highly recommended and also could you provide and describe training opportunities that are there?

Loretta Jemmott: Well staffing is important. The number of staffing depends on what your budget allows you for and so you staff more than one, you have a support staff.

But the experience of a facilitator and you've got to be a professional background is how you recommend is like a nurse, a teacher, a health educator, social worker or a counselor can do these.

We've peer educators, too but we saw that peers are good if you use peers. Our peers with the study were 16, peers were 16 and the young people were 11, 12 or 13 because that worked out well for us.

Requirements, they need to have formal training on the curriculum, experience working with multi-racial youth in various background and ages, experience in group facilitation, comfortable discussing sexual health issues with teens.

And be able to relate to them, their life circumstances, believe in them and they'll be resilient. Now the training is important. We say training is

important. There's different types of training. There's a facilitator training model that is a two day training model.

And that's when the person is really going to be trained to be the front line person to go out and do the program. And that a two day and that's a good training procedure.

But there's another one called the train the trainer model where it's a three to four day model depending on the organizational needs and the costs vary. This where you're going to train somebody to go other people in Be Proud, Be Responsible.

Cost is average of group size and needs and this training can be available at your site, at another site near Philadelphia where I'm at University of Pennsylvania or any of our partner agencies here. I have the Select Media.

I have the Healthy Teen Network, JSI, ETR, Teenwise Minnesota can do some of the training, too.

Tish Hall: Thank you for providing that information. So I'm sure that with all the success in the program there have been challenges with implementation. Could you talk about some challenges and also provide some strategies for implementing the program?

Loretta Jemmott: Over the years, because Be Proud was our first one we really had a lot of the challenges here and we really learned how best to work around these challenges and build partnership to do this.

But the same thing that continues to emerge is the attitude of the school administrators, teachers and parents about condom demonstration in the school system. And so we've had lots of conversations.

We met with the board and principals and parents to discuss these issues and try to figure out ways to resolve them. Some of them say just take that module out.

And I say we take that module out then a key component is going, you know, be a problem so we had to deal with some of their issues and feelings about that. If we take it out then we're missing a real core element of the program and it's not going to be effective.

So we deal with the school size, classroom sizes, limited timeframe and student absenteeism was always an issue. But like the classes might be too large to implement it. The time limit when the bell rings and the class is not an hour to 35 minutes to a half an hour. And the students are absent.

They're not there all the time. So those are some of the common challenges when you're doing a program in school. You've got to be flexible. They've got to say ways of doing it. You may want to talk about after school programs or off campus school programs of other youth serving agencies.

You might want to wrap up your partners so you work with your agency to figure out how to do this. And some people have offered incentives to get young people to participate.

Tish Hall: Great. That's another great piece of feedback for grantees to hear. So with that in mind are there any planned or recent revisions to Be Proud, Be Responsible.

Loretta Jemmott: Yes, Be Proud, Be Responsible is being edited now before we get it back out soon so we're looking at some of the issues in Be Proud that need to be moved around and we're working on that now.

And but the Be Proud, Be Responsible the in school version is really nice because it give the program to be exactly to be implemented in classroom sizes with the right amount of time that's allocated for the class.

So that's out now. And then we have further information about facilitator's manuals or extra media like training materials, information about training you get through the Jemmott Innovations Group.

Tish Hall: Okay. Thank you again for sharing that. So this next slide - excuse me. This next slide is where you can find additional resources on Be Proud, Be Responsible.

We hope that these resources in conjunction with today's Webinar will provide a comprehensive understanding of the evidenced based teen pregnancy prevention program.

And will assist you in making not only an informed decision on which evidenced based program to select for your community but how to best prepare for implementation for this program. Dr. Jemmott do you have any final words?

Loretta Jemmott: Yes. Be Proud, Be Responsible is one of the best programs out. It's really been around the longest. And young people, I had to go around the country over the last five years and with trainers as well as young people in the schools and community agencies.

You get to see them light up when they're talking about Be Proud, Be Responsible and implementing the program in their facility which is exciting to me. So if you're looking for a program that young people like.

It's upbeat. It's interactive. They're out of their chairs and they're having a lot of fun while their learning and still are being put, this is it. You're going to enjoy Be Proud, Be Responsible.

Tish Hall: Well thank you Dr. Jemmott for sharing this information and taking the time today to put the information together to present to our grantees. I know that they will find this information helpful and again I just thank you for sharing this information today.

Loretta Jemmott: You've got it. Thank you so much for having me. I appreciate you calling.