

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

## Key Considerations for Addressing Sexual Health in Schools

## Leigh E. Szucs, PhD, CHES (she/her)

Health Scientist, Division of Adolescent and School Health (DASH) Centers for Disease Control and Prevention (CDC)

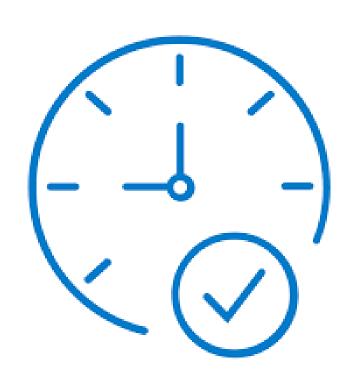
North Dakota Department of Health, Lunch-n-Learn Series July 27, 2022



## Today's agenda



- Overview of CDC's Division of Adolescent and School Health (DASH)
- Considerations for addressing sexual health education in schools
- CDC tools and resources: Sexual health
- Q&A



## **Learning objectives**



- Describe how sexual health education can promote adolescent's knowledge and skills needed to practice, adopt, and maintain healthy behaviors.
- 2. Identify key sexual and reproductive health topics and skills to be addressed through school-based sexual health education.
- 3. Describe at least 3 CDC tools and resources to support delivering of school-based sexual health education.



# Overview of CDC's Division of Adolescent and School Health (DASH)

## CDC strives to help youth be healthy and successful



We envision a future where all youth in the U.S. will be equipped with the knowledge, skills, and resources for a healthy adolescence and adulthood.



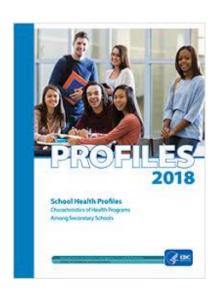


## **DASH** surveillance systems



 Conduct school-based surveillance on youth risk behaviors and school health policies and practices.







## Youth Risk Behavior Surveillance System (YRBS)



### 2019 YRBS Results and Data Available Now

#### 2019 YRBSS Results



View 2019 YRBS national, state, and local school district results.

#### 2019 YRBSS Data



Access 2019 YRBS national, state and local school district data.

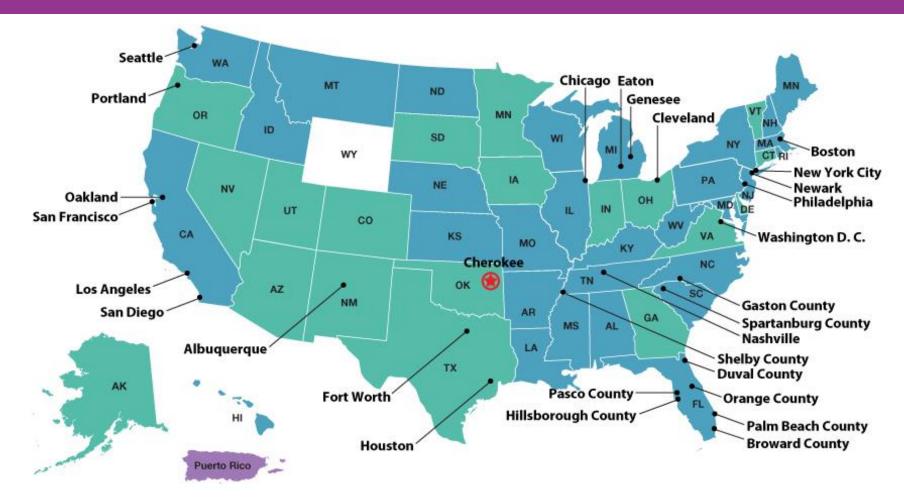
### YRBS Explorer



Explore 2019 YRBS national, state, and local school district data via tables and graphs.

### Who DASH funds





- State Education Agencies
  State Health Agencies
- Territorial Education Agency
- Tribal Nation
- Local Education Agencies

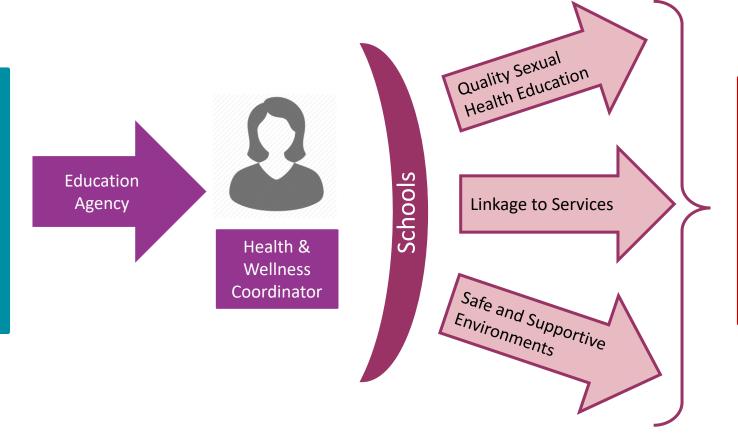
## Division of Adolescent and School Health program model



Funding for a staff person and activities

**NGO** support

DASH technical assistance infrastructure



Adolescent Outcomes

Sexual Risk
Substance Misuse
Mental Health & Suicide
Violence Victimization

## Framing: What is sexual health education?



- A critical component of comprehensive and sequential health education
- Targeted, individual-level intervention strategy
- Helps students acquire functional health knowledge, strengthen attitudes and beliefs, and practice skills needed to adopt and maintain healthy behaviors
- Most often organized in a curriculum framework delivered through required and elective coursework in schools

#### **Healthy Behavior Outcomes (HBO)**

A pre-K-12 sexual health curriculum should enable students to...

- HBO 1. Recognize developmental changes experienced by self and others during childhood and adolescence.
- HBO 2. Establish and maintain healthy relationships.
- HBO 3. Treat all people with dignity and respect with regard to their gender identity and sexual orientation.
- HBO 4. Give and receive consent in all situations.
- **HBO 5.** Be sexually abstinent.
- HBO 6. Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.
- HBO 7. Engage in behaviors that prevent or reduce unintended pregnancy.
- HBO 8. Support others to avoid or reduce sexual risk behaviors.
- HBO 9. Avoid pressuring others to engage in sexual behaviors.
- HBO 10. Use appropriate health services to promote sexual and reproductive health.

Key considerations for addressing adolescent sexual health

## Before you begin...





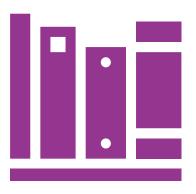
What does data tell us about adolescent sexual health and risk behaviors?



What are the state/local priorities and needs of the school? Youth?



Know the audience (aka school district and schools)



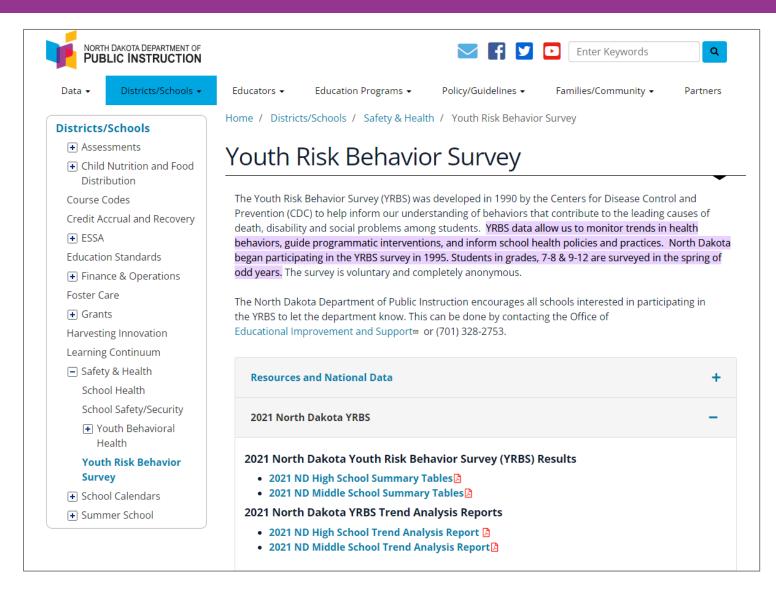
What evidenceinformed resources or practices can help?

### Data: Adolescent sexual behaviors



 Clarify sexual health priorities by using local, state, and national health data on youth sexual behaviors, including STI/HIV or pregnancy rates and sexual risk-taking behaviors

School-level data collection(s)



## **Data: Adolescent sexual behaviors**

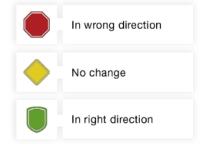


#### 2021 YOUTH RISK BEHAVIOR SURVEY RESULTS

#### North Dakota High School Survey Trend Analysis Report

	Health Risk Behavior and Percentages												Linear Change	Quadratic Change <sup>*</sup>	Change from 2019-2021			
1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	-		
QN57:	Percer	ntage of	student	ts who e	ever had	sexual	interco	urse			•							
					42.0	42.8	41.2	42.6	44.6	44.8	44.9	38.9	36.6	38.3	36.6	Decreased, 2001-2021	No change, 2001-2011 Decreased, 2011-2021	No chang
						rrently s	exually	active	(had se	xual inte	ercourse	with at	t least o	ne perso	n,			
			student efore th			rrently s	exually	active	(had se	xual int	ercourse			-				
						rrently s	exually	active	(had se	xual into	ercourse	29.7		-		No linear change	Not available§	No chang
during QN61:	Percer	nonths b	efore th	ts who	y)		-						27.0	29.6	28.2	No linear change	Not available <sup>§</sup>	No chang
during QN61:	Percer	nonths b	efore the	ts who	y)		-					29.7	27.0 mong str	29.6	28.2	No linear change	Not available <sup>§</sup> Not available	No chang
QN61: QN62:	Percei	nonths b	student	ts who o	ry) drank al	cohol o	r used d	rugs be	fore las	t sexual	interco	29.7 urse (an	27.0 mong stu 20.7	29.6 udents v	28.2 vho			

#### LEGEND









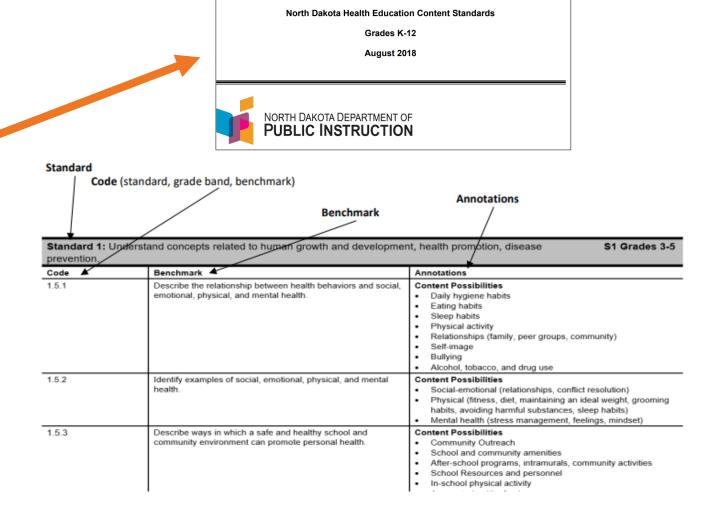




## Identify state/local priorities and needs



- North Dakota Century Code
   Title 15.1-21-24
- State learning and education standards frameworks (2018)
- District-level scope and sequence (S&S) → sexual health behavior outcomes (HBOs)
- Available sexual health curricula, unit/lesson plans



## **Know your audience: 3 fundamental truths**



- 1. Schools are busy places; plan your involvement carefully
- 2. Decision-making is, more often than not, a complex process:
  - Multiple layers of review diffused and variable
  - Don't assume people have decision-making authority
- 3. Perceptions, priorities, and roles differ between schools and the community/public health



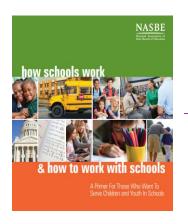


## Guiding principles for working with schools



- Remember, education's primary goal is to educate students
- Concerns about safety can affect access to some schools
- Schools are busy places; your involvement with them must be planned
  - School personnel have multiple priorities and responsibilities

- Needs of schools differ from district to district and school to school
- Education leaders recognize they need partnerships



#### **Great resource!**

National Association of State Boards of Education (2014).

https://nasbe.nyc3.digitaloc eanspaces.com/2020/01/Ho w-Schools-Work-2014.pdf

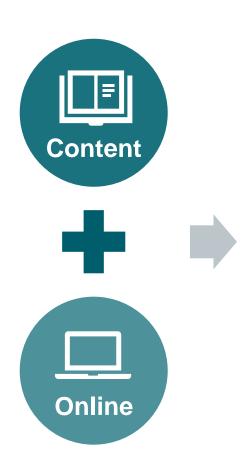
## CDC tools and resources

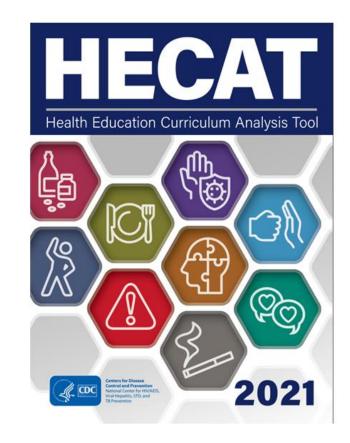
## Health Education Curriculum Analysis Tool (HECAT)



## CDC's primary evidence-informed tool for advancing health education through schools

- Conduct clear, complete and consistent analyses of health education curricula
- Gives analysis results that school and community leaders can use to:
  - Select a commercially-packaged curricula
  - Revise or adapt existing curricula
  - Develop new curricula
- Aligned with <u>National Health Education Standards</u> and CDC's <u>Characteristics of Effective Health</u> Education Curriculum







## **HECAT:** sexual health module





Grade Spans: PreK-2; 3-5; 6-8; and 9-12



## Health-enhancing skills to promote sexual health



#### **Analyze Influences**

Analyze Influences focuses on identifying and understanding the diverse internal and external factors that affect health practices and behaviors.



#### Access Valid & Reliable Resources

Access Valid & Reliable Resources prepares students to be able to critically evaluate the health information around them, whether that is from research articles, advertisements, people, and other print materials.



#### Interpersonal Communication

Interpersonal Communication guides students to better understand, practice, and reflect on their interactions with others, developing effective speaking and listening strategies, boundary setting/refusal skills, conflict resolution skills, and collaboration skills.



#### **Decision-Making**

Decision-Making provides students with a process to approach decisions related to their health that require more thought and intention.



#### **Goal-Setting**

Goal-Setting empowers students to strive for self-improvement by creating short and long term goals that have clear plans to help with follow through.



#### Self-Management

Self-Management helps students identify the areas in their life where they must take personal responsibility and develop the necessary health practices to maintain and improve their health.



#### Advocacy for Self & Others

Advocacy for Self & Others helps students build the capacity to promote their healthy behaviors and to encourage their peers to develop and maintain their own healthy behaviors.

## Characteristics of an Effective Health Education Curriculum



#### **Box 1** | Characteristics of an Effective Health Education Curriculum

- 1. Focuses on clear health goals and related behavioral outcomes.
- 2. Is research-based and theory-driven.
- 3. Addresses individual values, attitudes, and beliefs.
- 4. Addresses individual and group norms that support health-enhancing behaviors.
- 5. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
- 6. Addresses social pressures and influences.
- 7. Builds personal competence, social competence, and self-efficacy by addressing skills.
- 8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
- 9. Uses strategies designed to personalize information and engage students.
- 10. Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials.
- 11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
- 12. Provides adequate time for instruction and learning.
- 13. Provides opportunities to reinforce skills and positive health behaviors.
- 14. Provides opportunities to make positive connections with influential others.
- 15. Includes teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.

SOURCE: Centers for Disease Control and Prevention. 2020. *Characteristics of an Effective Health Education Curriculum*. Available at: https://www.cdc.gov/healthyschools/sher/characteristics/index.htm (accessed June 19, 2020.)

https://www.youtube.com/watch? v=TEAfO6op3mA

https://www.cdc.gov/healthyschoo ls/sher/characteristics/index.htm

## "What Works in Schools" resources



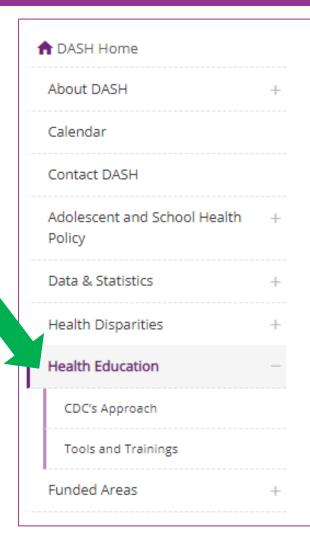
## Adolescent Health: What Works In Schools **SEXUAL** HEALTH **EDUCATION** SEXUAL What is sexual health education HEALTH **SERVICES** SUPPORTIVE **ENVIRONMENTS**

cdc.gov/healthyyouth/whatworks



## CDC health education webpages





#### Health Education in Schools

School-based health education helps adolescents acquire functional health knowledge, and strengthens attitudes, beliefs, and practice skills needed to adopt and maintain healthy behaviors throughout their lives.

Schools can play a critical role in reducing adolescent health risks through the delivery of effective health education.<sup>1-3</sup>

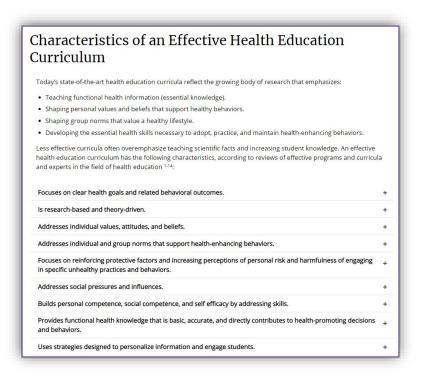
The specific content and skills addressed in health education, including sexual health and other related topic areas (e.g., violence prevention, mental and emotional health, food and nutrition), are commonly organized into a course of study or program and often summarized in a curriculum framework.



#### Health education curriculum should include:

- A set of intended learning outcomes or objectives that directly relate to students' acquisition of health-related knowledge, attitudes, and skills.
- A planned progression of developmentally appropriate lessons or learning experiences that lead to achieving health objectives.

## Resources for sexual health education in schools

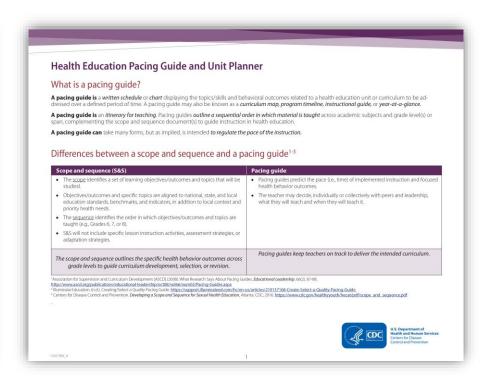


Characteristics of Effective Health

Education



Developing a Scope and
Sequence for Health Education



Health Education Pacing Guide and Unit Planner

CDC Health Education Tools and Resources: https://www.cdc.gov/healthyyouth/health-education/tool-training.htm

## Health education webpage: Tools and training



#### **Education Tools and Resources**



#### Characteristics of Effective Health Education

This resource highlights 15 characteristics of effective health education curriculum based on a growing body of research and evaluation.



Sexual Health Education Scope and Sequence Processing Guide ☐ [PDF - 418 KB]

This tool helps local education agencies and youth-serving entities reflect on scope and sequence development and implementation, and plan for future revisions.



Health Education Pacing Guide and Unit Planner [PDF - 283 KB]

This tool provides templates and considerations for schools to use when creating a pacing guide or unit plan for health education.



#### Skills-based Health Education Models [건

These skill guides from RMC Health provide information for educators on how to teach the 7 key health skills aligned with the National Health Education Standards.



Sexual Health Education Scope and Sequence Checklist [PDF - 317 KB]

This tool assists individuals or groups in reviewing their existing sexual health education scope and sequence for core characteristics end elements.



## Health Education Teacher Coaching Form P [PDF - 357 KB]

This sample coaching form helps facilitate coaching and mentoring of health education teachers to build instructional practices associated with effective health education.

## **Tools**

- 1) SHE Scope and Sequence Processing Guide
- 2) SHE Scope and Sequence Checklist
- 3) Health Education Pacing Guide and Unit Planner
- 4) Health Education Teacher Coaching Form

#### Adolescent and School Health

















Data and Statistics

Publications and Other

Helping school develop effective health education programs



About DASH



Adolescent and School Health Policy

#### What's New

- UPDATED COVID-19 Guidance for School Settings
- Back to School
- Classroom Management
- Health Education Curriculum Analysis Tool (HECAT)

#### Youth & Risk Behaviors

Resources



Disparities

Health Services for Teens

#### School Health Programs



Adolescent Health: What Works In Schools

For Funding Recipients

#### Follow DASH





DASH Strategic Plan Through 2025 Download the DASH strategic plan and related materials

**CDC DASH** 

Website



**Question & Answer** 

## Thank you! For more information...



- Email: <u>lszucs@cdc.gov</u>
- Web: www.cdc.gov/healthyyouth
- Twitter: @CDC\_DASH
- E-mail: nccddashinfo@cdc.gov
- Telephone: 1-800-CDC-INFO (1-800-232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the U.S Centers for Disease Control and Prevention.

