



Conducting a Problem Analysis

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Objectives of this presentation

- Review the reasons for and benefits of conducting a problem analysis (PA)
- Describe the steps for conducting a PA with your stakeholder group
- Articulate the components of a PA diagram
- Describe how the PA process reflects the social determinants of health
- Identify causal pathways and intervention points
- Understand how a sample PA diagram can be used and adapted to reflect your local context



Scenario

- As the local MCAH Director, you have reviewed your needs assessment indicator data, shared key data with your stakeholders and together have identified 5 priority areas
- What other information is needed to understand a particular problem?
- What process can be used to promote group understanding and consensus on causes and possible interventions
- What further information is needed to make decisions about where to direct resources?
- What programs would be effective in addressing this problem?



Conducting a Problem Analysis

- PA is a process for diagramming a health issue that incorporates social determinants and life course concepts
- It uses a socio-ecological framework
- Chapter III in the FHOP Planning Guide provides a narrative for using this process
- Sample PA diagrams for looking at the most frequently identified MCAH problems in LHJs are posted on state's website (**NEED NEW LINK**)



Why do a Problem Analysis?

- To identify effective intervention strategies, need to understand complex array of underlying factors that can impact health outcomes and how factors relate to one another
- To assure a rational allocation of resources
- To assist in targeting limited resources to those factors that play the biggest role in causing the problem and/or factors we can impact
- To mitigate the risk of allocating resources based on political pressure



Why do a Problem Analysis? (con.t)

- Using a multilevel socio-ecological framework ensures that upstream factors are included
- Relating upstream precursors to downstream outcomes forces us to explore the pathways by which upstream factors operate in a specific situation
- Assists in identification of short, intermediate and longer term objectives



Steps in a Problem Analysis

1. Examine epidemiologic data
2. Examine literature and consult experts (*if possible and as needed*)
3. Determine extent to which these factors are active in the community



Steps in a Problem Analysis

4. Determine relative contribution of each identified factor
5. Identify the interrelationships among factors – causal pathways
6. Determine the most effective points in the causal pathways for intervention



Step 1: Review Epidemiology of the Problem

- How does the rate compare to a standard? (i.e. Healthy People 2020)
- Is the problem increasing or decreasing?
- Is a particular group more affected than other groups and why?
- When does the disease / problem occur?
- What causes the problem?



Step 2: Review Literature and Consult Experts *(as needed)*

- To identify causal or risk factors:
 - Search the Web
 - Conduct a literature search or locate one done by reliable source (check FHOP's [website](#))
 - Invite experts to participate
- For the Needs Assessment, state MCAH program reviewed the literature and consulted experts to identify causal or risk factors included in the sample PAs



A Generic Framework for Health Problem Analysis

Social/Economic/Policy Level

SES Safety Education
Culture Environment Health Care Policies Economy

Family/Community/Institutions Level

Family/Household School/Workplace
Community Health Care/Providers

Individual Level

Genetic/Biological Psychological Factors Health Status/
Medical Conditions
Cognitive Factors Health Behaviors

Identified Problem/Target Outcome(s)



Definitions: Precursors

Factors that have been proven to be associated with the problem

- Causal factor
- Risk factor
- Systems barriers
- Protective factors



Individual Level - Primary Precursors

Definition:

Factors that operate on the level of the individual (or for a child it could be the parent) that directly cause the outcome in question (cause/effect should be supported by peer reviewed studies)

OR

Factors that increase the risk of an individual's likelihood of having the outcome of concern
(documented risk)



Primary Precursors: Examples for Lack of early Prenatal Care

- Pregnant woman with previous uncomplicated pregnancies doesn't see the value of early prenatal care
- Pregnant woman is using drugs or alcohol/fear of prosecution or losing custody of child
- Pregnant woman is homeless



Family/Local Community/ Institutional Level Precursors – Secondary Precursors

Definition:

Factors that operate at the level of the family or local community or institution(s) that increase an individual's risk of developing a direct precursor

May include local institutions such as health provider's characteristics that are often, but not always, associated with the problem or its determinants



Secondary Precursor / Risk Factor: Examples of Lack of early Prenatal Care

- Lack of transportation
- Lack of local prenatal care providers accepting Medi-Cal
- Complicated forms for enrolling in insurance



Social/Economic/Policy Level Precursors

Definition:

Factors that are operational at the state or national level such as cultural, health, social, legal or economic policies



Social / Economic / Policy - Level Precursor: Examples of Lack of early entry into Prenatal Care

- Immigration laws and/or Medi-Cal regulations that deny many services to the undocumented
- Fear of being deported, declared a 'public charge'
- Low Medi-Cal reimbursement rates for providers
- Poverty
- Racism



Systems Barriers and Protective Factors

Definitions

Systems Barriers

Attributes of health and other related systems that are associated with a negative outcome (i.e. lack of coordination of social and/or medical services for the poor)

Protective Factors

Attributes of family, culture, social systems or the environments associated with a positive outcome (i.e. active and strong community/family networks and safe places for exercise and recreation)



Consequences

Definition:

The effects of the problem on individuals, families and society.

Can include financial, physical and psychological effects on the individual, the family or the community



Consequences: Example of Lack of early Prenatal Care

- Delays timely diagnosis and management of maternal and fetal problems resulting in higher maternal and infant morbidity and mortality
- Potential for delays in child development



Social/Economic/Policy Level

Racial and social discrimination

High Unemployment

Inadequate subsidized health Insurance for the poor

Poverty

Low Medi-Cal reimbursement rates

Limited availability of health services

Family/Community/Institutional Level

Lack of affordable services

Family lacks health Insurance

Lack of local providers accepting Medi-Cal

Family has limited income

Language/Cultural barriers

Lack of transportation

Individual Level

Lack of knowledge

Lack of transportation

Client doesn't know she is pregnant

Homelessness

Target Outcome(s):

Prenatal care



Step 3: Determine Whether Identified Factors are Relevant

- Consult with state or local experts (*if needed and available*)
- Identify studies or results of surveys of the target community
- Consult with stakeholders and other local agencies or institutions



Step 4: Determine the Contribution of Identified Factors

- Epidemiologists/data analysts use a variety of statistical tests to determine the magnitude of impact of a particular risk/causal factor on prevalence of a negative health outcome, e.g. what proportion of your LBW can be attributed to smoking vs. proportion attributed to untreated chronic infection or lack of prenatal care
- 1) review related health indicator data to determine prevalence of causal or risk factor in the population, e.g. for LBW look at % women who smoke, get STIs, use alcohol and drugs



4. Determine the Contribution of Identified Factors (cont.)

- 2) discover from available data or experts what % of women with particular risk factors are likely to have a low birthweight infant
- 3) estimate how many low birthweight births are the result of exposure to the particular risk factor
- From this, you can determine which of the risk factors is causing the greatest proportion of LBW births in your community and target that factor in your interventions.



What information do I need to know be able to identify a causal pathway?

- Which populations are most at risk?
- Which risk or causal factors are most strongly associated with the identified problem?
- Which factor(s) contributes most to the size of this problem?
- Which point of intervention will have the greatest potential for improving an outcome?

Additional FHOP Resources

- Online Trainings on data analysis and statistics, including statistical methods (i.e. risk analysis) for determining contributions of identified factors
- Data Templates for calculating rates, confidences, trends and risk statistics
- <http://fhop.ucsf.edu>



Using the Sample Problem Analysis Diagrams on State's website

- 22 expert-informed sample problem analysis diagrams organized by MCAH goals
- **(NEED NEW LINK)**
- Diagrams have menus of precursors and can be used as a starting point for creating a diagram that reflects local situation



Exercise 1

- Modifying a sample problem analysis diagram from state website to reflect local situation in Daisy County, CA



Social/Economic/Policy Level**Social issues**

Racial and social discrimination
Poverty
Cultural practices

Economic Issues

High unemployment due to federal policies
Lack of workplace regulations for pregnant women

Environmental Factors

Lack of regulation of toxins harmful to pregnant women

Health care

High cost/ unaffordable insurance
Lack of public health education programs on prematurity prevention/recognition of premature labor symptoms
Limited availability of health services

Education

Poor education for low income residents in public schools

Family/Community/Institutional Level**Community**

Unaffordable housing
Lack of jobs
Transportation problems
High poverty rate
Environmental toxins
Unavailable healthy foods
Single mother norm

Health care system

Lack of adequate health insurance
Limited access to health/dental care
Lack of affordable family planning
Lack of culturally-sensitive services
Lack of prevention educational materials and counseling on symptoms of premature labor
Early elective deliveries <39 weeks

Maternal behaviors

Tobacco use
Alcohol/substance abuse
Poor nutrition
Untreated maternal infections
Sexually transmitted diseases
Multiple abortions

Maternal characteristics

Stress/ mental health issues
Chronic medical conditions: e.g. diabetes hypertension
Lack of knowledge about symptoms of preterm labor/preterm labor risks
Lack of social support
Teen mother
Previous premature birth
Lack of prenatal care
African American ancestry
Short inter-pregnancy interval

Individual Level

Genetic/ congenital abnormalities

Exposure to cigarette smoke, alcohol or illicit drugs in utero

Uterine factors

Uterine trauma secondary to intentional/unintentional injury
Cervical or uterine anomaly
Abruptio placenta/placenta previa
Chorioamnionitis

Multiple pregnancies

Exposure to high cortisol levels in utero

Environmental toxins

Target Outcome(s):

Premature Births; preconception health; maternal health and mental wellness; provider and public education

Consequences:

Cerebral Palsy; Intellectual Disabilities; Visual Problems: Hearing Loss, Respiratory Problems (acute and chronic); Feeding and Digestive problems, High cost for care over lifetime



Social/Economic/Policy Level

Family/Community/Institutional Level

Individual Level

Target Outcome(s):

Premature Births



Step 5: Identify Causal Pathways

Process: Review your data, consult experts/consult stakeholders/search on-line sources to determine the association between causes and risks and negative health outcomes

- Determine how identified causal and risk factors interact with each other to either increase chances of a negative outcome or promote a positive one
- Determine the sequence of events/behaviors that lead to the negative outcome



Process for Working with Stakeholder Group on Causal Pathways

Options

- Ask each member to quietly review the diagram and using her/his knowledge and experience propose one pathway. Then have people share.

Or

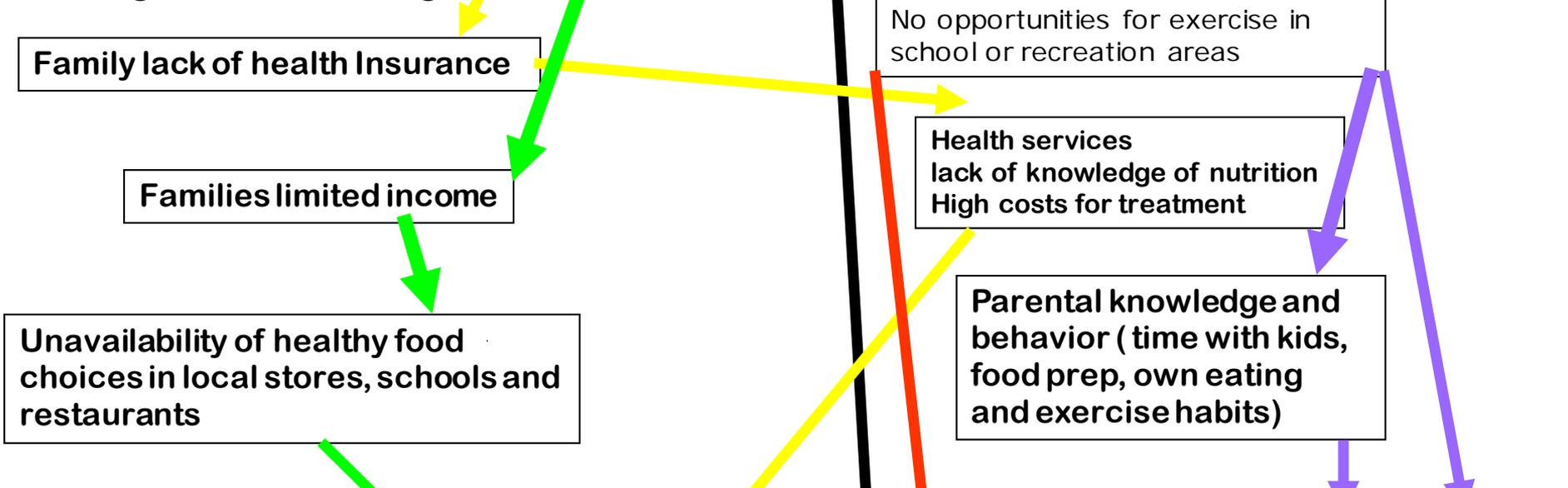
- Break into small groups and have each groups propose a pathway and have groups share



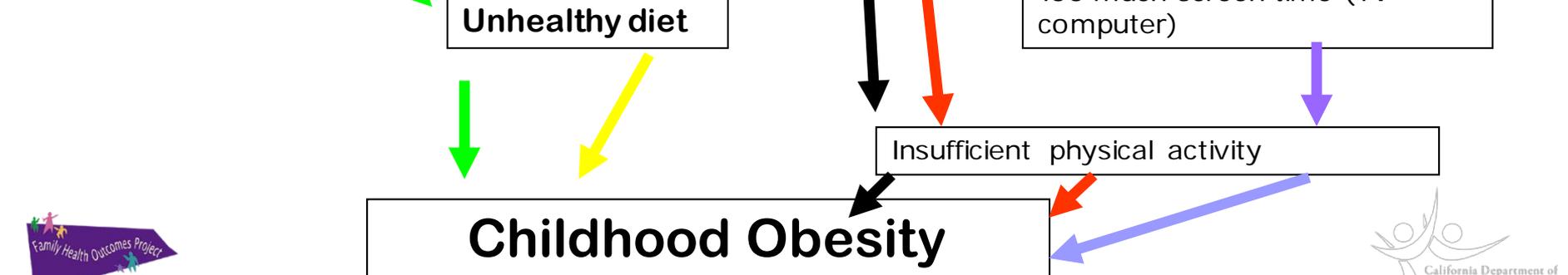
Social/Economic/Policy Level



Family/Community/Institutional Level



Individual Level



Exercise 2

- Identifying causal pathways and intervention points in Daisy County's problem analysis diagram



Social/Economic/Policy Level

Racial and social discrimination

High Unemployment

Inadequate subsidized health Insurance for the poor

Poverty

Lack of regulations of toxins harmful to pregnant women

Limited availability of health services

Family/Community/Institutional Level

Family lack of health Insurance

No opportunities for exercise in school or recreation areas

Family limited income

Health services
lack of knowledge of nutrition
High costs for treatment

Unavailability of healthy food

Untreated maternal infections

Maternal tobacco use

Individual Level

Chorioamnionitis

Exposure to cigarette smoke, alcohol or illicit drugs in utero

Gestational diabetes/poor wt gain/excessive weight gain

Multiple pregnancies

Environmental toxins

Target Outcome(s):

Premature Births

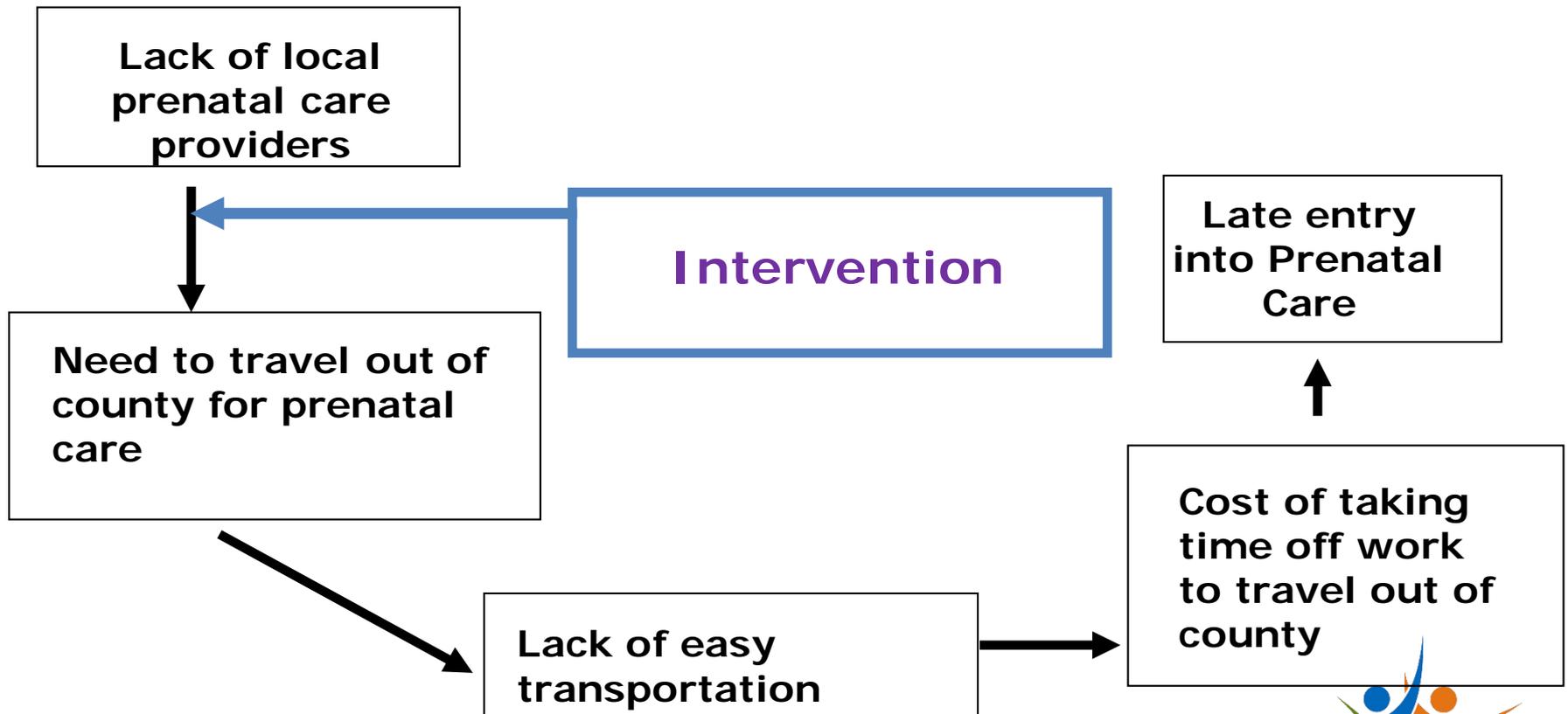


Step 6: Determine Intervention Points

- Determine where you would get the greatest effect
- Determine whether there have been well evaluated interventions
- Assess the available resources



Diagramming Causal Pathways to Identify Strategic Interventions

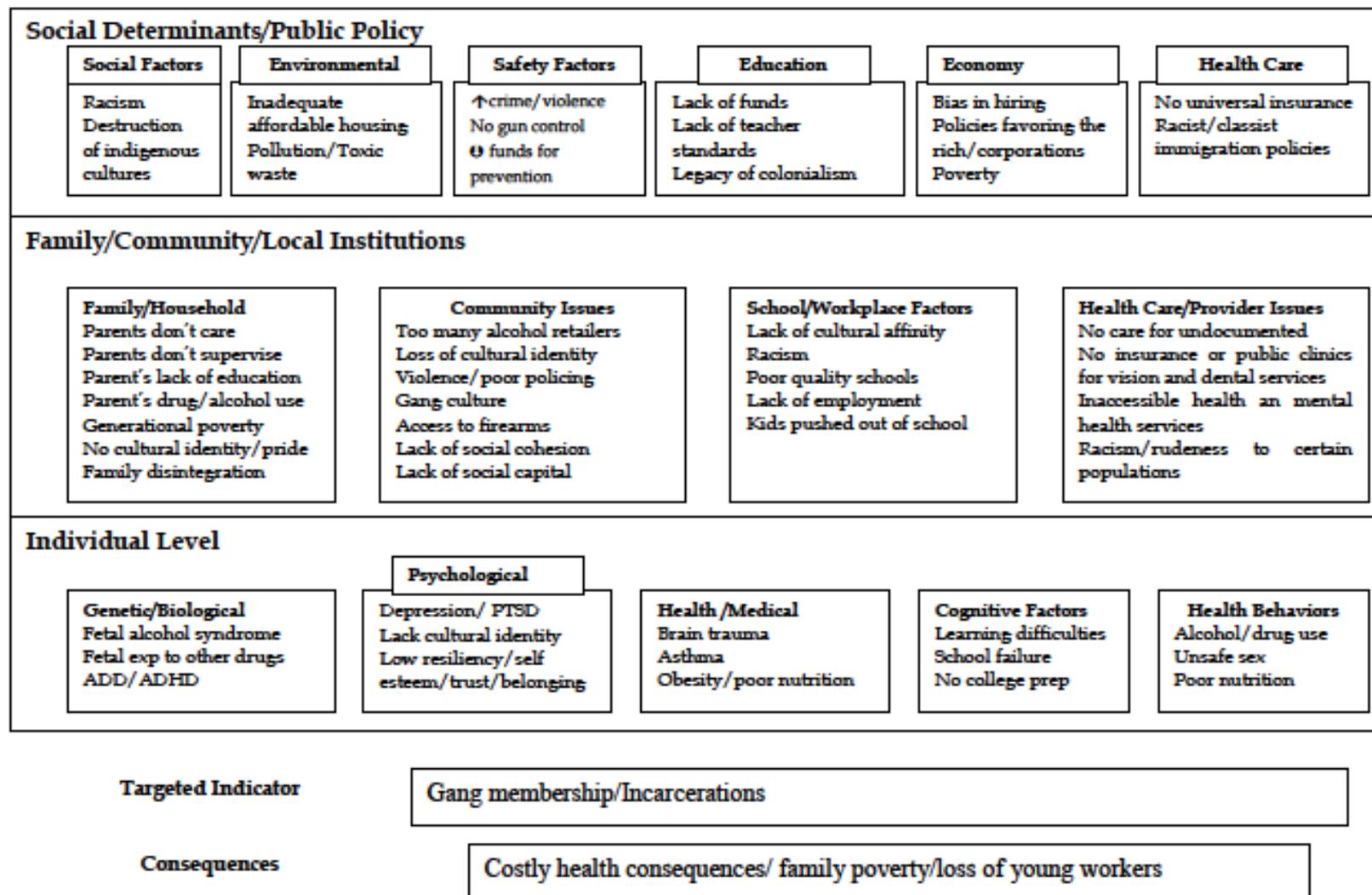


Benefits

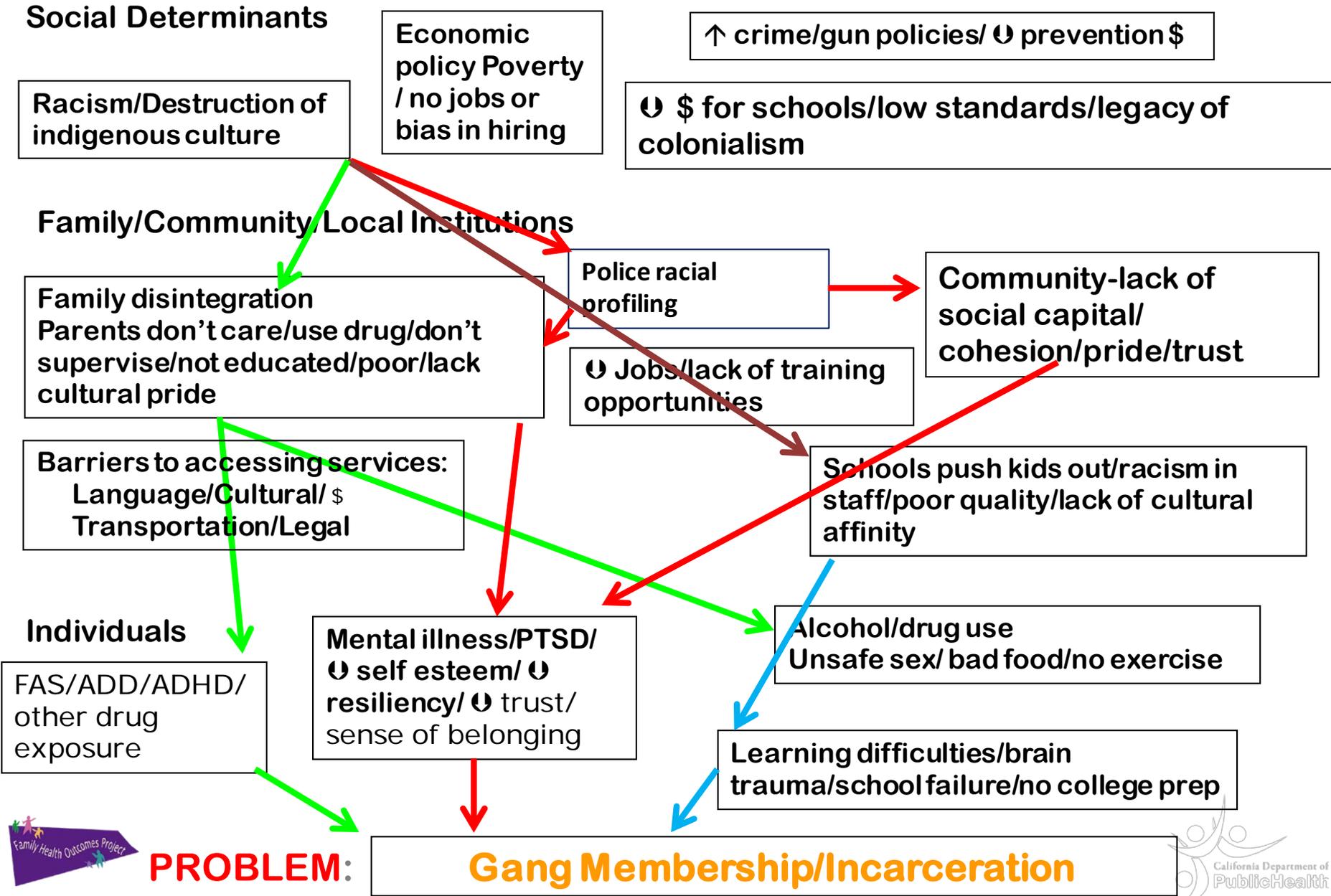
- Clearly documents the decision making process for the group and for others
- Can use simplified problem analysis or causal pathway diagram to communicate rationale for intervention strategy to policy makers and the public



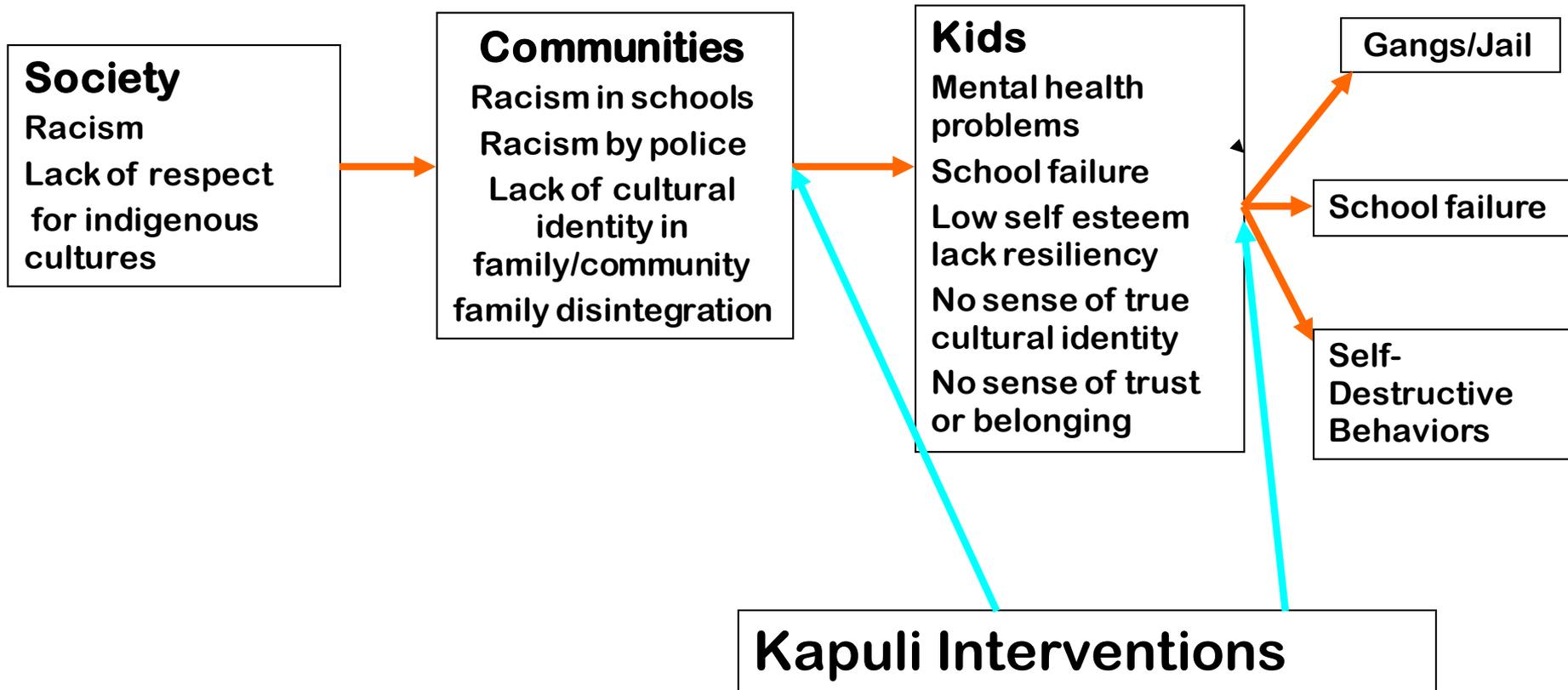
1. Problem Analysis Diagram Youth Incarceration



Problem Analysis – Homey Clients



HOMEY- Kapuli Causal Pathway: Program Intervention Points



MOMEY-Kapuli Logic Model

INPUTS	OUTPUTS		OUTCOMES - IMPACT		
Staff Cameron Space Core Members Funds	Activities Street outreach Educate about history of social justice movements for people of color/indigenous 10 strategies for change Teach about racism/colonialism	Participation Schools CBO's Kids from streets	Short Positive response during recap activity Active participation in group Successful school/CBO outreach	Medium Come back Join political campaigns Attend ceremonies Express value of social action Increase self esteem/resilience/capacity for action	Long-Term Kids return to school Kids get jobs Kids stay out of gangs Kids stay out of jail

ASSUMPTIONS:

Learning about history of social justice movements will give them tools for change

Learning about impact of racism/colonialism will give kids an understanding of their own history

Episodes of tragedy due to racism in their community

Media/movie about examples of racism/harassment by police

ENVIRONMENTAL FACTORS



Adapted from



Questions?



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