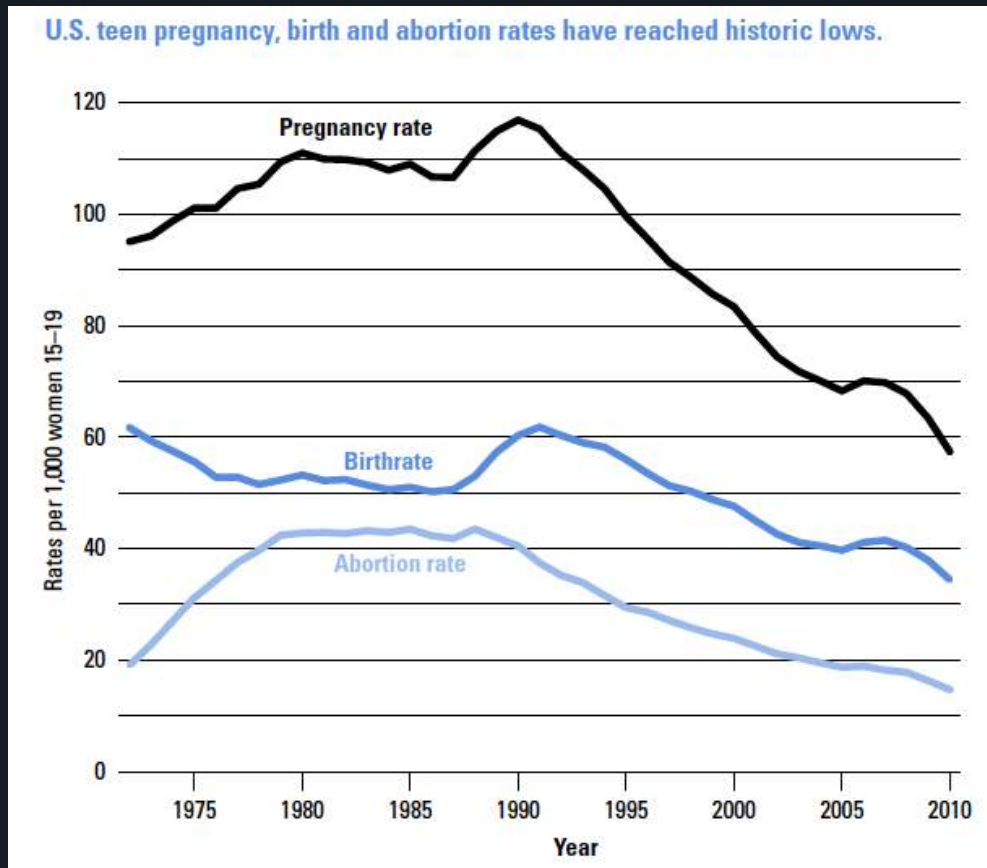# Ci3

The Center for Interdisciplinary Inquiry and Innovation
In Sexual and Reproductive Health

Melissa Gilliam MD, MPH
Professor Obstetrics and Gynecology/ Pediatrics
Vice Provost Academic Leadership, Advancement, Diversity
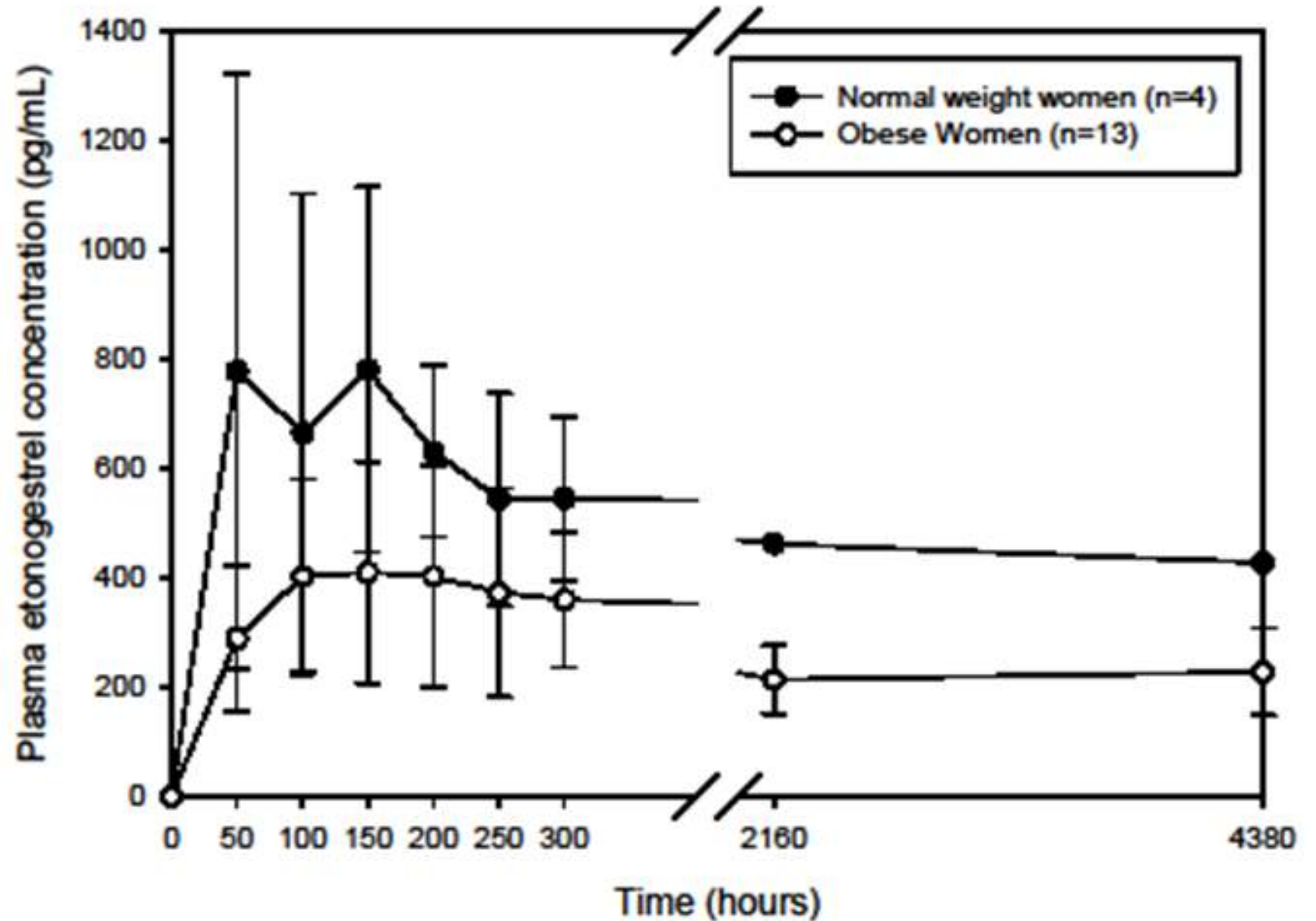Director, Ci3

Ci3 | THE UNIVERSITY OF CHICAGO

Teen Pregnancy

U.S. teen pregnancy, birth and abortion rates have reached historic lows.

Changes in etonogestrel plasma concentration over time in normal weight control subject and obese women

City's Inequities Belie World-Class Imagery

By JAMES WARREN

"The realities of separate and unequal are everywhere: commuting times, pensions, proximity to branch banks, reading and math scores, dropout rates, school segregation, obesity, asthma, cancer, teenage pregnancy, breast cancer, drug arrests, reliance on unlicensed caregivers, makeup of the foster-child population, incarceration and victimization by crime."

Published: February 5, 2011 NYT

NORC

Linda Waite — Sociology

Marcus Rangel

Kyle Gracey, MPP 2009

Alicia Menendez — Harris

Donald Stewart

Charlie Wheelan — University

Gary Becker — Economics

Bob Fogel

GHI

Arshiya A. Baig — General Internal Medicine — Global/safe motherhood

Martha Nussbaum — Subtopic 1 — SSA

Shiela Webb — Unifem

Impaact — Community

Research

Policy — Section

Education

Practice

Divinity

Ci3

Adolescent Initiative–LC/RJ

ICAH

MAGIC

Advocacy — Global Girls

Chicago Girls Coalition

Community — Clinical — Friend and Family

Education — Ounce of Prevention

Government — Illinois Caucus for Maternal and Child Health — Robin Gable

University programs — Center for Research on Child Wellbeing — Sara McLanahan

Matt Stagner

Chapin Hall for Children — Deb Darrow

Cheryl Smith Gawl

Dexter Voision

Sydney Hans

SSA — Charles Payne

April Porter

Melissa Roderick

Mike Msall

Developmental Pediatrics — Larry Gray

Pediatrics — General Pediatrics

Pediatric Endocrinology

Linda Wing

Tim Knowles Executive Director

Rob Schnieders director of strategic engagement

Urban Education Institute — Terese Zimmer

Nichole Pinkard

U of C — Center for Human Potential — Ariel Kalil

Economics — Heckman

Chicago Consortium for Schools Research — Penny Bender Sebring

Stephen Raudenbush (chair)

Elaine Allensworth Co-director CCSR

Micere Keels Hum dvp

Susan Goldin-Meadow

Susan Levine

Derek Neal

Committee on Education — Melissa Roderick

Diane Whitmore Schanzenbach Harris School

Margaret Beales Spencer

Tim Knowles

Charles Payne

Divinity

SSD — Cathy Cohen

Ken Warren

Provost Office — Mary Harvey

Policy

Practice — Gynecology for girls, adolescents and young women — Resources — Teen health and wellness

Section — Research — clinical trials — Youngwomenshealth.org

qualitative studies

Public — Annual conference

Education — Professional — Tuesday Lecture Series

MacClean Center

Divinity School

Center for Women and Gender

Race Center — University

Geoffrey Stone — U of C law

Mary Anne Case

Population Research Center

Chicago Abortion Fund

Planned Parenthood

Ryan Training Programs — Clinical

Hope Clinic for Women

All Women's Health

Evanston Northshore

Fellowship Sites

Guttmacher Institute — Research

Society for Family Planning — Community — Developing Center — **AB initiative**

Guttmacher Institute — Policy

Chicago Foundation for Women

Bixby Center

Barbara Engel

Sue Purrington — Individuals

Brenda Mills

Policy Program — Policy

Ryan Center — Practice

Research

Annual Conference — Public

Tuesday Lecture Series — Education

Reproductive Health Elective — Professional — Section

Amy Whitaker

Letitia

Amy Neustadt — Section People

Rob Webster

Communications Consortium Media Center

Chris James

Allison Cutty friend of Ragnar's — media

Karina Colodny–MTV Staying Alive

Tax payer accountability board–Tom Johnson — Policy

Heather Steans

Jay Shimshak–Tulane

Amy Pollack 917-549-3851 amyepollack@yahoo.com — Outside contacts

WE ENVISION

A world in which all youth emerge into adulthood with agency over their bodies and futures. We invest in youth using an asset-based approach, unlocking their potential and changing policies that impede their well-being.

game
changer
chicago
design lab

DESIGN
THINKING
LAB

TRANSMEDIA
STORY LAB

game
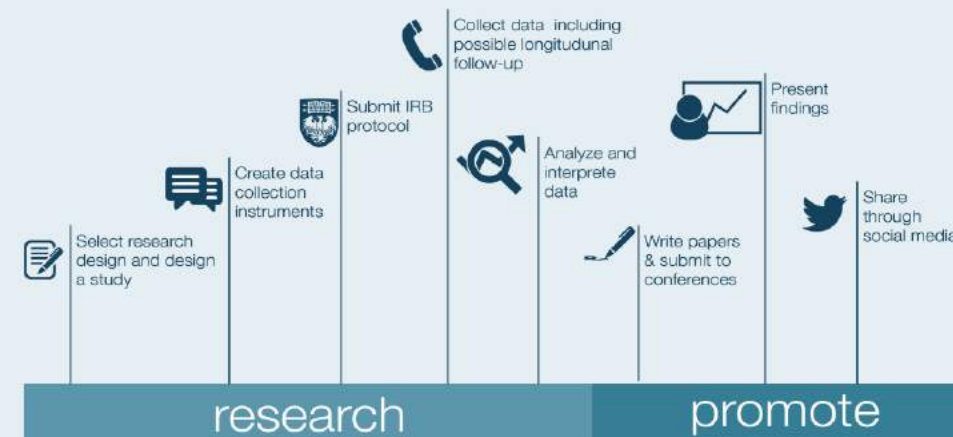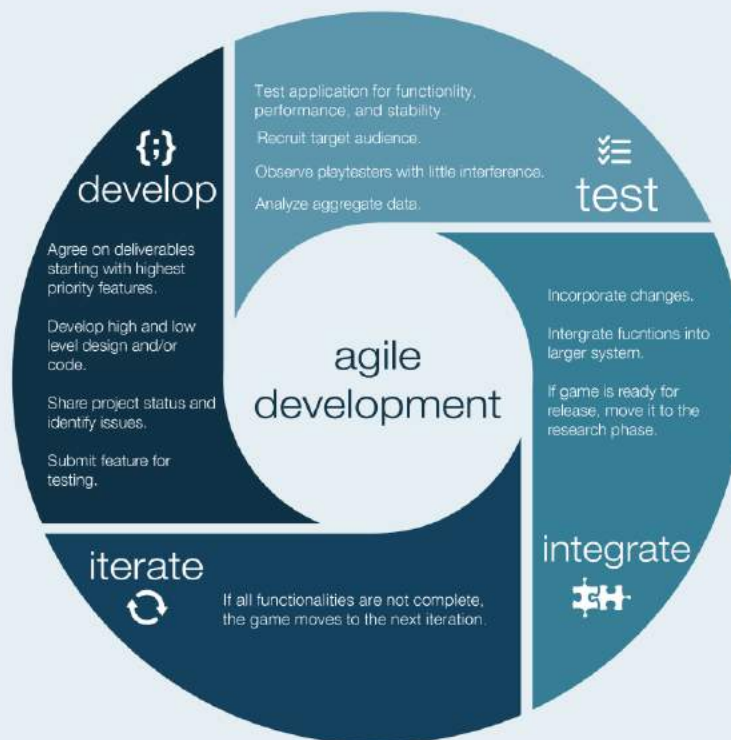changer
chicago
design lab

# game changer chicago
game development process

THE UNIVERSITY OF CHICAGO

Co-founders approve game topic & goals

Researchers conduct literature searches, talking to experts and/or target population

Co-founders & researchers formulate research questions and learning objectives

Co-founders & Lab Director select project team

Designers establish game structure & narrative

Youth and educators provide feedback

planning

develop

Agree on deliverables starting with highest priority features.

Develop high and low level design and/or code.

Share project status and identify issues.

Submit feature for testing.

test

Test application for functionlity, performance, and stability.

Recruit target audience.

Observe playtesters with little interference.

Analyze aggregate data.

agile development

iterate

If all functionalities are not complete, the game moves to the next iteration.

integrate

Incorporate changes.

Intergrate fucntions into larger system.

If game is ready for release, move it to the research phase.

Select research design and design a study

Create data collection instruments

Submit IRB protocol

Collect data including possible longitudunal follow-up

Analyze and interpret data

Present findings

Write papers & submit to conferences

Share through social media

research

promote

Games demonstrate relationships between geography, limited resources, and systemic inequalities.

hexacago
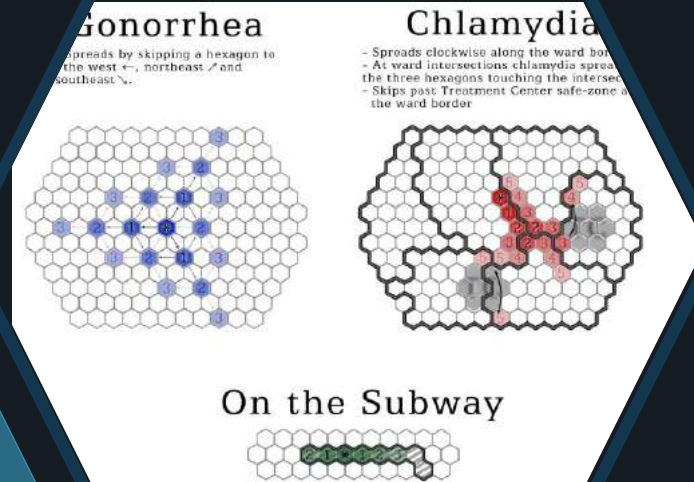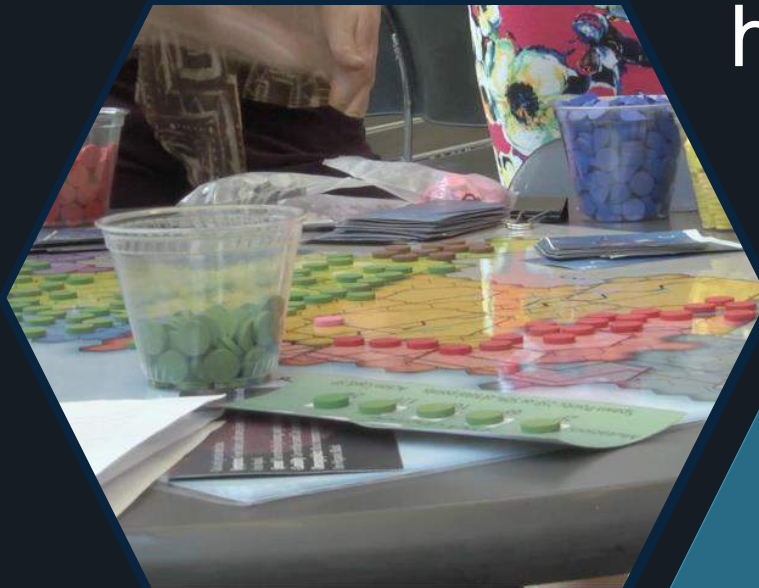
BYSTANDER

Game-based bystander intervention for high school students

- ⊙ Discourages victim-blaming

- ⊙ Offers opportunity to change social norms

- ⊙ Gives responsibility to men and women
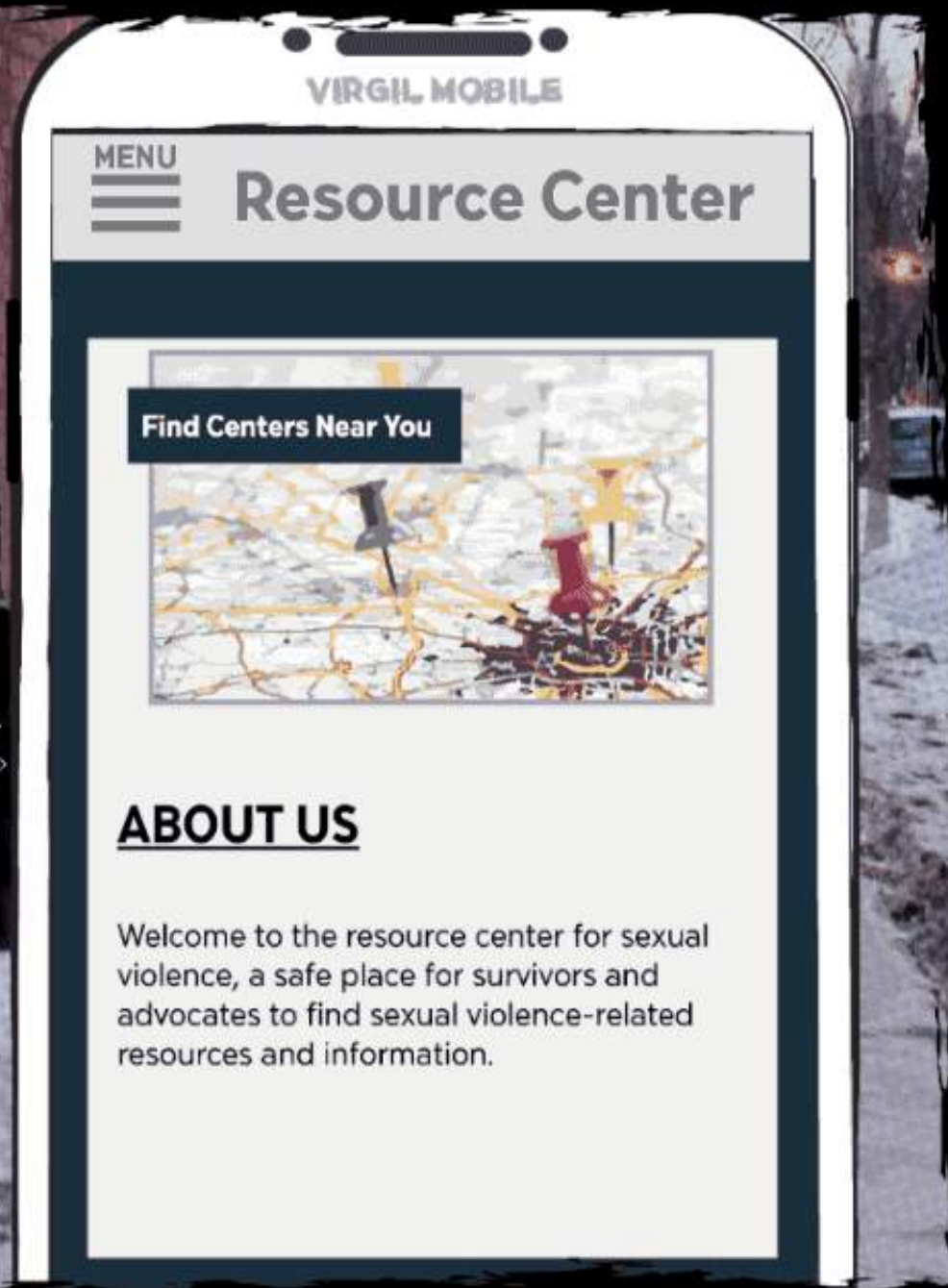
MIPREP

A knowledge application for young men who have sex with men (YMSM)

ANIMATIONS

Narrated animation describing
how PrEP works and how often
to take

THEORY-BASED
Uses the information,
motivation, and behavioral skills
model

SHORT VIDEOS

Models patient-provider
interaction

**PARTICIPATORY
MEDIA MAKING**

End-users involved at all stages
of the process

mi PrEP

DESIGN
THINKING
LAB

Mobilize Adolescent Sexual and Reproductive Health

MOBILIZE ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH

Stories from underrepresented youth on the South Side of Chicago.

POLICY

POLICY PROGRAM

⊙ Bridges work of Ci3 and UChicago's clinical care to conduct research, make recommendations, influence policy

⊙ Priorities stem from:

⊙ Experiences of young people, women, healthcare providers

⊙ Issues identified through research

⊙ Strong relationships w/ community and advocacy orgs

⊙ Innovative Ci3 approaches (e.g., interdisciplinary conversations, narrative and digital media)

National

- Analysis of ACA and impacts for reproductive health
- Improving LARC insurance reimbursement pathways
- Advocacy for improved contraceptive coverage

State

- Hosted 2014 IL Contraceptive Equity Summit
- Contributed to Medicaid policy changes
- Reported on coverage for contraception and abortion in Illinois insurance plans
- Supported successful legislative effort to expand contraceptive coverage

Local

- Hosted abortion access roundtable and created referral guide
- Researched parental involvement in abortion
- Researched reproductive health care in religiously-affiliated health centers
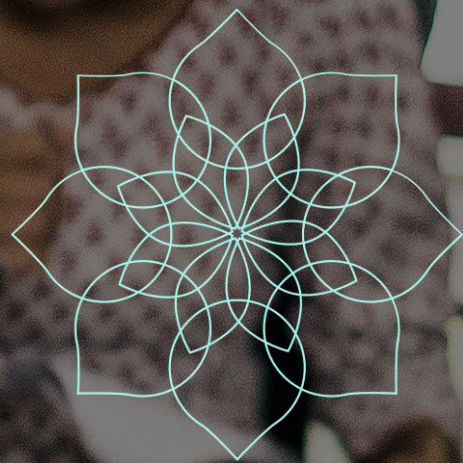
KISSA KAHANI

UNMET NEED FOR FAMILY PLANNING

A third of girls in Uttar Pradesh are married before age 18. Similarly, a third of Uttar Pradesh women reported unmet need for family planning services, and only 27% were using any modern method of contraception.
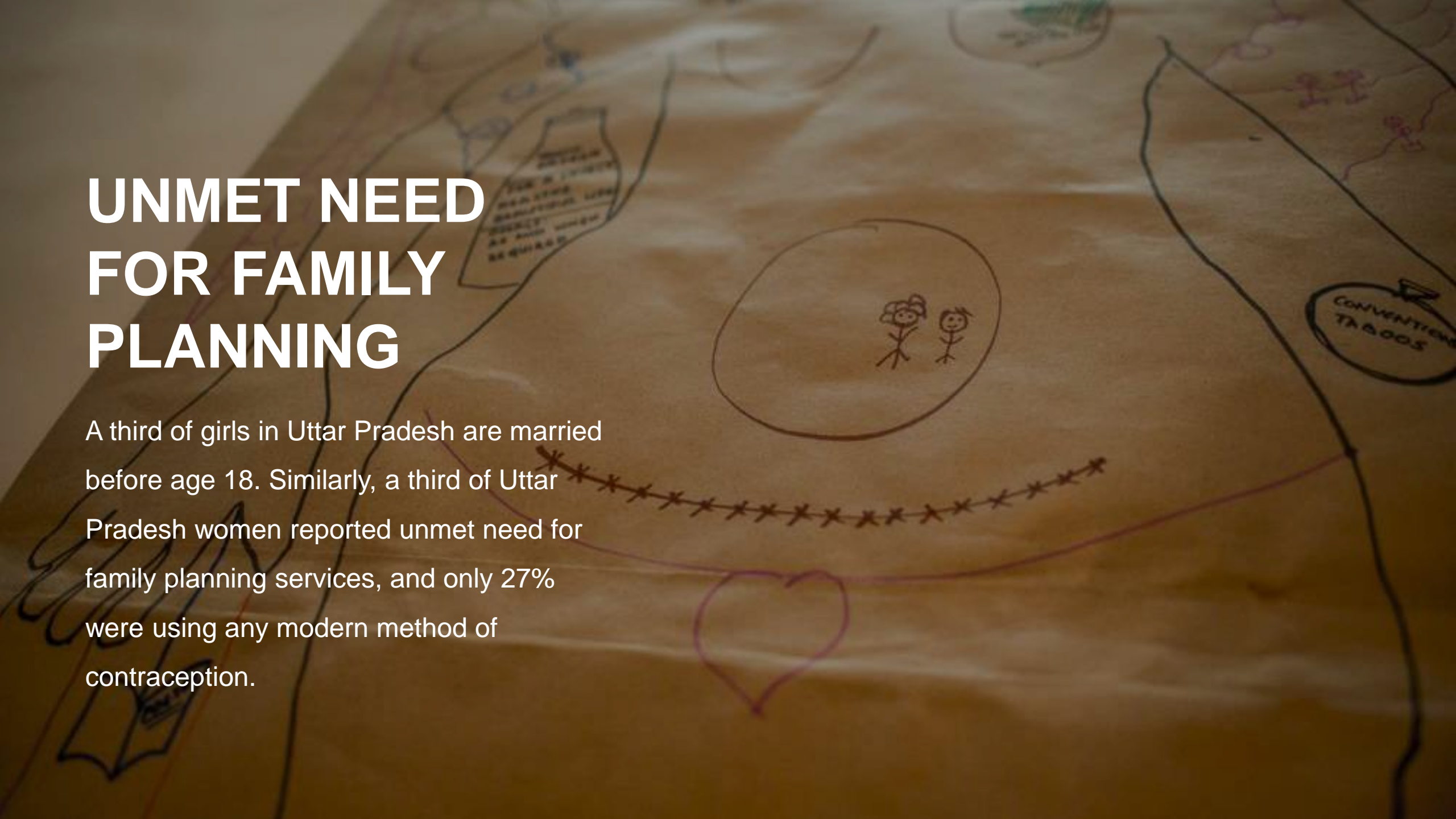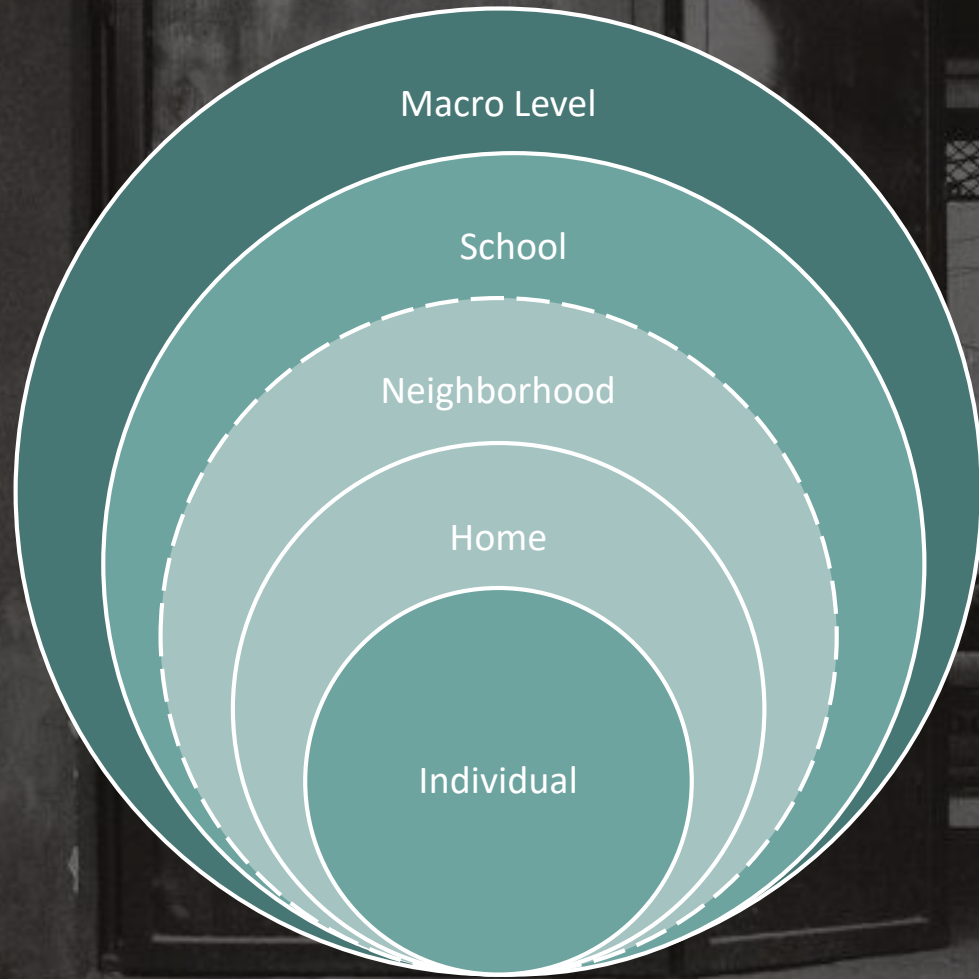
SOCIO-ECOLOGICAL APPROACH

Goal to understand the lives of adolescents using a socio-ecological model as a framework to interpret the data throughout the Kissa Kahani project.

The diagram shows concentric circles labeled from outermost to innermost:
- Macro Level
- School
- Neighborhood
- Home
- Individual

RESEARCH ACTIVITIES

Conducted a mix of traditional and non-traditional research activities in Lucknow with a total of 314 individuals

Life Course Interviews

123 participants

Character Games

7 sessions
40 participants

Story Circles

12 sessions
81 participants

Body Mapping

8 sessions
40 participants

BASELINE SURVEYS

LIFE COURSE INTERVIEWS

Explored critical moments in the lives of youth:

- Time of their birth
- Education
- Marriage
- Employment
- Hopes for the future

123 interviews

Boys and girls aged 15-24

Gender and SRH-related themes

- Menarche is a turning point for girls

- Street harassment and family norms restrict girls' movement

- Effect of lack of social safety nets

- Family violence is common

CHARACTER GAME APPROACH

- Narrative based game where young people create stories that reflect their experiences with gender and sexual and reproductive health

- Participants create a story with setting, characters, and scenarios using modified version of Ci3 game *Hearsay*

- Participants recruited through Lucknow community partners
    - 30 female
    - 10 male
    - Age 15-17 years
    - Living in urban slums
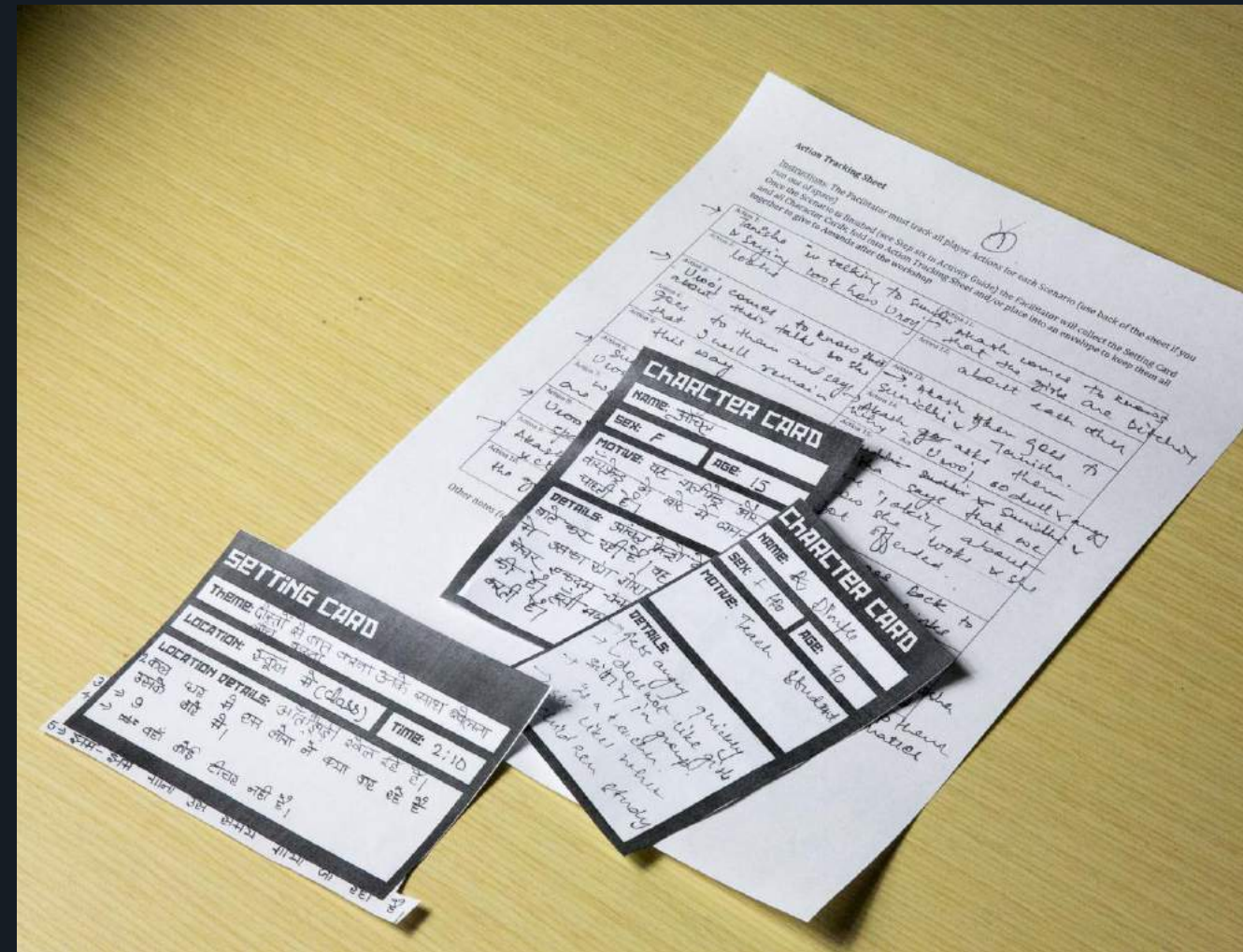
Harassment of girls by boys over social media, in school, and public places

- Boys threaten girls about posting their pictures on social media or sending them to her family

- Some young boys think street harassment of girls is wrong and can be prevented by creating active bystanders

*Yes, it happens mostly on face book. Nowadays people misuse the technology, a **boy can blackmail her girlfriend** by using her pictures or videos, he can edit her pictures or videos by using photo editor.*
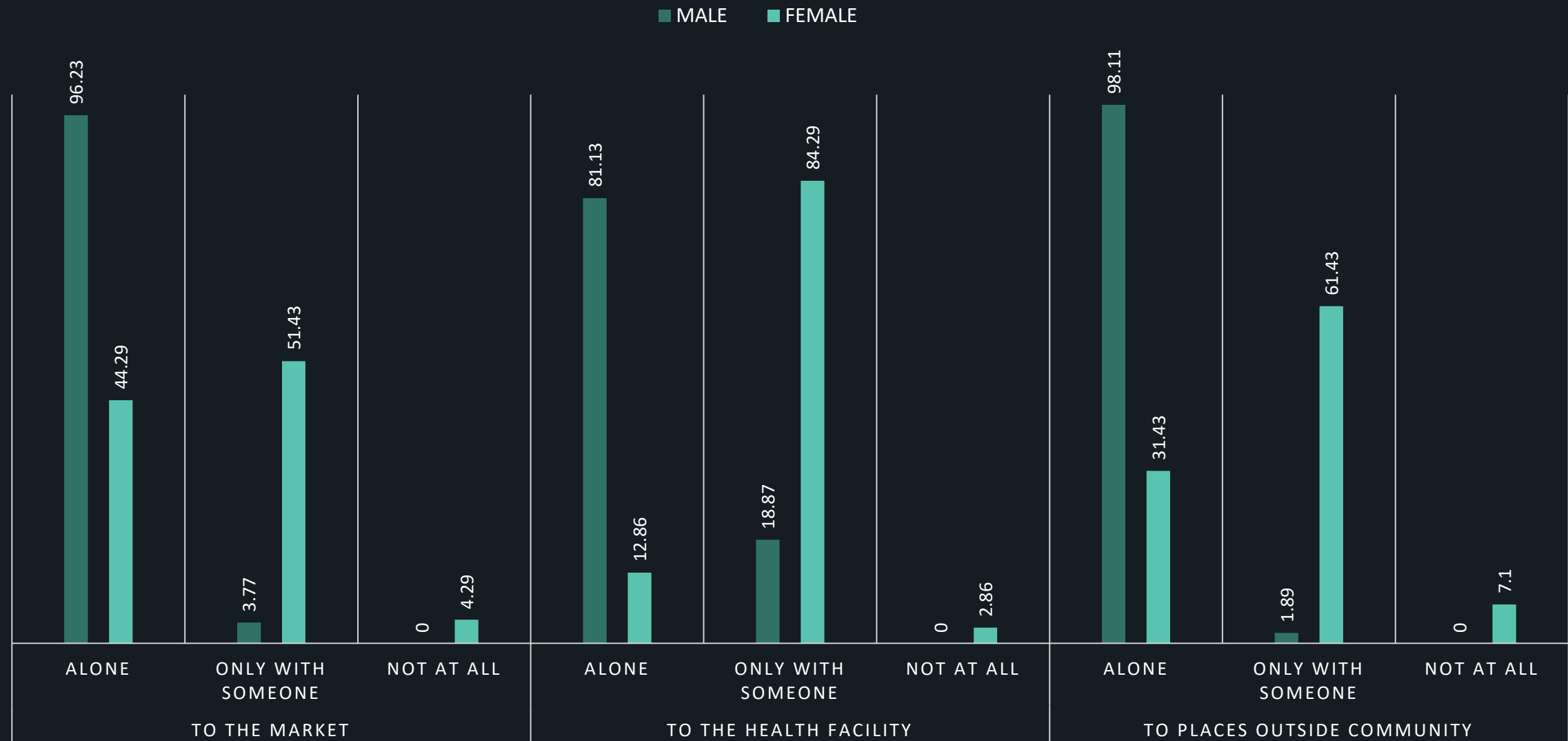
- Girl, Session 1

If a boy is harassing a girl, and if a good person is present there, he can intervene and he can stop the argument/fighting.

- Boy, Session 4

Participants' self-reported ability to travel

SOURCE: Life course interview baseline survey

■ MALE ■ FEMALE

	TO THE MARKET			TO THE HEALTH FACILITY			TO PLACES OUTSIDE COMMUNITY		
	ALONE	ONLY WITH SOMEONE	NOT AT ALL	ALONE	ONLY WITH SOMEONE	NOT AT ALL	ALONE	ONLY WITH SOMEONE	NOT AT ALL
MALE	96.23	3.77	0	81.13	18.87	0	98.11	1.89	0
FEMALE	44.29	51.43	4.29	12.86	84.29	2.86	31.43	61.43	7.1

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BASELINE SURVEYS

STORY CIRCLE METHODOLOGY

- Create a safe space for young people to conceptualize and tell personal stories and receive feedback from each other.

- Circles comprised of 5 participants and 2-3 facilitators – all same gender.

- Facilitators were storytelling workers from Lucknow, Bombay, Pune, and Varanasi, accompanied by trained Operation ASHA field workers.

- Circles used a number of prompts, depending on depth and length of stories shared.

Gender and SRH-related themes from story circles

- Girls and boys active rejection of traditional gender norms

- Personal transformation because of educational opportunities

- Propagation of gender norms at multiple levels— family, school, community at large

PROMPTS

A time in your life when you faced a difficulty and overcame it.

How your gender influenced your future.

RESEARCH ACTIVITIES

Conducted a mix of traditional and non-traditional research activities in Lucknow with a total of 314 individuals

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Character Games

Story Circles

Body Mapping

123 participants

7 sessions
40 participants

12 sessions
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8 sessions
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BASELINE SURVEYS

BODY MAPPING METHODOLOGY

- Young people engaged in three-hour body mapping sessions
  - 5 participants per group
  - 1 same-gender facilitator

- Facilitators used a semi-structured guide and sessions were audio-recorded

- Analysis involved extensive visual inspection and note-taking of maps, reading of transcripts against maps, drafting of memos for each session, and analysis across and within sessions for emergent themes and methodological insights.

Gender and SRH-related themes from body mapping

- Adolescence represents a turning point for young people, especially girls

- School is a safe space for youth

- Restrictions on the mobility and freedoms of girls are pervasive

- Issues with body image are common amongst adolescents

- Communities and/or neighborhoods serve to enforce strict gender norms, even when families are more egalitarian

- Adolescent romantic relationships are forbidden; suspicion of inappropriate behavior is prevalent
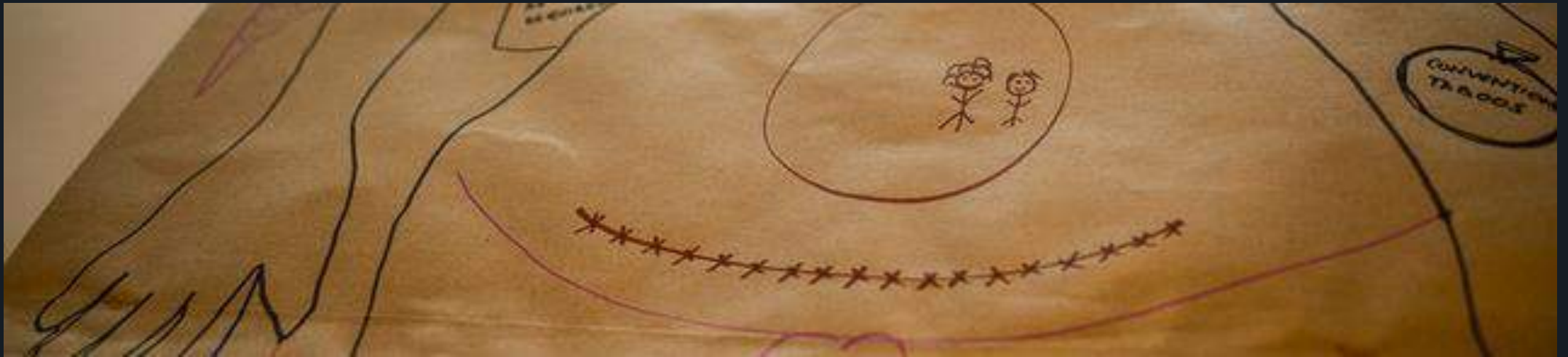
Adolescence as a Turning Point

- For girls, it brings limited freedoms

- For boys, it brings greater pressure and/or responsibilities

- Symbols depicted include items from household and paid work: brooms, sewing machines, pots, and pans

- Youth have responsibilities but not the power/agency to control their own futures

People think we are young, so they don't listen to us, but they should also listen our view points. What we are trying to say. Its not necessary that elder people always take right decisions, sometimes we face problems in our life, they should also listen our views.

- Girl

Schools as a safe space

- Place to learn but also a safe space to play and socialize with other adolescents

- Represented by books, chalkboards, buildings, play
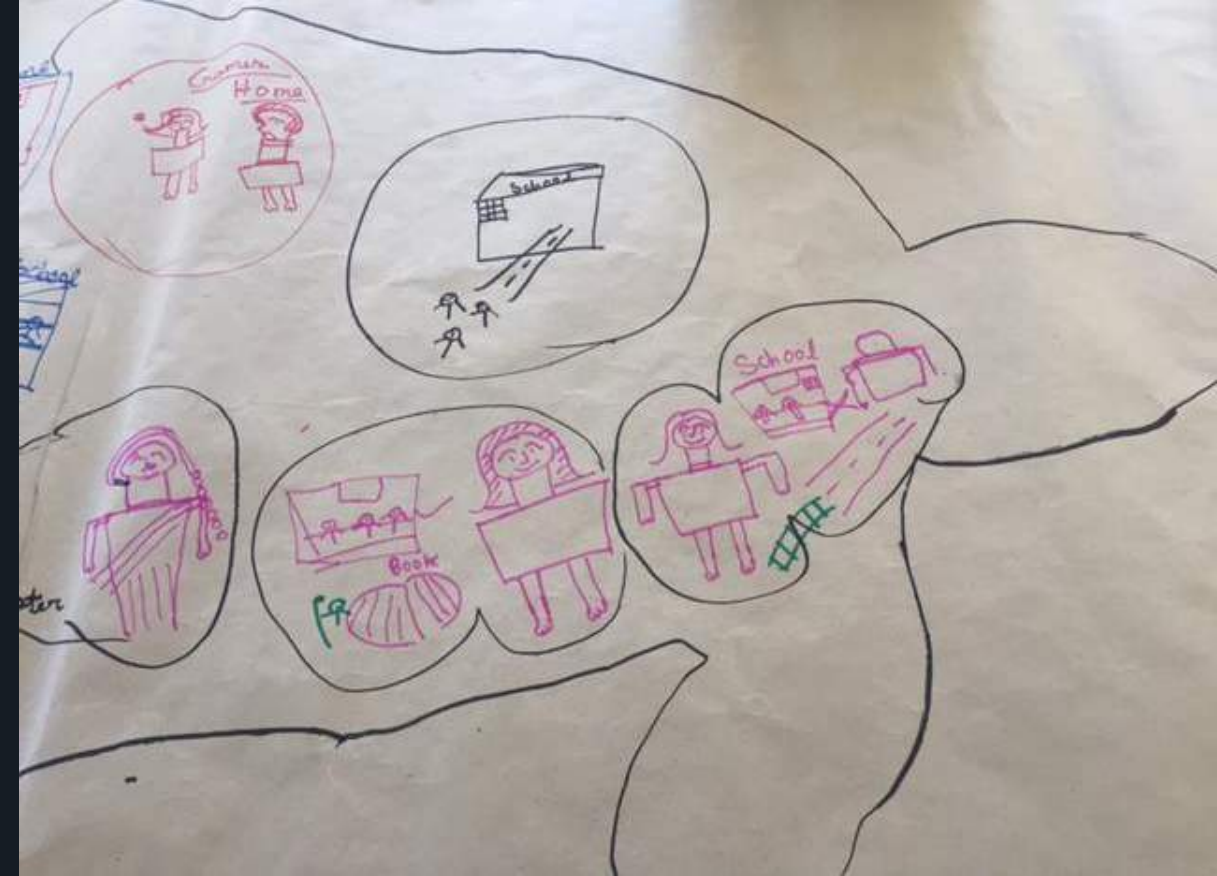
*In my family, elder people scold me that don't go there, and don't talk to that person. **There is nothing like that in school, we all live together in school, boys and girls all play together**, there is nothing like that we have to play only with girls and not with boys.*

- Girl, 15 years

Many youth struggle with body image

- Youth express issues of height and weight

- Also issues related to skin tone and discrimination/mistreatment based on skin tone

- More common among girls, but also present among boys

"This is me and these are the people from my community, sometimes they make fun of my size because I am fat as compare to other girls, but my mother says my daughter is very good looking. But the people around me say that you are fat you should eat this and you should not eat that, but I just ignore them."

-Girl, 16 years

"They say that her color is very dark, and they tell their children then you should not be with her. People just like to do friendship with fair color person's."

-Girl, 17 years

DESIGN PROCESS CRASH COURSE

DESIGN THINKING WORKSHOP

Design thinking process stages

1. Problem framing

2. Discover

3. Interpret and define

4. Ideate and evaluate

5. Make and test

6. Pitch

7. Implement

2. DISCOVER

3. INTERPRET AND DEFINE

4. IDEATE AND EVALUATE

5. MAKE AND TEST

6. PITCH

10TH
INTERNATIONAL
CHINH INDIA KIDS
FILM FESTIVAL
2016

Pinky

Chinh Special
Chinh Medial Festival

2016

Kids for Kids Category
at UChicago Center in
Delhi

Diversity and Faculty Development

National Institutes of Health

University of Chicago

National Science Foundation

IRVING HARRIS FOUNDATION

MacArthur Foundation

compton foundation
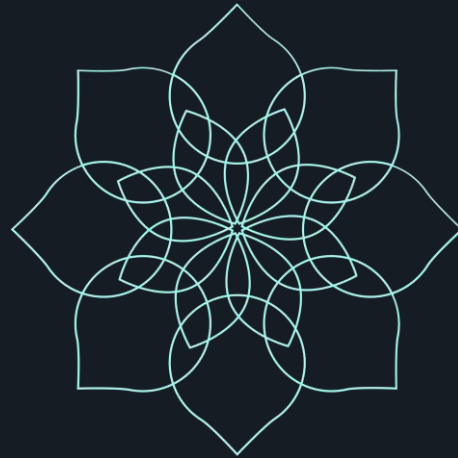
Bill and Melinda Gates Foundation

- DiMartini Foundation
- Wohlford Foundation

HIVE Hive Learning Network

SOCIETY of FAMILY PLANNING research, education, and leadership

QUESTIONS?

Subscribe to our listserv contact Valerie Reynolds at:
Vreynolds@bsd.uchicago.edu