



Juanita Graham MSN RN
Health Services Chief Nurse
Mississippi State Department of Health

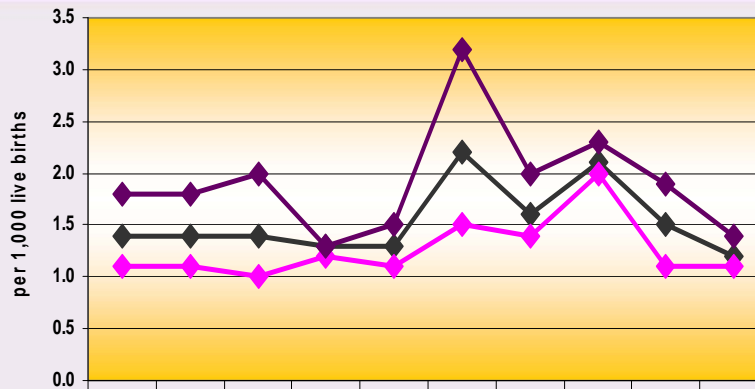
LaDonna Northington DNS RN
Associate Professor
University of Mississippi School of Nursing

Assessing Knowledge of SIDS among African American women in Two Mississippi Communities

Background

- ◇ All demographic & socioeconomic backgrounds are at risk for SIDS
- ◇ African American population bears disproportionate burden of SIDS
- ◇ Third leading cause of MS infant mortality
- ◇ Nonwhite infants die of SIDS at 2-3 times the rate of white infants

SIDS rates by race, MS 1998-2007



	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
◆ Total	1.4	1.4	1.4	1.3	1.3	2.2	1.6	2.1	1.5	1.2
◆ White	1.1	1.1	1.0	1.2	1.1	1.5	1.4	2.0	1.1	1.1
◆ Nonwhite	1.8	1.8	2.0	1.3	1.5	3.2	2.0	2.3	1.9	1.4

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Purposes of Study

- ◆ To assess the level of SIDS related knowledge among African American women
- ◆ To improve methods for SIDS education and outreach.

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Methods

- ◆ An African American faculty contracted
- ◆ Conducted six focus groups
- ◆ African American women of child-bearing age
- ◆ Urban & rural communities in Mississippi .

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Results

- ◆ Some common themes among participants from both urban (n=29) & rural (n=28) communities
- ◆ Both areas' participants had at least heard term SIDS.
- ◆ Inconsistency among participants as to source of information
- ◆ Overall knowledge related to SIDS incomplete, sometimes inaccurate.

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Results

- ◆ One group suggested SIDS a scary topic to discuss with pregnant mothers
- ◆ Term “crib death” seemed to cause confusion
- ◆ Suggests that putting baby in crib was dangerous.

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Results

- ◆ Timing of the delivery of information presented as mechanism for improving maternal interest and retention of information
- ◆ Another concern not the message, but the deliverer of the message.
- ◆ Groups emphasized lack of trust in communities

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Results

- ◇ Suggested most effective educator would be person with whom mothers could relate
- ◇ Location where message delivered emphasized as strong indicator of information reaching those who need information

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Results

- ◇ Educational materials need modifications
- ◇ “Tone” of language utilized in educational materials disturbing.
- ◇ Recommended materials reflect positive outcomes rather than negative outcomes

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Results

- ◆ Cultural influences & perceptions that discussion of death/dying poses a threat or “bad luck” seems practical explanation for ineffective educational tools and strategies
- ◆ Transitioning to phrases such as “saving babies and lives” more appropriate for educational materials

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Limitations

- ◆ At close of each session, researcher gave short synopsis to clarify misunderstandings and answer participants’ questions about SIDS & crib death
- ◆ Only 57 participants in entire study so, again, only small group received accurate information

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Discussion

- ◆ SIDS information available but not fully understood, inconsistent
- ◆ Result --
 - Continued lack of knowledge
 - Continued risk for high rates of SIDS events

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Discussion

- ◆ Timing of the delivery of information –
 - Incorporate information into regular prenatal care visits, post-partum educational activities
 - Delivering the message early on in pregnancy and then reinforcing that information after delivery more effective strategy
 - Emphasizes importance of message.

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Discussion

- ◆ Message deliverer –
 - Utilization of peer educator may be more effective than hospital-based education
- ◆ Location of delivery –
 - Predictor of information reaching those who need it
 - Practical suggestion of “where the women are” i.e. churches, community gathering places, stores/shops, public assistance offices.

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Discussion

- ◆ Modify educational materials –
 - Emphasize positive outcomes i.e. “saving lives”
 - Avoid unpleasant photos of grief & bereavement
 - Utilize bright, happy colors, large print, and photos of positive subject matter
 - Entices women to pick up (and review) educational tools, brochures

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Implications

- ◆ Mississippi traditionally leads nation in SIDS deaths and overall infant mortality
- ◆ Critical need to
 - Reduce infant deaths
 - Reduce disparities in birth outcomes

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Translation

- ◆ As new materials developed, incorporated “positive outcomes” approach
- ◆ Future Study -- Periodic re-evaluation of quality, cultural appropriateness of educational materials

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SOCO

◆ SIDS information

- Not fully understood
- Inconsistent
- Continued lack of knowledge
- Continued risk

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Questions?