Feedback from Youth about Educational Materials to Increase Access of the SBHC and Access to Services Addressed in the Context of a Well-Visit

Executive Summary – November 2015

A primary component of the OPIP project is to develop and disseminate education and communication materials for youth about adolescent well-visits and the services provided at SBHCs.

Overview of Development Process:

- **Background Review, Collection of Current Educational Materials:** Prior to development of materials and engagement of youth, OPIP staff conducted a literature review of adolescent attitudes, beliefs, and barriers toward marketing materials and what is the most effective for this age group. OPIP also gathered examples of any materials used currently by the pilot sites participating in the OPIP project and the Coordinated Care Organizations (CCOs) to outreach and educate adolescents and their parents. We also obtained examples of **Bright Futures** (National Guidelines).
- **Feedback from Youth:** OPIP then engaged youth in various setting to provide general feedback to existing tools and then specific feedback to the tools that OPIP developed. Youth engaged include members of the Oregon School Based Health Alliance's Statewide Youth Action Council and local youth within the pilot SBHCs . **A total of five meetings were held obtaining feedback from youth** and additional feedback was received via email communications.

Summary of Key Learnings Regarding Education Materials Content and Methods for Dissemination:

General message framing, tone, language – emphasize partnership and independence:
- At this age, students want to be recognized as independent young adults, and do not want to be talked down to or patronized like a child. Students did not like the words "child" or "adolescent".
- Emphasis on words like "collaboration" and "partnership" should be used. Students appreciated phrases such as "partner with you", "we will never judge you", or "we will listen to you".
- Avoid scolding or authoritative tones, such as "you should do this". Students stressed that if they feel like they are being talked down to, or told what is wrong with them or what they should be doing, it creates an immediate rift in the relationship and they disconnect.
- Have a balance in the amount of text included in the materials. Too much text will be skimmed over, but too little will miss important components and nuances relevant and pertinent to that teen.

Use of Facts and Statistics:
- Unilaterally youth place high value on facts and statistics as powerful tools for engagement. Facts help to normalize many of the issues teens face, minimize stigmas and promote awareness about access.
- When statistics are used, teens recommended that a clear outline of options for next steps are also highlighted in the same document, such as a listing of the different staff and services teens can access at the SBHC that address the statistic. When asked what types of statistics would be most valuable to include, top responses were items about: sexual health, mental health, and physical health.

Privacy & Confidentiality:
- All youth noted the importance of including information about privacy and confidentiality policies.
- One of their biggest concerns is the fear that their privacy will be breached, and so students will avoid using SBHC services if they are not aware of the SBHC's confidentiality policies and processes.

Billing & Insurance:

- Information about billing and insurance was a priority identified by youth. Students appreciate knowing that their insurance would be accepted. For uninsured youth, inclusion of phrasing that states they would still see the student, even without insurance and/or on a sliding payment scale was noted as important. Youth felt this information would increase access by addressing questions or concerns students have or embarrassed to ask because of their insurance/financial situation.

Health Services Provided:
- Listing the types of health services available during an adolescent well-visit was important to each of the youth we spoke with. Allowing students to see a preview of what they can expect ahead of time and what services are generally available, without needing to call ahead of time to ask about specific and sensitive services, alleviates anxieties and fears about being turned away if they are not sure what services are provided. They felt this approach of providing specific information was just as important as providing general information about the importance of annual check-ups.
- Key items to emphasize in this section included: guidance for healthy relationships, bullying, emotional health and wellness, sexual health, and sports physicals.

Location, Staff, Hours and Contact information:
- Convenience in access to services is a huge factor for youth in receiving needed care, so highlighting for them WHY it is convenient and doesn't require transportation or missed school was critical.
- Most students don't know about the SBHC or where it is specifically located. During our meeting with students from the Tigard SHAC specifically, the students noted that friends will choose to go home or access urgent care when they are not feeling well, because they do not know about the SBHC.
- In addition to providing general contact information, youth recommended inclusion of the phone number, type of clinical staff available, hours of operation, and specific information about location of the SBHC. Students suggested including a photo of the SBHC building and staff members to help students visually recognize where it is and who is available. Inclusion of the SBHC phone number was particularly important to students, because some people will want to stay anonymous in their first contact.

Additional Components for Visual Layout:
- Other visual components brought up during discussion were the incorporation of school and SBHC logos so that these items are seen as part of the school and not an outside entity.
- Inclusion of other recognizable items, such as a quick scan barcode & QR code box, or the rainbow triangle to promote inclusiveness were also suggested.

Input on Methods for Disseminating Information:
- Youth suggested the use of multiple methods for outreach and education that leveraged different levels of the amount of information and different communication mediums. Long story short – no one way will be successful, multiple approaches with different levels of information are needed.
- Students feel that they already get flooded with papers and flyers to take home, so is important to conclude various materials in various forms.
- Methods identified as valuable include:
  - Posters on Walls within the School
  - One-Page flyers
  - Table tens in the lunch room or other sitting areas
  - Information presented in school health classes
  - Pocket cards that can fit in phone carriers
  - Social media posts on school platforms – Instagram, Facebook, Twitter
  - Fun props that can be handed out – Stress balls, mood pencils