

ADOLESCENT  
**HEALTH**  
INITIATIVE

**YOUTH-  
LED  
HEALTH  
CENTER  
ASSESSMENT TOOL**

FOR BEHAVIORAL HEALTH SETTINGS

# YOUTH- LED HEALTH CENTER ASSESSMENT TOOL

FOR BEHAVIORAL HEALTH SETTINGS

## INSTRUCTIONS

This assessment is intended to be completed by a group of youth with support from a health center representative. Further instructions about how to use this tool can be found in the accompanying Facilitator's Guide.

### FOLLOW THESE STEPS TO COMPLETE THE ASSESSMENT PROCESS:

1. **READ** through all the items on the Youth-Led Clinic Assessment Tool for Behavioral Health Settings before beginning the assessment. Discuss any items which are unclear to you.
2. **TOUR** the health center and rank each item on the assessment tool.
  - If you are completing the assessment tool virtually, make sure you have access to reliable internet. You may want to remind the site to use a device that can be easily moved around the clinic space as you go through the items.
3. **INTERVIEW** a health center representative and ask them about the items on the assessment tool that you left blank.
4. **REVIEW** your rankings and comments with your team.
5. **SHARE** your feedback with the health center.

## RANKING INSTRUCTIONS

You will rank each item on a scale from 0-4 (with a 0 indicating that the item has not been implemented, 2 indicating that the item has been only partially implemented, and a 4 indicating that the item has been completely implemented). If you are unsure how to rank an item, put a star next to it, leave it blank, and ask about it during the interview.

Use the notes section to keep track of your comments and questions. At the end of the assessment, you will provide an average score to the site.

An example of this ranking is provided to the right. ►

### RANKING EXAMPLE

**ASSESSMENT TOOL ITEM #4:**  
The health center is open during times that are convenient for young people.



NO

The health center is only open from 8am 4pm.

SORT OF

The health center is open until 7pm one night a week.

YES

The health center is open until 7pm three nights a week.

Health Center Name: \_\_\_\_\_

Health Center Representatives: \_\_\_\_\_

THIS HEALTH CENTER ...	RANKING (0-4)
<b>PHYSICAL SPACE</b>	
<p><b>1. Is in a location that young people in the community can easily get to.</b></p> <ul style="list-style-type: none"> <li>• Is the clinic close to a school, youth-serving organization, or other place that is frequented by youth?</li> <li>• If not, is the clinic close to a bus line or other form of transportation?</li> </ul>	
<p><b>2. Is accessible to youth of all abilities.</b></p> <ul style="list-style-type: none"> <li>• Is there parking for vehicles that transport wheelchairs and wheelchair ramp and/or ramp access?</li> <li>• Do the doors have a push button opener?</li> <li>• Has the site considered the needs of youth eyesight or hearing impairments?</li> <li>• Is the physical space set up to accommodate wheelchair users?</li> <li>• What other things has the site done to be supportive of the needs of youth with various abilities?</li> </ul>	
<p><b>3. Makes their hours accessible.</b></p> <ul style="list-style-type: none"> <li>• This can include having them listed on the website, on Google, or posted on the front door. As well as available in the languages their patient population speaks and in braille for those with visual impairments.</li> </ul>	
<p><b>4. Is open during times that are convenient for young people.</b></p> <ul style="list-style-type: none"> <li>• Includes after school and/or weekend hours.</li> </ul>	
<p><b>5. Has a gender inclusive bathroom in a convenient location.</b></p>	
<p><b>6. Has check-in and check-out spaces that feel private.</b></p> <ul style="list-style-type: none"> <li>• Privacy entails both visual and auditory privacy.</li> <li>• Is there a risk that confidential information can be shared unintentionally with the current set up?</li> </ul>	
<p><b>7. Has a waiting area that feels private.</b></p> <ul style="list-style-type: none"> <li>• This may include providing visual and auditory barriers from trafficked public spaces such as partitions and white noise machines and providing enough space between seating that patients feel comfortable filling out paperwork.</li> </ul>	
<p><b>8. Has appointment spaces that feel private and comfortable.</b></p>	
<b>CREATING A WELCOMING ENVIRONMENT</b>	
<p><b>9. The environment is welcoming to young people and supportive of their mental health without being overwhelming or inconsiderate.</b></p> <ul style="list-style-type: none"> <li>• This can include having artwork and educational posters that are appealing to youth, posting the WiFi password, and having furniture that fits bodies of all sizes.</li> <li>• Sometimes mental health messages can dismiss negative emotions and respond to distress with false reassurances, which is often called toxic positivity. Does the art in this clinic avoid these kinds of messages?</li> </ul>	
<p><b>10. Considers the sensory needs of patients by creating a supportive environment in the waiting and appointment spaces</b></p> <ul style="list-style-type: none"> <li>• Some people react negatively to things that require too much of their senses, such as loud environments, bright lights, or intense smells. Or, they may seek out additional stimulation in settings that don't stimulate their senses enough</li> <li>• Examples of creating a space that is supportive of youth's sensory needs would be providing sensory toys such as fidget spinners or coloring books, limiting the visual and auditory input, and having a limited sensory input space.</li> </ul>	
<p><b>11. Posts visual cues to indicate that youth of all genders, gender identities, races, ethnicities, sexual orientations, religions, and abilities are welcome.</b></p> <ul style="list-style-type: none"> <li>• This could include rainbow stickers, posters with diverse representation, and size inclusive seating.</li> </ul>	

<b>12. Has basic needs including water, snacks (with common allergens noted), and bathrooms available without youth having to request access.</b>	
<b>13. Has names, photos, and the roles of the providers and staff visibly posted in the waiting areas.</b>	
<b>POLICIES</b>	
<b>14. Has walk-in or drop-in appointments.</b>	
<b>15. Has options for youth to see a clinician without parents or caregiver (confidential services).</b>	
<b>16. Posts information about confidentiality laws and practices in places that are easily accessible to youth.</b> • Information is provided in the languages youth speak, braille, and age-appropriate reading levels.	
<b>17. Has services that are free or low-cost for youth.</b>	
<b>18. Posts information about free or low-cost services in places that youth can easily access.</b> • This includes listed on the website, posted on the front door, and provided in the languages youth speak, braille, and age-appropriate reading levels.	
<b>19. Provides services in the languages spoken by youth in your community.</b>	
<b>20. Has information about the language staff speak in places youth can easily access.</b>	
<b>21. Has minimal visibility of security measures including guards, cameras, locked doors, etc. from the patient population.</b> • Some sites may not have any security measures. You can indicate this with an NA in the scoring box.	
<b>22. Posts information or communicates the security measures being used in the space in a non-intimidating manner, if applicable.</b>	
<b>ADDITIONAL ITEMS</b>	
<b>23. Has educational materials on a variety of health topics (including physical health) that are easy to understand and appealing to youth.</b>	
<b>24. Has an updated list of resources easily available and/or displayed in physical spaces, the website, and social media platforms for when immediate care is not available</b> • This includes crisis line, local psychiatric facilities, and emergency rooms.	
<b>25. Provides free menstrual products in bathrooms.</b>	
<b>AVERAGE SCORE</b>	
You can find the average score by adding all the scores together and dividing by the number of items.	

\* Put a star by the items you want to ask about during the interview. \*

## **FOLLOW UP INSTRUCTIONS**

Ask your facilitator if anything on this assessment tool is unclear. After you complete this tool and the interview, respond to the questions below. You will provide your score and these answers to the clinic at the end of the assessment.

**1. What do you like the most about this health center?**

**2. What is one thing you would change to make this health center a better place for youth?**

**3. Would you recommend this health center to your friends? Why or why not?**

## **NOTES**

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# INSTRUCTIONS

This guide is a companion resource for the Youth-Led Assessment for Behavioral Health Settings. It is designed to be used by the adult (s) that are partnering with youth to facilitate the assessment. The facilitator's guide will support the adult facilitators in engaging young people in evaluating the youth-friendliness of behavioral health centers and provide meaningful, youth-driven feedback.

FOR BEHAVIORAL HEALTH SETTINGS

**FOLLOW THESE STEPS TO COMPLETE THE ASSESSMENT PROCESS:**

## PREPARING FOR THE ASSESSMENT

### Step 1. Plan for Assessment

**Time:** Planning for this activity take 2-3 hours and must be complete at least one week in advance of the assessment day.

1	Identify a group of young people to serve as the youth evaluation team. This might be an existing youth council with a local organization, like a school-based health center, or you might assemble a focus group of existing patients. If you are affiliated with a youth council and not a behavioral health center, you will need to identify a local health center and a willing health center representative to partner with.
2	Read through this Facilitator Guide and the Assessment Tool. Think about how you will facilitate the activities and how your youth evaluation team will share feedback with the health center. These activities are developed to help you facilitate conversation and receive feedback in a meaningful way. Depending on your capacity and time with the youth, you may choose to use certain activities as they are written or adapt them to meet your goals.
3	Schedule a tour of the health center your youth evaluation team will be assessing. Ideally, the tour would occur during a time when the health center is not open to patients, or the patient volume is low. This tour can be done virtually if needed.
4	Schedule 15-30 minutes for an interview with the health center representative to take place after the tour.
5	Arrange for transportation for your youth evaluation team to and from the health center. If necessary, secure parental permission documentation and other accommodations such as meals. Check with your youth evaluation team to see if they have any accessibility needs that you can support them with.
6	Familiarize yourself with your state's minor consent laws by visiting the <a href="#">Adolescent Health Initiative's</a> website. Additionally, the <a href="#">Guttmacher Institute</a> has a listing of reproductive rights. Be prepared to share with your youth evaluation team which health services minors can consent to without parental permission in your state.

## Step 2. Prepare Materials

**Time:** 1 hour

<b>Set up</b>	The computer, projector, and speakers.	<b>Materials List</b> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> <li>• Speakers</li> <li>• Copies of the Youth-Led Health Center Assessment Tool for Behavioral Health Settings</li> <li>• Clipboards</li> <li>• Writing utensils</li> <li>• Flip chart paper</li> <li>• Tape (to hang flip chart paper)</li> <li>• Markers</li> </ul>
<b>Prepare</b>	Any materials needed to support the accessibility needs of the youth evaluation team.	
<b>Load</b>	What Matters to You(th)? Perspectives on Health Care Experiences video: <a href="https://youtu.be/kcxAtWLY7II-">https://youtu.be/kcxAtWLY7II-</a> .	
<b>Collect</b>	Materials for each young person, including copies of the assessment tool, clipboards, writing utensils, notecards, and markers.	
<b>Write</b>	<p>The following questions in large letters at the top of three pieces of flip chart paper.</p> <ul style="list-style-type: none"> <li>• What did you like most about the health center?</li> <li>• What is one thing you would change to make this health center a better place for youth?</li> <li>• Would you recommend this health center to your friends? Why or why not?</li> </ul>	
<b>Post</b>	The three pieces of flip chart paper around the room.	

## FACILITATING THE ACTIVITY

**Note:** This activity can be completed in one day or it can be broken up into multiple sessions.

## Step 3. Create a Safe and Welcoming Environment

When facilitating any activity with young people, it is important to create a space where they feel comfortable, safe, and open to sharing their thoughts and feelings. Although we know that not every space will be safe in the same way based on our identities and experiences, we can do our best.

•	You may wish to begin your time together with a short icebreaker ( <a href="#">in-person</a> and <a href="#">virtual</a> icebreaker examples) or “getting to know you” activity to activate the voices in the group.
•	Establish a meeting structure to help youth feel confident and secure. This could include developing objectives or an agenda and sending it to youth before meeting.
•	In partnership with the youth, develop a list of group norms. Groups norms serve as a set of clear, co-created guidelines to help participants feel comfortable with each other in an atmosphere of safety, respect, and trust.
•	Present a content warning when discussing potentially sensitive topics or when entering potentially triggering spaces with youth. Allow youth to disengage from the work if needed and provide information for a relevant crisis line or additional support resources. Review the <a href="#">Introduction to Content Warnings and Trigger Warnings</a> from the University of Michigan to learn more.



### Step 3. Create a Safe and Welcoming Environment (cont'd.)

•	Be an askable adult for youth by conveying warmth through body language, using a nonjudgmental tone of voice, utilizing open-ended questions, practicing active and reflective listening, avoiding assumptions while providing affirmations, and discussing confidentiality and boundaries. Learn more through AHI's Spark training on <a href="#">Being an Askable Adult</a> .
•	Ask youth for their <a href="#">pronouns</a> and chosen name. Use them any time you refer to them, even when they are not present. To learn more about pronouns, check out <a href="#">MyPronouns</a> .
•	Use neutral terms that avoid gendered language and heteronormative assumptions (instead of boy/girl, young man/lady, or sir/ma'am, or boyfriend/girlfriend use folx, everyone, y'all, their chosen name, or partner).

### Step 4. Discuss the Importance of Youth-Friendly Services

**Time:** 30 minutes

**Required Materials:** Computer, project, speakers

<b>Ask</b>	How would you describe a youth-friendly health center?
<b>Explain</b>	The <a href="#">World Health Organization</a> says that a youth-friendly health center meets the needs of young people in ways that are sensitive, effective, and inclusive. Today, we're going to watch a video about three young people's experiences at a health center. Pay attention to the youth-friendly characteristics they notice during their visit – and if anything, they see is not youth-friendly.
<b>Play</b>	the What Matters to You(th)? Perspectives on Health Care Experiences video: <a href="https://youtu.be/kcxAtWLY7II-">https://youtu.be/kcxAtWLY7II-</a> .
<b>Explain</b>	It is important to note that this video is specifically talking about features of a primary care health center that focuses mainly on physical health concerns like illness and injury. The clinic we are going to be touring today focuses on people's behavioral health concerns.
<b>Ask</b>	Does anyone know what behavioral health means?
<b>Explain</b>	Behavioral health is a term used to describe mental health concerns such as stress, anxiety, depression, and trauma and substance use disorders such as addiction to alcohol, marijuana, and illegal drugs.  We are going to take a few minutes to discuss the following questions with a partner. Before we do that, take a minute to think about the questions and answer them for yourself. • What did the young people in the video notice during their health center visit that was youth-friendly? • What is important to you when you go to a health center to access mental health services? What do you want to see that is different from your normal doctor's office?  Now turn to a partner, and for the next three minutes discuss these questions.

## Step 4. Discuss the Importance of Youth-Friendly Services (cont'd.)

**Time:** 30 minutes

**Required Materials:** Computer, project, speakers

<b>Ask</b>	<p>Would anyone like to share what youth-friendly characteristics they noticed during the video?</p> <ul style="list-style-type: none"> <li>• Possible responses include: welcoming to LGBTQ+ youth, teen-friendly magazines, clean environment, confidential services, patient-provider interactions, translator services.</li> </ul> <p>What is important to you when you go to a health center to access mental health services or to address a concern you have with substance use? What do you want to see that is different from your normal doctor's office?</p> <p>Why is it important for a mental health or substance use treatment center to be youth-friendly?</p> <ul style="list-style-type: none"> <li>• Possible responses include: young people are more likely to be honest about their needs, young people are more likely to go back if they have a good experience, young people are more likely to get their needs met, youth accessing these services may already be in distress and the environment should not contribute to their stress or trauma.</li> </ul>
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## Step 5. Prepare for the Evaluation

**Time:** 30 minutes

**Required Materials:** Copies of the Youth-Led Health Center Assessment Tool

<b>Explain</b>	<p>Today we are going to visit [insert name of health center] to evaluate ways it is youth-friendly. The evaluation will include a tour of the health center and an interview with a health center representative. Before we go, we're going to review the worksheet that we're going to use to do our evaluation.</p>
<b>Distribute</b>	<p>copies of the Youth-Led Health Center Assessment Tool for Behavioral Health Settings.</p>
<b>Explain</b>	<p>Let's read through this worksheet together. As we read, we'll pause to discuss some terms and ideas to make sure everything is clear. If anything is confusing, let me know as we go.</p>
<b>Read</b>	<p>through the tool aloud together. Stop to discuss the following terms along the way:</p> <ul style="list-style-type: none"> <li>• What might we mean by "the sensory needs" of patients?             <ul style="list-style-type: none"> <li>- Answer: Some people react negatively to things that require too much of their senses, such as loud environments, bright lights, or intense smells. Or, they may seek additional stimulation in settings that don't stimulate their senses enough.</li> </ul> </li> <li>• What do confidential services mean to you? Explain what health services are confidential in your state.</li> <li>• What does LGBTQ+ stand for?             <ul style="list-style-type: none"> <li>- Answer: Lesbian, Gay, Bisexual, Transgender, Queer or Questioning. The plus sign represents additional identities, including asexual, pansexual, two-spirit.</li> </ul> </li> <li>• Why is it important for a health center to be welcoming to LGBTQ+ youth?</li> </ul>

## Step 5. Prepare for the Evaluation (cont'd.)

**Time:** 30 minutes

**Required Materials:** Copies of the Youth-Led Health Center Assessment Tool

<b>Ask</b>	Now that we've read through the worksheet, does anyone have any other questions about it?
<b>Explain</b>	Great! Now we're going to go evaluate the health center.

## Step 6. Evaluate the Health Center

**Time:** 60-90 minutes

**Required Materials:** Copies of the Youth-Led Health Center Assessment Tool, clipboards, writing utensils

<b>Go</b>	to the health center with the youth evaluation team.
<b>Explain</b>	You each have your own copy of the worksheet. As we walk through the health center, complete the form on your own. If any of the items on the assessment tool are confusing to you, we'll pause to discuss them. If you feel like you need more information to rank an item, put a star by it and leave it blank. After the tour, we will sit down with a health center staff member to discuss any of the questions on the assessment tool that you starred and left blank.
<b>Tour</b>	the health center as a group, ranking items on the assessment tool as you go.
<b>Interview</b>	a health center staff member as a group. Encourage your youth evaluation team to seek clarification on items on the evaluation tool that they were unable to rank during the tour.
<b>Return</b>	to your program site.

## Step 7. Evaluation Debrief

**Time:** 60-90 minutes

**Required Materials:** Flip chart paper, markers, tape, stopwatch, or timer

<b>Explain</b>	Take the next five minutes to review your rankings and come up with an average score on your worksheet. Look at the final three open-ended questions and complete your responses.
<b>Ask</b>	Were there any items that you felt like the site did well on? Were there any items that you felt like they could improve?

## Step 7. Evaluation Debrief (cont'd.)

**Time:** 60-90 minutes

**Required Materials:** Flip chart paper, markers, tape, stopwatch, or timer

<b>Explain</b>	Now let's review your responses to the last three questions on the evaluation tool. Around the room, you'll see three pieces of flip chart paper posted on the walls. Each piece of flip chart paper has one of the open-ended questions listed at the top. When I say go, let's divide into three small groups. Each group will then go to one of the questions posted on the wall. As a group, discuss your thoughts about that question and record your responses on the flip chart paper using a marker. After two minutes, I'll ask your group to rotate to a new question. We'll repeat that process until your group has written their responses to all of the questions. Any questions before we get started? Ok, let's go!
<b>Tell</b>	the small groups to rotate to a new question after they have spent two minutes at each station. A stopwatch or timer can be helpful in keeping track of time". Once each small group has rotated through each question, ask everyone to take a seat.
<b>Review</b>	the responses written on each piece of flip chart paper as a group. Pause after each set of responses to discuss the following questions: <ul style="list-style-type: none"> <li>• Is anything unclear on this list?</li> <li>• Would anyone like to add anything to this list? Write additional responses on the flip chart paper.</li> </ul>

## Step 8. Share Feedback

**Time:** Depends on the strategy your team chooses

<p>There are many ways your youth evaluation team can share the results and recommendations from their evaluation project (take a look at the "Strategies for Sharing Results" box for a few ideas). Engage your team in a brainstorming session to decide how they want to provide feedback to the health center they evaluated. Some questions to consider include:</p> <ul style="list-style-type: none"> <li>• Who should hear our feedback?</li> <li>• What is the best way to provide feedback to them?</li> <li>• How can we inspire them to make their health center more youth-friendly?</li> </ul> <p>Once your team has picked a strategy to share their results, have them create and implement a plan to make it happen!</p>	<p><b>Strategies for Sharing Results</b></p> <ul style="list-style-type: none"> <li>• Have your youth evaluation team prepare a presentation to share with health center leadership.</li> <li>• Have your youth evaluation team develop a brief written report to email to health center leadership.</li> <li>• Invite a health center representative to a youth evaluation team meeting. Share the results and recommendations through a facilitated conversation.</li> </ul>
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## Step 9. Reflection

**Time:** 45 minutes

**Required Materials:** Notecards, writing utensils

<b>Explain</b>	We are going to spend some time reflecting on the health center evaluation project. Let's start with a Rose-Bud-Thorn reflection. In this reflection activity, the rose stands for something you liked about the project, the thorn stands for something you didn't like about this project, and the bud stands for a new idea or perspective you have as a result of this project.
<b>Ask</b>	<p>First we're going to share our roses. Take a minute to think to yourself about something you liked about this project.</p> <p>Allow a little time to pass.</p> <p>Now let's take turns sharing our roses. Who would like to go first?</p>
<b>Ask</b>	<p>Next we're going to share our thorns. Take a minute to think about something you did not like about this project.</p> <p>Allow a little time to pass.</p> <p>Now let's take turns sharing our thorns. Who would like to go first?</p>
<b>Ask</b>	<p>Now we're going to share our buds. Take a minute to think about a new idea or perspective you have as a result of this project.</p> <p>Allow a little time to pass.</p> <p>Now let's take turns sharing our buds. Who would like to go first?</p>
<b>Explain</b>	Thank you all for sharing your thoughts about this project. Now we're going to spend a few minutes doing a more personal reflection. I'm going to give you a notecard. On one side, I'd like you to write down something you feel like you contributed to this project. On the other side, I'd like you to write down something that you learned as a result of this project. Take the next few minutes to write your responses on your notecard.
<b>Ask</b>	<p>Would anyone like to share something you feel like you contributed to the project?</p> <p>Would anyone like to share something you learned as a result of this project?</p>
<b>Explain</b>	Thank you for participating in this project to evaluate and provide feedback to the health center! Your feedback will help make the health center a better place for all future teen patients.