

ADOLESCENT  
**HEALTH**  
INITIATIVE

**YOUTH-  
LED  
HEALTH  
CENTER  
ASSESSMENT TOOL**

FOR PRIMARY CARE HEALTH SETTINGS

# YOUTH-LED HEALTH CENTER ASSESSMENT TOOL

FOR PRIMARY CARE 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 Health Center Assessment Tool before beginning the assessment. Discuss any items you need clarification on.
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 (0= the item has not been implemented, 1= the item has been only minimally implemented, 2= the item has been partially implemented, 3= the item has almost completely been implemented, and 4= 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<br>(0-4) |
|--|------------------|
| <b>PHYSICAL SPACE</b>  |                  |
| <b>1. Is in a location that young people in the community can easily get to.</b> <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>  |                  |
| <b>2. Is accessible to youth of all abilities.</b> <ul style="list-style-type: none"> <li>• Is there parking for vehicles that transport wheelchairs and a 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 with 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 support the needs of youth with various abilities?</li> </ul> |                  |
| <b>3. Makes their hours accessible.</b> <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>  |                  |
| <b>4. Is open during times that are convenient for young people.</b> <ul style="list-style-type: none"> <li>• Includes after school and/or weekend hours.</li> </ul>   |                  |
| <b>5. Has a check-in and check-out space that feels private.</b> <ul style="list-style-type: none"> <li>• Privacy entails both visual and auditory privacy.</li> <li>• With the current set up, is there a risk that confidential information can be shared unintentionally?</li> </ul>  |                  |
| <b>6. Has exam rooms that feel private and comfortable.</b> <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 heard unintentionally?</li> </ul>   |                  |
| <b>7. Has an all-gender bathroom in a convenient location.</b> <ul style="list-style-type: none"> <li>• Do youth have to ask to use the all-gender restroom in order to find it?</li> <li>• There should be appropriate signage indicating where the bathroom is located.</li> </ul>   |                  |
| <b>CREATING A WELCOMING ENVIRONMENT</b>  |                  |
| <b>8. Has a physical space that is welcoming to young people.</b> <ul style="list-style-type: none"> <li>• This can include having artwork and educational posters that are appealing to youth, posting the WiFi password, providing a cellphone charging station, and supplying magazines that are geared towards youth.</li> </ul>   |                  |
| <b>9. Posts visual cues to indicate that youth of all genders, gender identities, races, ethnicities, sexual orientations, religions, and abilities are welcome.</b> <ul style="list-style-type: none"> <li>• This could include rainbow stickers, posters with diverse representation, and size-inclusive seating.</li> </ul>   |                  |
| <b>10. Has names, photos, and the roles of the providers and staff visibly posted in the waiting areas.</b>  |                  |
| <b>11. Provides services in the languages spoken by youth in your area.</b>  |                  |
| <b>12. Has information about the language staff speak in places youth can easily access.</b>   |                  |
| <b>13. Provides free menstrual products.</b>   |                  |
| <b>14. Provides free condoms.</b>  |                  |

| POLICIES  |  |
|---|--|
| <b>15. Has walk-in or drop-in appointments.</b>   |  |
| <b>16. Has services that are free or low-cost for youth.</b>  |  |
| <b>17. Posts information about free or low-cost services in places that youth can easily access.</b><br>• Is this information listed on the website or posted on the front door, and provided in the languages youth speak, braille, and age-appropriate reading levels?  |  |
| <b>18. Has options for youth to see a provider without parents or caregiver (confidential services).</b>  |  |
| <b>19. Posts information about confidentiality laws and practices in places that are easily accessible to youth.</b><br>• Information is provided in the languages youth speak, braille, and age-appropriate reading levels.  |  |
| SERVICES AND EDUCATION OFFERED  |  |
| <b>20. Provides multiple birth control methods (pill, patch, LARCs, emergency contraception, etc.).</b>   |  |
| <b>21. Provides pregnancy testing and comprehensive pregnancy options counseling.</b><br>• Comprehensive pregnancy options counseling is when providers have an unbiased discussion with a young person about their pregnancy options, which includes abortion and continuation of pregnancy.                               |  |
| <b>22. Provides testing and treatment for sexually transmitted infections (STIs).</b><br>• STIs can include chlamydia, gonorrhea, syphilis, and HIV.  |  |
| <b>23. Has mental health services for youth.</b>  |  |
| <b>24. Posts information about mental health services in places that are easily accessible to youth.</b><br>• Information is provided in the languages youth speak, braille, and age-appropriate reading levels.<br>• These services should be culturally responsive and inclusive of adolescent’s intersecting identities. |  |
| <b>25. Has educational materials on a variety of health topics that are easy to understand and appealing to youth.</b>  |  |
| <b>26. 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><br>• Resources can include crisis lines, local psychiatric facilities, shelters, food banks, etc.                                       |  |
| <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 Health Center Assessment. It is designed to be used by the adult(s) that is partnering with youth to facilitate the assessment. The facilitator's guide will support the adult facilitators to engage young people in evaluating the youth-friendliness of health centers and provide meaningful, youth-driven feedback.

FOR PRIMARY CARE HEALTH SETTINGS

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

## PREPARING FOR THE ASSESSMENT

### Step 1. Plan for Assessment

**Time:** Planning for this activity takes 2-3 hours and must be completed 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 may be an existing youth council with a local organization, like a school-based health center, or you may assemble a focus group of existing patients. When identifying youth to partner with, consider recruiting youth that match the demographic makeup of your patient population. If you are affiliated with a youth council and not a 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's 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 the 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. You will want to ask to see the waiting area, check-in/check-out, and the exam rooms.  |
| 4 | Schedule 15-30 minutes for an interview with a 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 website</a> . 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:** 30 minutes

|                |   |  |
|----------------|---|--|
| <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</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> | Anything needed to support the accessibility needs of the youth evaluation team such as translation services or wheelchair accessible seating.  |  |
| <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 adolescents?</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.   |  |

**Note:** If you are facilitating this activity virtually, you may want to use the [Whiteboard function](#) on Zoom or Google's [Jamboard](#) to facilitate these activities.

## 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 Welcoming Environment

**Time:** 15 minutes

**Every space will not be safe for everyone in the same way due to the identities we hold and the experiences we bring; however, it is important to try our best in creating a space where young people feel comfortable and open to sharing their thoughts and feelings. Below are some tips for how to accomplish this through this assessment.**

|   |   |
|---|---|
| • | 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 a “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 the 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. |



### 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 <b>pronouns</b> and name they go by. 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, sir/ma'am, or boyfriend/girlfriend use partner, folx, everyone, or y'all).   |

### 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:<br><a href="https://youtu.be/kcxAtWLY7II-">https://youtu.be/kcxAtWLY7II-</a> .  |
| <b>Explain</b> | Now turn to a partner, and for the next three minutes discuss these questions. <ul style="list-style-type: none"> <li>• What did the young people in the video notice during their health center visit that was youth-friendly?</li> <li>• What is important to you when you go to a health center to access physical or mental health services?</li> </ul>   |
| <b>Ask</b>     | Would anyone like to share what youth-friendly characteristics they noticed during the video? <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>   |
| <b>Ask</b>     | Would anyone like to share what is important to you when you go to a health center to access physical or mental health services?  |
| <b>Ask</b>     | Why is it important for health centers to be youth-friendly? <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.</li> </ul>  |

## Step 5. Prepare for the Evaluation

**Time:** 30 minutes

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

|                   |   |
|-------------------|---|
| <b>Explain</b>    | 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.   |
| <b>Distribute</b> | copies of the Youth-Led Health Center Assessment Tool.  |
| <b>Explain</b>    | 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.   |
| <b>Read</b>       | through the tool aloud together. Stop to discuss the following terms along the way: <ul style="list-style-type: none"> <li>• What does a welcoming physical space at a health center look like to you?</li> <li>• What do confidential services mean to you?<br/><b>Explain</b> what health services are confidential in your state.</li> <li>• What does LGBTQ+ stand for? <b>Answer:</b> Lesbian, Gay, Bisexual, Transgender, Queer or Questioning. The plus sign represents additional identities including asexual, pansexual, two-spirit.</li> <li>• Why is it important for a health center to be welcoming to LGBTQ+ youth?</li> </ul> |
| <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 questions on the assessment tool that you starred and left blank. Does anyone have any questions before we get started? |
| <b>Tour</b>    | the health center as a group, ranking items on the assessment tool as you go.   |

## Step 6. Evaluate the Health Center (cont'd.)

**Time:** 60-90 minutes

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

|                  |  |
|------------------|--|
| <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:** 30-60 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 the site did well on? Were there any items that you felt they could improve?   |
| <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 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 the questions. Any questions before we get started? Ok, let's go! |
| <b>Tell</b>    | the groups to rotate to a new question after they have spent two minutes at each station. A stopwatch or timer can be useful to keep track of the time. Once each 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> |
|---|--|

## Step 9. Reflection

**Time:** 20 minutes

**Required Materials:** Notecards, writing utensils

|                       |  |
|-----------------------|--|
| <p><b>Explain</b></p> | <p>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.</p> |
| <p><b>Ask</b></p>     | <p>First we’re going to share our roses. Take a minute to think 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>   |
| <p><b>Ask</b></p>     | <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>   |

## Step 9. Reflection (cont'd.)

**Time:** 20 minutes

**Required Materials:** Notecards, writing utensils

|                |  |
|----------------|--|
| <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> | <p>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.</p> |
| <b>Ask</b>     | <p>Would anyone like to share something you feel 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> | <p>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.</p>  |