

How SBHCs Can Empower Youth to Pursue Health Careers

An overview of curricula for school-based health
center youth engagement programming.



Presentation Objectives

Upon completion of this webinar, participants will be able to:

- **Describe** the Youth Health Worker (YHW) and Learn, Meet, Practice (LMP) curricula.
- **Practice** activities from the YHW & LMP curricula.
- **Identify** a plan for implementing and integrating the curriculum into existing or new youth development programming.

Agenda

1. Introductions
2. About Our Agencies
 1. CSHA
 2. James Morehouse Project at El Cerrito High School)
3. Youth Engagement 101 (CSHA)
4. Youth Health Worker Project Overview (CSHA)
5. Curriculum Examples (CSHA)
6. Examples from the James Morehouse Project at ECHS
7. Close-out



California School-Based Health Alliance

The California School-Based Health Alliance is the statewide non-profit organization dedicated to improving the health and academic success of children and youth by advancing health services in schools.

Our work is based on two basic concepts:

- Health care should be accessible and *where kids are*
- Schools should have the services needed to ensure that poor health is not a barrier to learning.



James Morehouse Project at El Cerrito High School

The James Morehouse Project (JMP) works to create positive change in the ECHS community through medical services, counseling/youth development, and school-wide initiatives. Founded in 1998, the JMP (formerly the ECHS Community Project) assumes youth have the skills, values and commitments to make positive change happen in their own lives and the life of our school community.



CSHA & The Role of Youth Engagement

CSHA believes that preparation for productive employment is an integral part of adolescent health. School-based health centers (SBHCs) bring health professionals into a setting that is part of a young person's daily life and are well-positioned to play a role in promoting health careers by:



- Offering **youth leadership programs** for students who may otherwise not have access to off-campus extracurricular activities.
- Providing access to a **multidisciplinary medical team** that includes primary care and mental health providers, as well as health educators.
- Supplementing opportunities to **access health career development** beyond specialized academies and career-focused clubs.
- **Reducing transportation barriers** to off-campus, work-based learning opportunities.

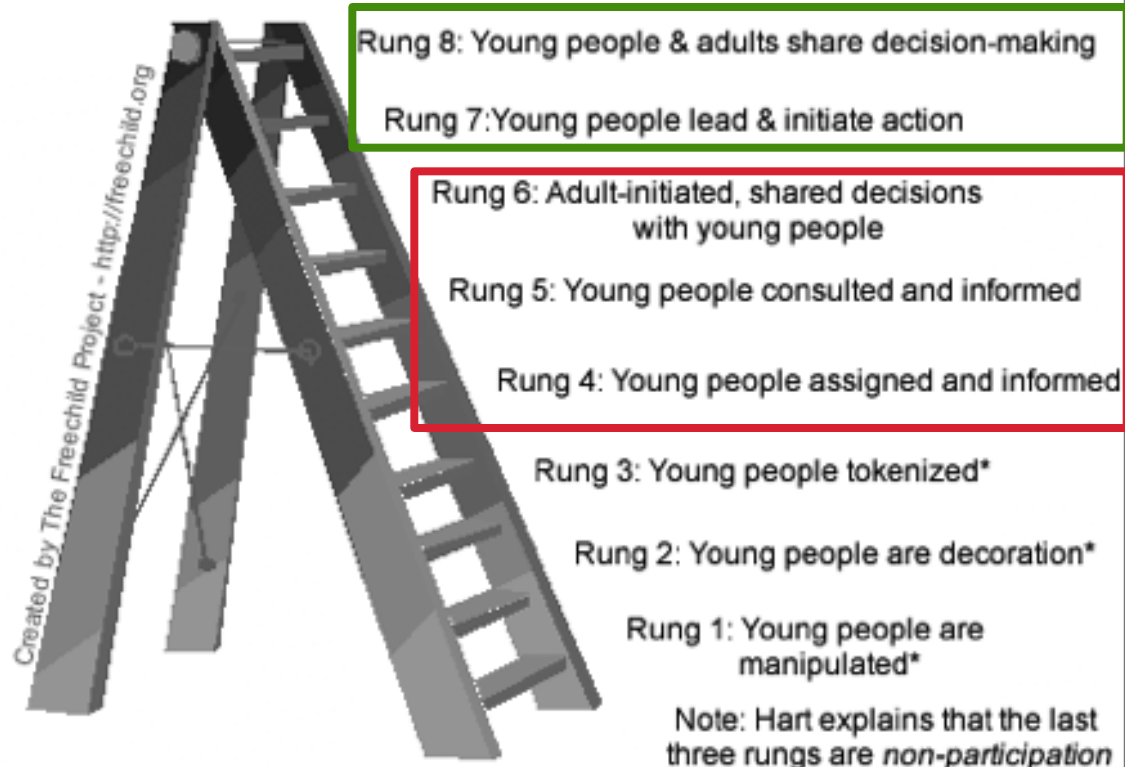
Think of an adult that was a mentor to you
when you were a teen...

What is one quality that you remember
about them?

(Please type your answer in the chat box and be sure
you are addressing everyone.)

Youth Engagement vs. Tokenization

Roger Hart's Ladder of Young People's Participation

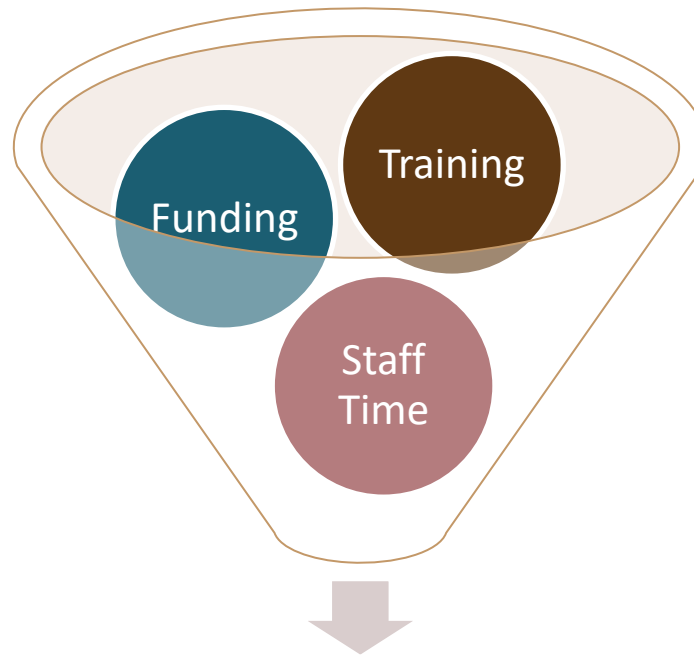


Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*.
Florence: UNICEF Innocenti Research Centre.

Part 1: Are you and your organization ready for Youth Engagement?

We want to start a program!

We are thinking about starting a program!



Youth Engagement!

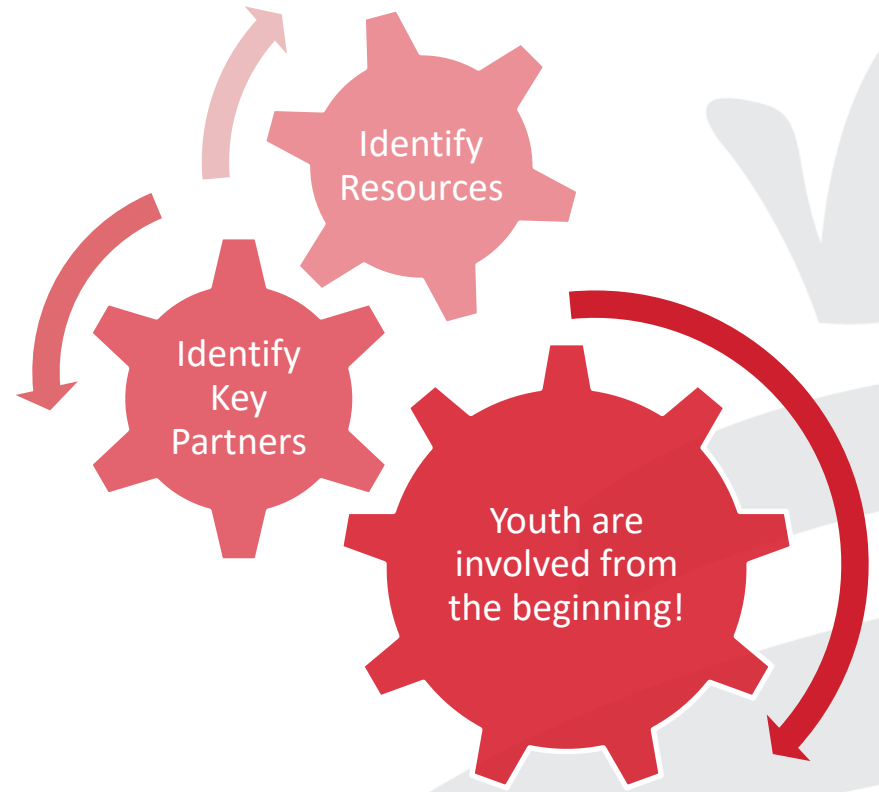
We have a program already!

We have been doing this for years!

Part 2: Build Capacity for Youth Engagement & Create an Action Plan

Key Questions:

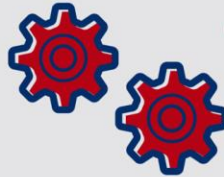
- How can we get **funding** to support youth engagement?
- How do we allocate appropriate staff/adult ally **time**?
- Where can we receive adult ally **training** on youth development principles and youth facilitation?



5 KEY PRINCIPLES YOUTH ENGAGEMENT

The core of youth engagement is a meaningful partnership
between adults and young people.

1 INCLUSIVENESS & EQUITY



2 RESPECT & AFFIRMATION

3 AUTHENTICITY & VULNERABILITY



4 TRUST & ACCOUNTABILITY

5 FLEXIBILITY



The Project: Youth Health Workers (YHW) at SBHCs

To strengthen the role of SBHCs in addressing the need for a diverse health workforce, the California School-Based Health Alliance (CSHA) is launching the **Youth Health Worker** project in six SBHCs:

- De Anza Health Center at De Anza High School (El Sobrante)
- Hercules High School Health Center (Hercules)
- JFK Student Health & Enrichment Center at John F. Kennedy High School (Richmond)
- James Morehouse Project Health Center at El Cerrito High School (El Cerrito)
- Pinole Valley High School Health Center (Pinole)
- Richmond High School-Based Health Center (Richmond)

Youth Health Worker (YHW) Curriculum

The *Youth Health Worker* curriculum formalizes the amazing peer education, health coaching, and outreach young people have been doing for their SBHCs.

Learn, Meet, Practice (LMP) Curriculum

The *Learn, Meet, Practice* curriculum connects young people with professionals in the public health field, usually the ones providing services at their SBHCs. These professionals include: mental health providers, primary care providers (FNPs, MAs, etc.) and AOD counselors.

Activity Overview & Examples

Handout: Upstream & Downstream Worksheet



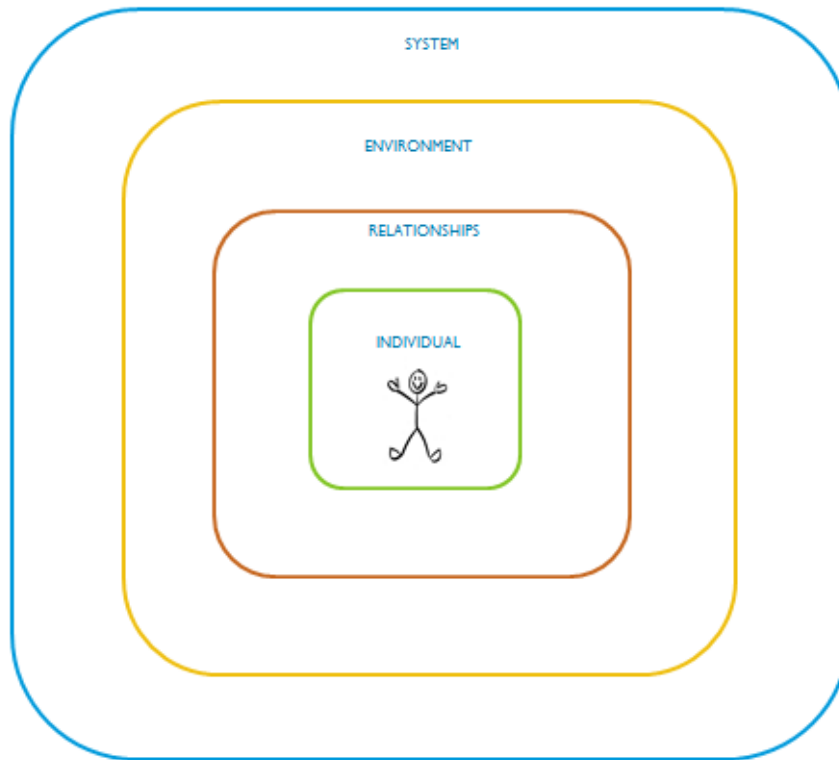
Activity Overview & Examples

Handout 6A: Space Matters Reflection Part I⁵

Health is more than an individual problem. You can analyze health outcomes not only as a result of individual behaviors, but also on “built environments.”⁶ The built environment refers to our human-made space in which people live, work, and play. The built environment is a material, spatial and cultural product of human labor and includes buildings, parks, and transportation systems.

Who decides where buildings or parks are built? A **system** is an entity that has the authority, money or power to radically alter the built environment.

Answer the question: What **helps or supports** a young person stay healthy? Based on our discussion, pick a health issue and draw its relationship to the individual, relationships, environment, and system.



⁵ Worksheet adapted from [SafeSide Arts Alliance](#), Oakland, CA, 2010.

Activity Overview & Examples

Handout 2: Creating Your Safe Space Poster

Example: A safe space LOOKS beautiful and welcoming.



Your Turn: Create your own Safe Space Poster

A Safe Space _____

¹ Image Credit: Faviana Rodriguez. (2011). Migration Is Beautiful. Retrieved from: <http://faviana.tumblr.com/>

Activity Overview & Examples

Handout 3: H.E.L.P.

Have resources ready.

Evaluate your ability to help someone.

Listen actively.

Provide referrals to a trusted adult or health professional.

Your Turn: Use this space to write notes on what you would do for each step.

Example:

Have resources ready –
There is individual
counseling, crisis drop-in,
and groups available at my
health center.

“Let them reach for the sky and help bring the sky to them”

- Are supportive and caring i.e. trauma-informed
- Trust youth
- Take risks, not afraid of challenges
- Are good listeners & facilitators
- Comfortable working with youth
- Help network/navigate institutions
- Step up, step down
- Are respectful of youth’s views, diversity, culture, time (don’t ask too much of youth!)



Youth Health Worker Program (YHWP) at the James Morehouse Project

Program Structure:

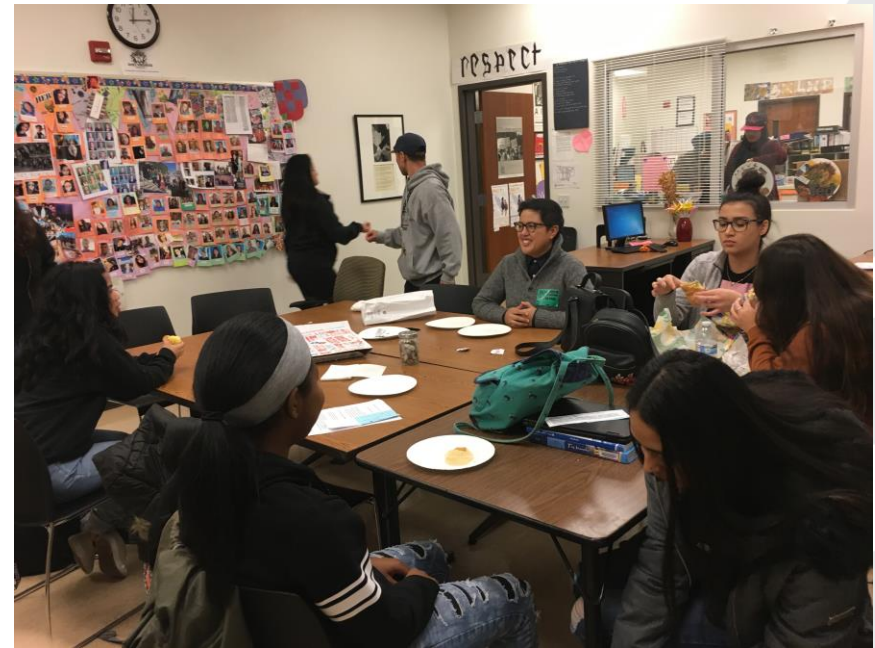
- Recruitment
- Retention
- Weekly Meetings



Success Story: Linking Youth to Health Career at the JMP

Tapping into your existing resources:

- Dr. Angela Echiverri, CCHS
- MSW Interns at YMCA of the East Bay
- County Health Services, Contra Costa County



Thank you!

Reminder: All materials and a recording of this webinar will be available by the end of this week.

Please respond to our evaluation as well.