

Paving the Path: How SBHCs Can Engage Youth to Pursue Health Career Pathways

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



Webinar Housekeeping

- Everyone is in “listen-only” mode.
- Two listen options: phone or web (phone tends to be better!)
- Call in #: 415-655-0003, access code: 664 270 691
- Type questions in "chat box" located in the sidebar to the right.
- If you are having technical difficulties, please be sure to address the panelists and we will do our best to help you.
- The webinar is being recorded.
- Supporting materials will be available on our website within one week of this webinar.

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 the California School-Based Health Alliance
3. Youth Engagement 101
4. Youth Health Worker Project Overview
5. Sample Lessons
6. Case Studies
 1. Juan Crespi Middle School
 2. Pinole Valley High School
7. Q&A

Introductions



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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.



CSHA & the Role of Youth Engagement

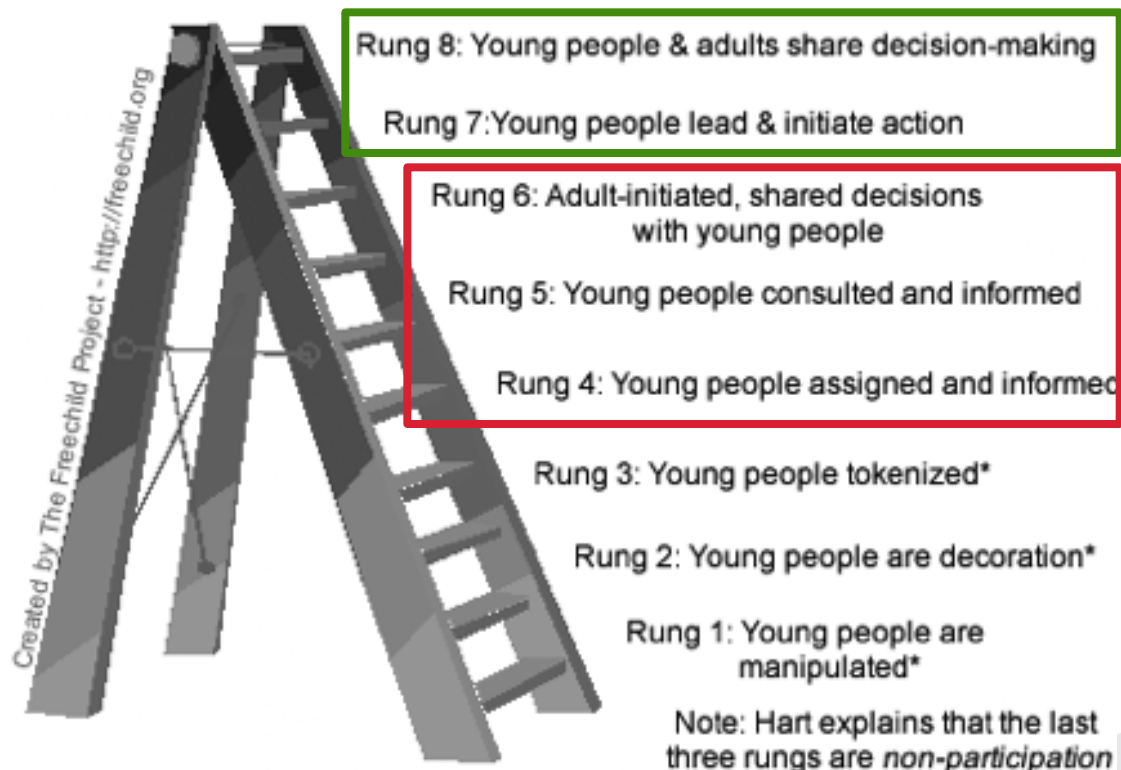
CSHA believes that preparation for productive employment is an integral part of adolescent health. School-based health centers (SBHCs) bring health professionals into a setting that is part of a young person's daily life and are well-positioned to play a role in promoting health careers by:



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

Youth Engagement vs. Tokenization

Roger Hart's Ladder of Young People's Participation

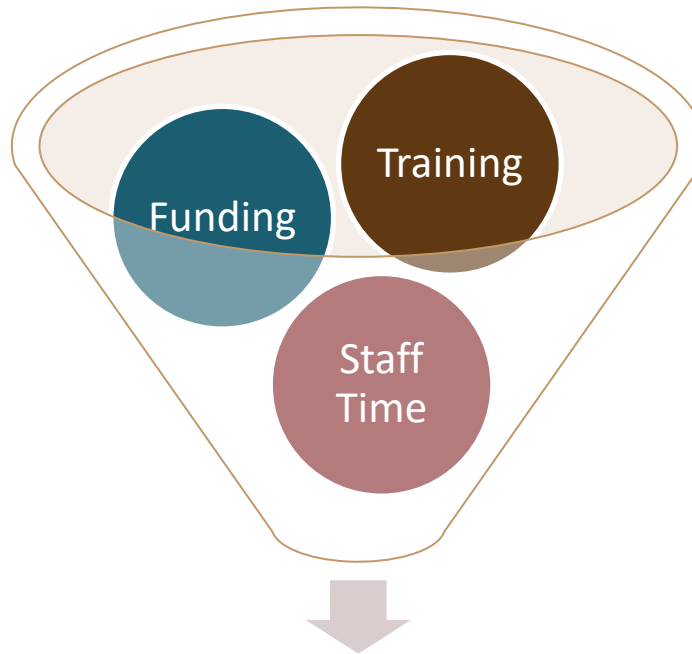


Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*.
Florence: UNICEF Innocenti Research Centre.

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!

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 at SBHCs

To strengthen the role of SBHCs in addressing the need for a diverse health workforce, the California School-Based Health Alliance (CSHA) has launched the **Youth Health Worker** project at 10 SBHCs in WCCUSD:

- 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)
- Sylvester Greenwood Academy Health Center (Richmond)
- **Juan Crespi Middle School Health Center (El Sobrante)**
- Helms Middle School Health Center (San Pablo)
- DeJean Middle School 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.

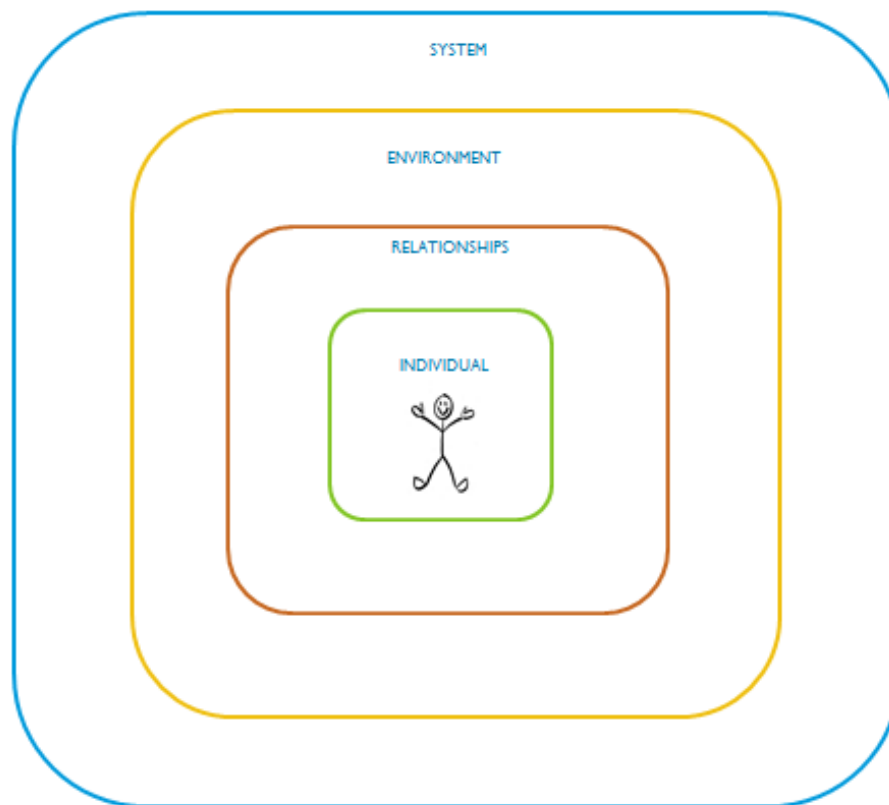
Activity Overview & Examples

Handout 6A: Space Matters Reflection Part 1⁵

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.” 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 [SafeSite Arts Alliance](#), Oakland, CA, 2010.

Activity Overview & Examples

Handout 2: Creating Your Safe Space Poster

Example: A safe space LOOKS beautiful and welcoming.



migration is beautiful

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.

Activity Overview & Examples

Profession	Minimum Degree Required	Years in College	Description
Case Manager	Bachelor's Degree in related field (social work, psychology, etc)	4	Case Managers are similar to Social Workers. They assist many different groups of people, mainly socially and economically disadvantaged, but also people with disabilities, substance abuse problems, family conflicts, or illness. They mainly work to connect people with resources that may be available to them (financial assistance programs, employment, housing, food, medical, etc.)
Marriage and Family Therapist (MFT)	Bachelor's Degree in related field (sociology, psychology, etc.) MFT Degree	4-6	Marriage and Family Therapists assist many different groups of people, mainly socially and economically disadvantaged, but also people with disabilities, substance abuse problems, family conflicts, or illness.
Psychiatrist	MD or MO and Special Residency Program in Psychiatry and ABPN Exam	13 - 14	Psychiatrists treat people with mental illnesses. They provide different treatments depending on the patient and are medically trained on the human brain.
Psychologist	Doctorate Degree in Psychology	6 - 8	Psychologists study the human mind and behavior. They can directly treat patients, conduct research, or consult for organizations. They can work with athletes, lawyers, children, etc.
Social Worker	Bachelor's Degree in Social Work/Master's Degree in Social Work/LCSW Degree	4 - 10	Social workers assist many different groups of people, mainly socially and economically disadvantaged, but also people with disabilities, substance abuse problems, family conflicts, or illness. There are many types, including child, family, school, medical, and clinical social workers.

Your Turn:

Mental Health Career:

Why?



Home: How is it at home at the moment? Do you have your own space? Who do you get along best with? Could you talk to them if you were worried about anything?



Education/Employment: How's school going? What are you best at? Do you know what you want to do when you leave? Do you have a good group of friends?



Eating: Does your weight or body shape cause you any stress?



Activities: How do you spend your spare time? What do you do to relax? How much time do you spend online/using social media?



Drugs/Alcohol/Tobacco: Do you have any friends or family members who smoke/drink? Have you been offered drugs? Is it hard for you to say no in this situation?



Sexuality/Relationships: Have you ever been in a romantic relationship? What has that been like?



Suicide/Depression: How is life in general? How are you sleeping? Do you ever think about hurting yourself? Do you ever feel so down that life isn't worth living?

Handout 3: Mental Health Provider Interview Questions

Your Turn: Use the space provided to come up with your own set of questions that you would like to ask a mental health provider.

1. What is your favorite part of your job?
2. What is your least favorite part of your job?
3. What does a typical day look like for you?
- 4.



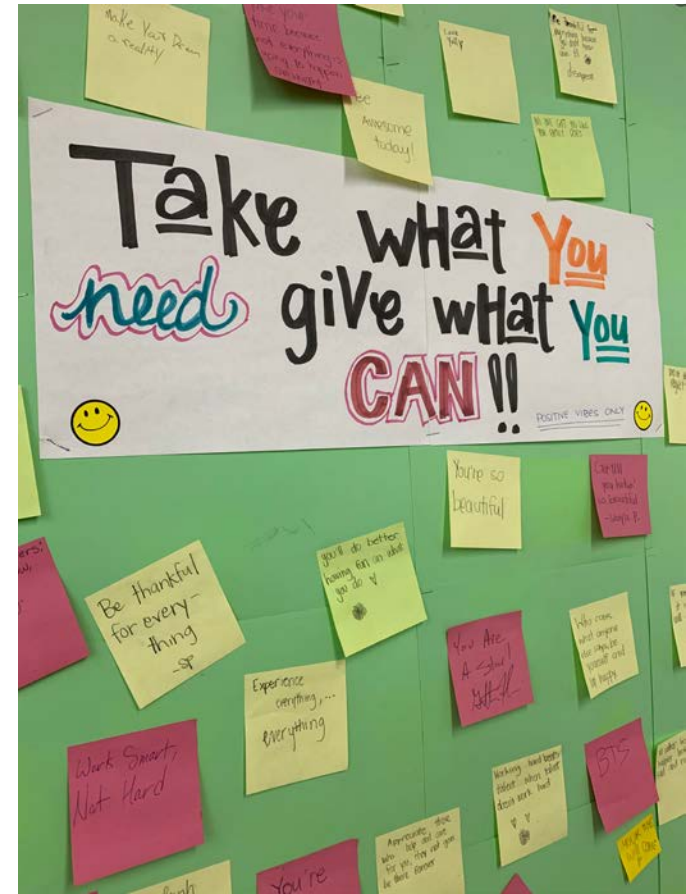
JUAN CRESPI MIDDLE SCHOOL WELLNESS CENTER

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Juan Crespi Middle School Wellness Center

The Crespi Middle School Wellness Center was established during the 2016/17 school year in collaboration with the YMCA of the East Bay as a part of the West Contra Costa Unified School District's Full Service Community School initiative. The Wellness Center provides students with the support needed to face the challenges in their lives while working closely with faculty, administration, parents, and community to build a strong and positive school culture and support success for all students.





PINOLE HS

health & wellness center

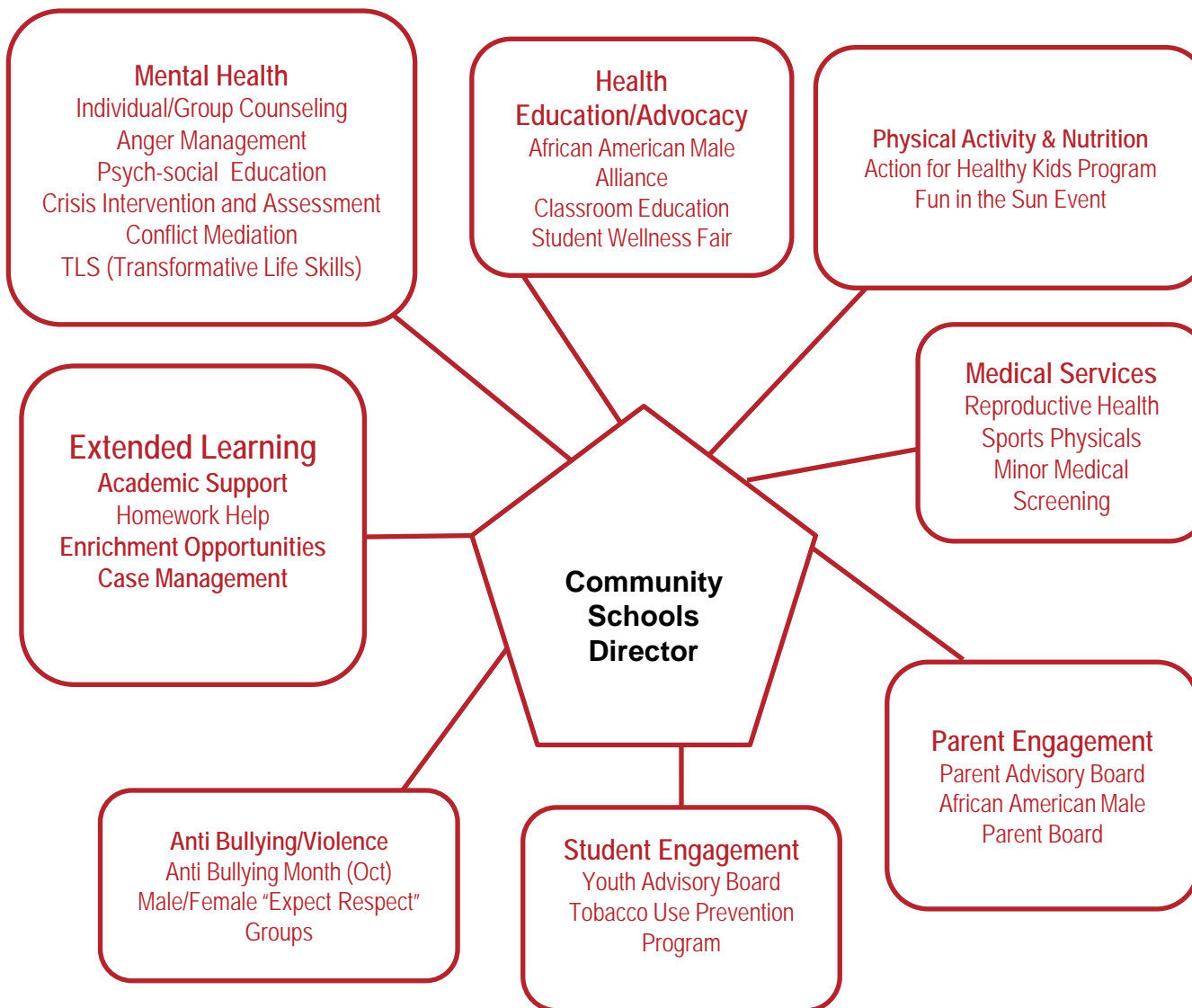
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Pinole Valley HS HEALTH & WELLNESS CENTER COORDINATED COMPREHENSIVE SERVICES 2018-2019



1

Students are referred or walk-in

2

Health Coordinator gives intake form to service provider.

3

Team member will provide service or link to additional resources.

4

Team member(s) provide ongoing support and follow up as needed



Youth Advisory Board

- Education in youth health worker field.
- Discussions around the health and safety of the school.
- Define community health and how community members access community health
- Provide direct services to the school community

TUPE

- Tobacco Use Prevention and education
- Discussions around student use of tobacco
- Education in the deception of tobacco retailers.
- Provide direct services to the school community

Recruitment:

Why them? Who is in charge? When do we start?

Youth Advisory Board

- Good mix of young and old students.
- Involve staff to give opportunities to support their students.
- Provide information on what's expected before offering benefits to belonging.
- Appoint a student leader try to change roles and positions every year.
- Start recruiting on the last and first day of school

TUPE

- Good mix of young and old students.
- Work with existing program coordinator for talent.
- Offer opportunities to students who have never been engaged.
- Ask principal to address Freshman class as another opportunity the school is offering.

Activities: Themes? Needs? Implementation?

- Each year, we target a specific problem and make it our theme. This year for example is suicide. Why? Because it's the most often reported issue in our schools health center.
- Needs are discussed through surveys, usually after a lesson in the youth health worker curriculum that causes a lot of debate or discussion.
- Surveys are our main source of information from the student body.
- Implementation: students spend most of the winter training and learning from the YHW guidebook. As the facilitator, I often use the guide after gauging the climate. We also leverage our partners to train both sets of leadership teams.
- This time is spent gearing up for the spring. In the spring, we send our students out to a partnering elementary/middle school and provide health instruction to younger students.

Spring Activities

- In the spring, our students will provide peer education to the students of Collins elementary providing nutrition education and holding healing circles with the students.
- Peer education is the hallmark of all our youth programs being able to teach what you have learned is a true final for the class of being a youth health worker. It encompasses every module.
- This video shows footage of a project our teens at JFK did with students from DeJean Middle school. After this year's activities, we will share a video from the Pinole activities, but this gives you an idea of the teaching job our HS students do and are capable of.



Questions?

Join us in putting health care where kids are. **BECOME A MEMBER**

By becoming a member of the California School-Based Health Alliance, you help us realize our goal of making school-based health care an integral part of the educational and health care systems.



Thank you!

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

For questions, email:
ple@schoolhealthcenters.org