

**Adolescent Screening
Visits (ASVs) &
Clinical Health
Coaching in a School-
Based Health Center
(SBHC) Setting**





who are we?

Jenny (she/her), Health Educator

Kevin (he/him), Americorps Health Educator

Mariam (she/her), Americorps Health Educator

Emma (she/her), Health Education Supervisor of SBHCs





who are you?

Let's find out who's in
the room!

✦✦ Today's Agenda

Introduce Health Educator role at La Clinica SBHC

Adolescent Screening Visits (ASVS)

- What they are and why we do them?

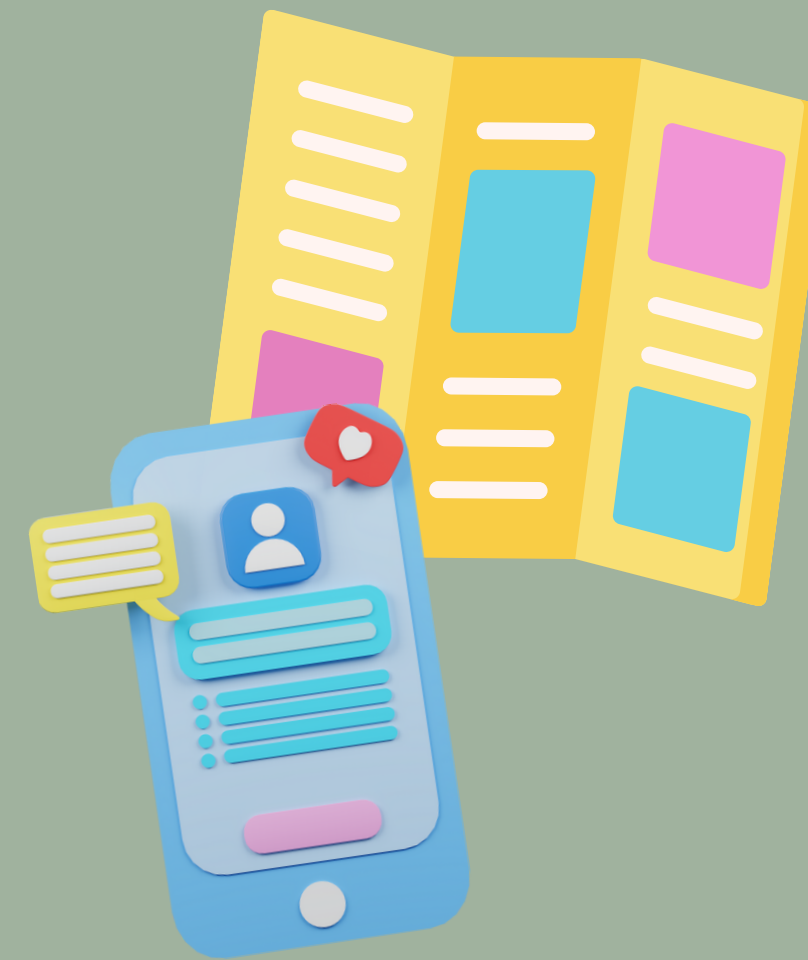
How to make ASVs happen

- Building trust
- Topics of visit/flow
- School communication
- Preparing for events
- Follow-up
- Lessons Learned

Health Educators at SBHCs 1/2

Community and Campus Outreach

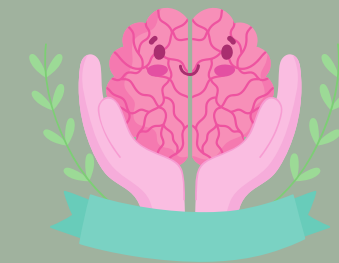
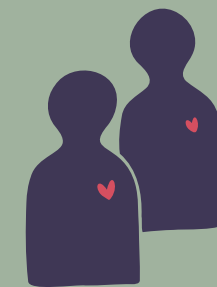
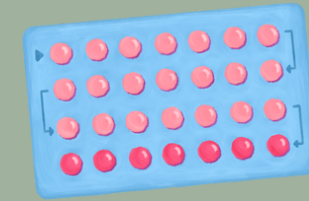
- Engage students and bring youth into the clinic
- Social media, campus events, classroom presentations, outreach materials, and the Peer Health Education Internship model



Health Educators at SBHCs 2/2

Clinical Health Education Services

- Co-visit model with a medical provider
- Adolescent Screening Visits (ASVs), Nutrition, Sexual Health, Gender & Sexuality, Healthy Relationships, SSHADESS Social Screener, and Behavioral Health Screeners



Co-Visit Model

- 15, 30, or 45-minute visits split between a health educator and a medical provider



Why this model? Increases student interaction, allows more time for health education, higher reimbursement, supports medical providers productivity (increase in patients of 3.01 visits/day), and student advocacy

Co-Visit Model Steps

Identification of appropriate students



Student intake by Health Educator (vitals and behavioral health/ social screeners)



EPIC template (electronic charting system) and education with Health Educator



Provider and Health Educator debrief (summary of visit)



Provider check-in with student



Adolescent Screening Visits (ASVs)

A population Health Screening

- 15-minute visits split between Health Educator and Medical Provider
- All 9th graders, Newcomer students, or other groups unaware of clinic services or with high barriers to care





Different ASV models

An Event

- All Health Educators are brought to one clinic for 1-3 days,
- All patients are seen during a shorter period of time

Rolling

- One health educator conducts the visits throughout an extended period of time

Summary of ASV Steps

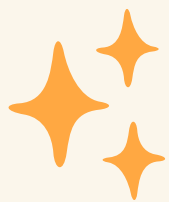
Classroom presentations →

Student registration →

Check/Activate Insurance →

Conduct ASV visits →

Follow-up, as needed



Why this model?


Equity and reducing barriers:

- Connects youth to resources and care: (83% follow up rate for newcomers, 48% for 9th graders/other students)
- Provides a baseline level of education
- Prioritizes groups with pre-existing barriers
- Brings in groups who typically may not seek care
- Meets young people where they are
- Normalizes coming to the clinic
- Familiarizes students with clinic services

Financial benefits:

- Increases visit numbers
- On average each health educator brings in \$31,039 annually in reimbursements from ASVs (from new patients only)
- 734 ASV patients seen during the 2022–2023 school year so far





**Let's Make
ASVs
Happen!**



classroom Presentations

- **Clinic services**

- **What are ASVs?**



Lots of Admin Work

LOTS of Administration work ahead of time, makes the event flow smoothly

- Have a team complete the paperwork
- ALL paperwork is ready ahead of time
- CAIRs (vaccine records)
- Registration
- Incentives & condoms bags



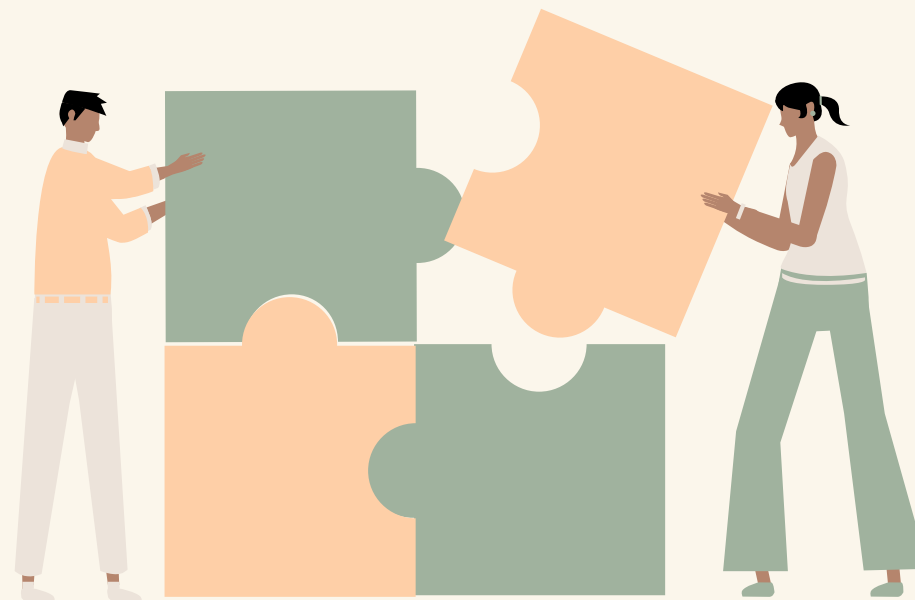


Our complicated EXCEL Spreadsheet

| 1 | # | Name | Lang | ASV | Class of Presentation | Perio d 1 | Perio d 2 | Perio d 4 | Perio d 5 | Perio d 6 | Perio d 7 | Adviso ry | Period Student will be | | | | | | | |
|-----|-----|---------------|------|-------|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------------|-------|-----|---------------------------|--------------------------|------|-------------------------------------|-------------------------------|
| 156 | 155 | MORALES, JUAN | Eng | 9-Feb | Mr. Driscoll | 3102 | 3101 | gym | 1206 | 4216 | 1109 | 4216 | 7 | Jenny | 210 | Kevin (Michelle's office) | Patrick (Laura's office) | Kate | Katie /Francim /Katie (Exam Room 1) | Sam/Sam /Mariam (Exam Room 2) |



Disclaimer!
This is a test patient



Communicate with the school

- Which days to hold ASVs

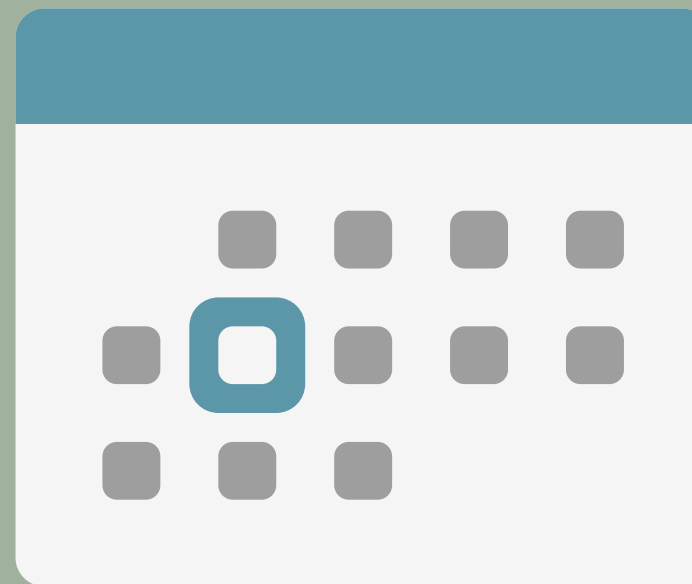
- Plan all the scheduling logistics:
- When to pull each student,
- How to schedule on multiple templates,
- What languages patients speak,
- Who we prioritize vs deprioritize (students who have been seen in the past 6 months)

- Leave time for urgent slots

- Question for the group -- What are challenges you experience in terms of working with your school to organize outreach?

Today's the Day!

- Make time to huddle
- Create a system for timekeeping
- Have a plan for adjusting the schedule, as needed
- Time for charting afterwards



How we gain students' trust:

California Confidentiality provisions



Give students a choice to not answer a question or complete forms



Helpful for students to fill out forms and come to clinic together



Helpful that students recognize Health Educator's face



Question for you -- How many of you are familiar with CA confidentiality?



Turn to a partner - How do you build patient trust?

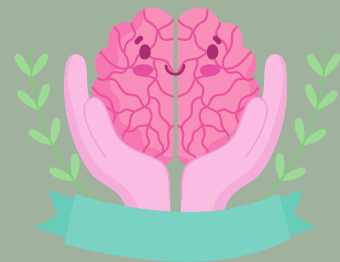


What we screen for

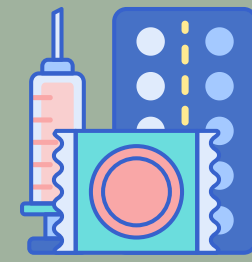
Information we share and collect from students:



Dental



Mental Health



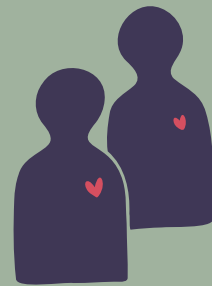
Sexual Health



Medical



**Legal and
Other Referrals**



**Healthy
Relationships**



**Gender and Sexuality
Affirming Care**



How do we share and collect information?

- SSHADESS (see next slide)
- Special ASV Note in Epic
- EPIC Checklist

Education on Sexual/Reproductive Health Services in SBHC:

- Barrier methods, condoms for dual STI/pregnancy prevention
- Contraception, EC, pregnancy tests
- PEP/PrEP
- Indications for STI testing and treatment
- Universal HT/sexual violence education
- Warm hand-off to discuss relationship safety offered and **ACCEPTED/DECLINED -**

How many of you use EPIC?

SSHADESS

Strengths – School – Home –
Activities – Drugs/Substance Use
– Emotions/Eating/Depression –
Sexuality – Safety

STRENGTHS: {***:42415}
SCHOOL: School Name: {***:42415}
Grade Level: {***:42415}
Performance: {***:42415}
HOME: Lives with: {***:42415}
Trusted adult: {***:42415}
Immigration: {***:42415}
ACTIVITIES/hobbies/work: {***:42415}
DRUGS/SUBSTANCE USE: Alcohol, drugs, tobacco: {***:42415}
EMOTIONS/EATING/DEPRESSION: Mood {***:42415}
SEXUALITY: Gender Identity and Sexual Orientation
Sexuality
Patient's sexual orientation: Straight
Gender Identity
Patient's gender identity: Female
Patient's sex assigned at birth: Female
Patient's pronouns: she/her/hers
Organ Inventory
Current SOGI matches Epic?
Sexual health: {***:42415}
Parenting plan: {***:42415}
SAFETY: {***:42415}
Do you feel safe at home and at school?
Has anyone ever touched you physically or sexually when you didn't want them to?

Mental Health Check-In

Individual
Counseling/
Therapy

Other mental
health referrals,
drug and alcohol
counseling, and
support groups

At one site we created
a list of resources for
students, with social
groups as a way to
support students.

MENTAL
health
MATTERS



Evolution of Behavioral Health Questions, Based on Capacity

1st: We completed Behavioral Health Screeners

2nd: We asked everyone, "how has your mood been over the past few months?"

3rd: We shared with each student that "We believe mental health is an important part of your overall health and well-being, do you want to speak with someone more about your mental health?"

Now: We tailor the questions to each site.





Medical Information

We ask students:

- Who is their primary care provider
- When was their last Physical Exam (PE)
- Provide vaccine (CAIR) and review if any vaccines due.

Medical History:

PCP: ***

Last PE: ***

Immunization/CAIR Review? YES/NO ▾

Patient's last menstrual period was 11/30/2022 (approximate).

Concerns about your period?: ***

Last dental visit & where: ***

Medical condition(s): ***

Medical questions or concerns: ***

Nutrition:

Interested in appt for nutrition counseling?: ***



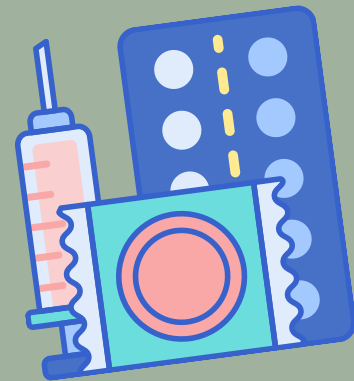
Dental Information

We ask students:

- Who is their dental provider
- What was the date of their most recent teeth cleaning



Sexual Health



• Assess and offer Birth Control Methods, including Plan B/Emergency Contraception

• Condoms

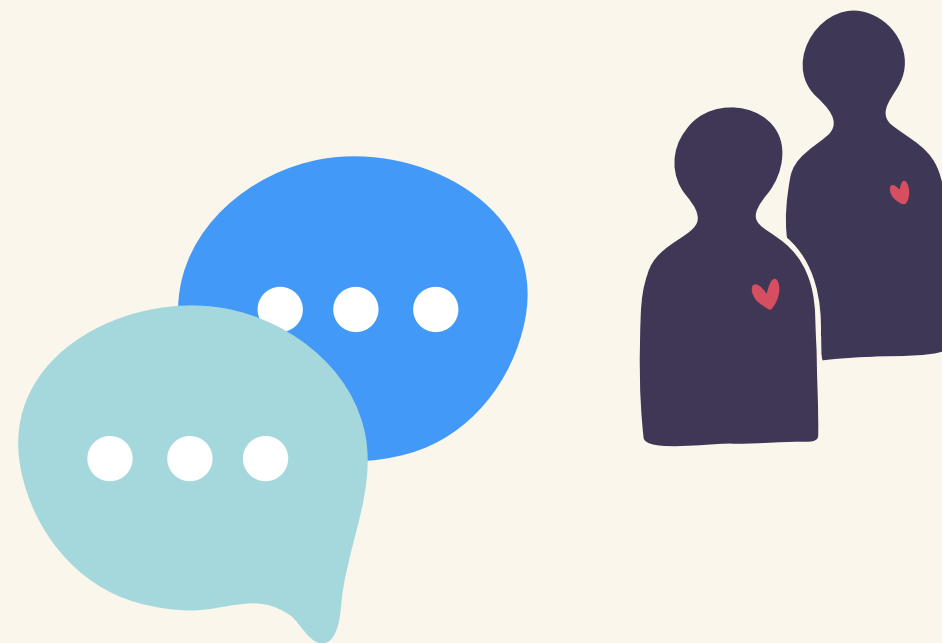
• STI Testing

Sexual History:
Sexual orientation: ***
Currently in a relationship or "talking" to someone?: ***
Sex of partner (s): Males Females Both ▾
Ever had sex of any kind?: SBHCsexuallyactive ▾
IF NO & NOT CONSIDERING SA, SKIP ahead to education
Type of sex: SA186 Teen Type of Sex ▾
Using method to prevent pregnancy/STIs? (Include BCM or condoms): YES*** No ▾ If
no and sexually active, interested in learning about options?: YES*** No ▾

Recent SA:
Last SA (date): ***
Protection used?: YES*** No ▾

Healthy Relationships

- Share healthy relationship cards with each student
- Explain our philosophy



Evolution of Healthy Relationship Questions and Education

We asked direct screening questions about human trafficking, history of sexual violence & abuse



Now, based on research and conversation, we follow best practices and trauma informed care

You are not alone
Abuse and/or domestic violence occurs in all kinds of relationships.
The fact that it happens often does not make it okay. You deserve to be in a relationship that is supportive and feels good. **Help is available.**

A plan that works for you
If you feel that there is something not right about your relationship it could be helpful to talk with a trusted friend or advocate about what you have been experiencing.
Together, you could formulate a plan about:

- ✓ How to get support for things you may be doing to help you cope, such as: binge drinking, using drugs, eating too much or too little.
- ✓ How to connect with your health provider about what to do if your partner is restricting your access to medications or health visits, and other ways that your relationship could be affecting your health.
- ✓ How to reduce harm within your relationship and/or develop a safety plan.
- ✓ How to connect with resources on the back of this card and in your community to learn about your options.

How are things feeling?
Do my partner(s):

- ✓ Support me and respect my choices?
- ✓ Support me in spending time with friends or family?

 Do I:

- ✓ Feel comfortable talking about my feelings, sex, and other important things with my partner(s)?
- ✓ Support my partner(s), their independence, and their identities?

 These are some elements of healthy relationships, which can contribute to good physical and mental health. Everyone deserves to have partners who respect them and listen to what they want and need. Ask yourself:
 Do I have concerns about the way

- ✓ I am being treated?
- ✓ I am treating my partner(s)?

 Unhealthy relationships can have negative effects on your health.

Unhealthy: Do you or your partner...

- ✗ Use guilt or jealousy to influence what the other person does or who they see?
- ✗ Put the other person down or make them feel bad about themselves?
- ✗ Threaten to out the other's gender identity, sexual orientation, HIV status or immigration status to friends, family, or at work?
- ✗ Refuse to recognize the other person's name, pronoun, identity or preferred language?
- ✗ Control the other's money or spending freedom?
- ✗ Restrict the other's access to medicine (hormones, anti-anxiety/depression, PrEP/PEP, ART, substance replacement therapy, birth control)?
- ✗ Use the other's children to control or hurt them?
- ✗ Pressure the other person to do something sexual they don't want to do? Or fetishize or exoticize the other person's identity and/or body without consent?

 Actions like these can be harmful for your emotional and physical health. **Help is available.**

Is your relationship affecting your health?

- ✓ Do you often feel depressed, anxious or stressed? Is your relationship making it worse?
- ✓ Are you drinking, smoking, or using drugs in order to cope with what is going on in your relationship(s)?
- ✓ Have you noticed a change in your appetite, weight, or sleeping habits?
- ✓ Do you have health issues that can be worsened by chronic stress?

 The resources on the back of this card can help you make a plan to talk to your provider about how your relationship could be affecting your health.

Caring Relationships, Healthy You

National, confidential hotlines can connect you to local resources and provide support 24/7 via phone, text, or online chat:
National Domestic Violence Hotline
 1-800-799-7233 | 1-800-787-3224 (TTY)
 thehotline.org
The Trevor Project
 Crisis line for LGBTQ Youth
 866-486-7386 | thetrevorproject.org

Other helpful resources:
The Northwest Network
 annetwork.org
National Coalition of Anti-Violence Programs
 avp.org/ncavp
FORGE for trans people and allies
 forge-forward.org
The Northwest Network
 at the intersection of violence and justice
 www.nwnetwork.org
FUTURES WITHOUT VIOLENCE
 www.futureswithoutviolence.org

Developed in collaboration with the Los Angeles LGBT Center, 2017 Institute on IPV, Case & Empowerment, National Coalition of Anti-Violence Programs, FURGE, Kaiser Permanente of Northern California, The Network/Le Red and the University of Pittsburgh
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GLMA GLMA.org
 LGBTQ Health

WBENC

Gender and Sexuality Affirming Care

Ask questions
regarding gender
and sexuality

Provide
resources
regarding sexual
health

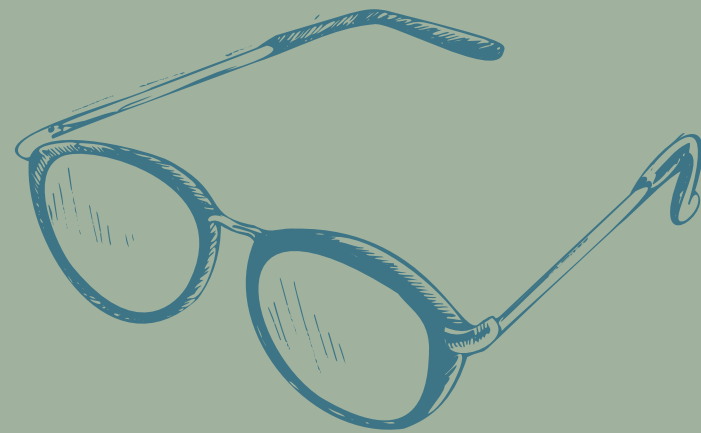
Hold a safe space
to ask questions

Offer other
resources,
including binders
and shapewear



Legal and other referrals

- Medical–Legal partnership with the East Bay Community Law Center
- Optical care
- Food pantry resources



Patient Follow Up

- Use EPIC,
- Call patients,
- Use a paper record.



San Lorenzo Health Center - Appt Request Slip

With: _____

| | |
|--|--|
| <input type="checkbox"/> CLN SCR | <input type="checkbox"/> PAP |
| <input type="checkbox"/> New FPA | <input type="checkbox"/> PND Test |
| <input type="checkbox"/> Prescription Rx | <input type="checkbox"/> Sports Physical |
| <input type="checkbox"/> OCP E/u | <input type="checkbox"/> Disclosure |
| <input type="checkbox"/> Reg. Physical | <input type="checkbox"/> Other: |
| <input type="checkbox"/> BCM E/u | Rx: days weeks months |

Patient next appointment: _____



Reflection Question

How do you think this model of visits would work at your site?



Challenges and Lessons Learned



What specific challenges do you anticipate at your school in terms of applying this model? What are some solutions you can imagine?



Scheduling with the School

Challenges

- Teachers won't always respond to emails.
- Only able to pull from classes that held presentations.
- Asks from School (ex. Only schedule visits for 1 week, avoid lunch time).

Solutions

- Often get a faster response knocking on doors.
- If time allows, schedule a meeting with teachers to explain ASVs and schedule dates.
- Make a detailed schedule when students will be pulled.
- Pull from classes that held presentations.





Issues with Capacity scheduling Follow Up

Challenges

- Appointment times are limited because of capacity
- Students can't always physically come into the clinic

Solutions

- Be upfront with students regarding a timeline for follow up
- Hold ASVs early in the year
- Ensures that students know the clinic is here and available
- Have multiple ways your services can be accessed (ex. Telehealth)



Planning Ahead

Challenges

- Sometimes a student will have an urgent need that must be dealt with day of
- Time for charting
- Teachers can be forgetful or at time uncooperative



Solutions

- Block off time to be used for urgent appointment slots only
- Block off a majority of the afternoon for charting
- Send reminders leading up to the event date
- Prioritize cooperating with teachers with whom have a good relationship

**What is something
you are taking away
from this
presentation that
you're hoping to apply
at your site?**



Thank you!

**Any
questions?**

