

Orientation Programme on Adolescent Health for Health-care Providers

Facilitator Guidelines for

Module D

**Adolescent-friendly
health services**

Sessions and activities	Page	Time	Materials and resources
Session 1 MODULE INTRODUCTION ACTIVITY 1-1 Module objectives ACTIVITY 1-2 Spot checks	D-7	10 min	Handout for module D Slides D1-1, D1-2
Session 2 THE ROLE THAT HEALTH SERVICES NEED TO PLAY TO PROMOTE ADOLESCENT HEALTH ACTIVITY 2-1 Mini lecture	D-9	20 min	Slides D2-1, D2-2, D2-3
Session 3 DIFFERENT PERSPECTIVES ON MAKING IT EASIER FOR ADOLESCENTS TO GET THE HEALTH SERVICES THEY NEED ACTIVITY 3-1 Group work ACTIVITY 3-2 Plenary feedback and discussion	D-11	60 min	Flipcharts D1, D2, D3, D4
Session 4 BARRIERS TO THE PROVISION AND UTILIZATION OF HEALTH SERVICES ACTIVITY 4-1 Brainstorming ACTIVITY 4-2 Plenary discussion ACTIVITY 4-3 Plenary review	D-13	45 min	Flipchart D5
Session 5 CHARACTERISTICS OF ADOLESCENT-FRIENDLY HEALTH SERVICES ACTIVITY 5-1 Buzz group ACTIVITY 5-2 Plenary feedback and discussion	D-15	45 min	Local data on adolescent-friendly health service initiatives

Sessions and activities	Page	Time	Materials and resources
Session 6 MODULE REVIEW ACTIVITY 6-1 Review of spot checks ACTIVITY 6-2 Review of objectives ACTIVITY 6-3 Reminders and closure	D-17	10 min	Slides D1-1, D1-2
190 min			

Module checklist

The module checklist contains important information including reminders, tips, materials and equipment you need to run this module. We recommend that you review the following checklists in advance.

- Module advance preparation
- Materials and audio-visual equipment.

MODULE ADVANCE PREPARATION

- Make sure you have copies of the handout(HO) for distribution to all the participants;
- Ensure that the flipcharts are ready for the group-work tasks;
- Collect local data on promising local adolescent-friendly health service initiatives for use in Session 5;
- Check if the adolescents will participate in the module activities and that they are properly briefed about their roles and responsibilities;
- Ensure that the facilitators are clear about their respective roles during their designated session(s).

MATERIALS AND AUDIO-VISUAL EQUIPMENT

• Materials:

STANDARD

- Handout
- Slides
- Flipcharts
- VIPP cards
- Spot checks
- Mood Meter
- Matters Arising Board.

MODULE-SPECIFIC

- Information on local adolescent-friendly health service initiatives.

• Equipment:

- Video/slide projector or overhead projector
- Flipcharts with blank sheets
- Masking tape, pins or glue
- Name tags
- Coloured markers
- Notepads
- Markers
- Pens.

Module overview

This core module in the Orientation Programme (OP) on adolescent health looks at how to make health services adolescent-friendly. It is intended for use towards the end of the OP, after conducting any module on specific adolescent health problems and before the *Concluding* module.

As in all the other modules, it is expected that adolescents will be among the participants and will provide an adolescent perspective in the discussion of various subjects addressed in this module.

We recommend that you review the *Facilitator Guide* which provides important information that you will need before conducting any of the OP modules. Part I also provides detailed information on teaching/learning methods used in the Orientation Programme. It is important for you to understand and feel comfortable in using the teaching/learning methodology of this package in order to ensure successful facilitation so that the participants will derive maximum benefit from the OP modules.

Session 1

Module introduction



Aim of the session

- To provide an overview of the module including the objectives.

ACTIVITY 1-1

MODULE OBJECTIVES

Begin by welcoming the participants to this module.

Give each participant a copy of handout D. Remind them that the handout provides additional information to complement that which will be covered during the module and encourage them to read the handout later.

Briefly take participants through each session.

Remind the participants to raise any issues on the *Matters Arising Board*, and encourage them to do so during session breaks.

Display the module objectives (Slides D1-1 and D1-2), and take the participants through each objective, in turn.

Module objectives	Module objectives
<ul style="list-style-type: none"> ■ Describe the role that health services need to play to promote adolescent health ■ Describe how adolescents typically view health-care providers and health services ■ Describe the perspectives of adult “gatekeepers” on efforts to make it easier for adolescents to get the health services they need 	<ul style="list-style-type: none"> ■ List important barriers to adolescents’ use of health services ■ List the characteristics of adolescent-friendly health services ■ Describe promising approaches to make good-quality health services more widely available and accessible to adolescents
SLIDE D1-1	SLIDE D1-2

Talking points

In the Orientation Programme, the term *health services* refers to a clinical service, which often includes some information provision and advice, and is aimed at preventing health problems, and detecting and treating them if and when they arise. The term *health facility* refers to a recognized institution that provides health services, ranging from small clinics providing a limited range of primary level services, to large hospital complexes providing a range of tertiary-level health and social services.

The term *gatekeepers* includes both those who interface with adolescents on a regular basis, such as their parents, teachers and youth leaders, and those who do not, such as policy-makers and

administrators. Identifying and working with these *gatekeepers* is an essential part of any public health initiative, especially those that address adolescents.

The purpose of this module is to help you to examine what makes it difficult for adolescents to get the health services they need, and then to consider what actions you could take to make the existing health facilities in your community more adolescent-friendly than they currently are. Obviously, some people are in a greater position of authority than others, but every one of us can do something meaningful.

ACTIVITY 1-2

SPOT CHECKS

Distribute copies of Spot checks 1-4 to the participants (Annex 1).

Explain that their purpose is to help the participants assess their gain in knowledge and understanding as a result of participation in this module.

Inform the participants that the spot checks will not be collected, graded or checked by any of the facilitators.

Ask them to complete the spot checks to the best of their knowledge and to keep them handy for use during the review session. Give them a few minutes to complete this activity.

Inform the participants that during the last session of this module you will provide the possible answers to some of their questions and respond to any questions or comments that they may have.

Explain the instructions recorded on each spot check to the participants and make sure that they understand how to complete them.

TIP FOR YOU

Remind the participants to use the *Matters Arising Board* throughout the module to record any issues that they would like to follow up. Make sure to point to the location of this *Board*. The *Matters Arising Board* should be displayed where it can be easily seen and accessed by participants.

Session 2

The role that health services need to play to promote adolescent health



Aim of the session

- To point to the role the health services need to play as part of a comprehensive approach to promoting the health and development of adolescents.

ACTIVITY 2-1 MINI LECTURE

Put up Slides D2-1 to D2-3 one at a time, and present them using the talking points.

Talking points

Remind the participants that this slide is based on the common agenda for action on adolescent health and development, which was first discussed in the module B. *Meaning of adolescence and its implications for public health.*

Stress that the health services have an important role to play in promoting adolescent health and development, as part of a comprehensive approach.

What adolescents need (and why)

- Information and skills (they are developing)
- A safe and supportive environment (they live in an adult world)
- Health and counselling services (they need a safety net)

SLIDE D2-1

Talking points

The role of health-care providers in helping ill adolescents get back to good health is well recognized. In addition, they have an important role to play in helping well adolescents to stay well, and in helping them develop into healthy, competent and caring adults.

Meeting the needs of both well and ill adolescents

- Providing information and advice
- Screening for health problems and problem behaviours
- Detecting and managing problems
- Referring to other health and social service providers, when necessary

SLIDE D2-2

Talking points

The important role that health-care providers need to play has been stressed in an editorial in the *Journal of the American Medical Association (JAMA)* and in other journals.

When health services are not made available and accessible to adolescents

- The result is countless missed opportunities for:
 - Preventing health problems
 - Promptly detecting and effectively treating them

SLIDE D2-3

TIP FOR YOU

Direct the participants to the handout D section entitled “*What health services do adolescents need?*”.

Open the discussion and welcome questions and comments. After a few minutes, bring the session to a close saying that subsequent sessions of the module will give them opportunities for further discussion.

Session 3

Different perspectives on making it easier for adolescents to get the health services they need



Aim of the session

- To explore the perspectives of the following “stakeholders” on the provision of health services to adolescents: adolescents themselves, health-care providers, and other adult “gatekeepers”.

ACTIVITY 3-1

GROUP WORK

Assign the participants into four groups by counting 1 to 4.

Give a number to each group (Group 1 to Group 4), making sure that, if there are some adolescent participants, they join either Group 1 or 2.

Pin up Flipcharts D1-D4 and read out the question written on each, one by one.

Give each group the appropriate question (i.e. Group 1 should get question 1 and so on). Tell the participants that they have 15 minutes to answer the questions and that each group will have three minutes to present their responses to the question posed to them, in plenary.

Provide each group with blank coloured cards and markers and ask them to record their responses on the cards, following the VIPP rules established earlier in the introductory module.

TIP FOR YOU

If possible, assign a different coloured VIPP card to each question. What this means is that you must write the four questions on cards of different colour in advance.

If necessary, help Group 4 to select appropriate gatekeepers such as parents, teachers, youth group leaders, religious leaders and local government officials.

What help do adolescents typically seek from health-care providers or facilities, in order to stay well and when they are ill?

FLIPCHART D1

How do adolescents typically view health-care providers and health facilities?

FLIPCHART D2

What are the viewpoints of health workers on making it easier for adolescents to get the health services they need or want?

FLIPCHART D3

What would be the perspectives of some key “gatekeepers” on making it easier for adolescents to get the health services they need or want?

FLIPCHART D4

ACTIVITY 3-2

PLENARY FEEDBACK AND DISCUSSION

Invite each group to present its findings, pinning up their response cards on a flipchart designated for each question, and encourage all the participants to respond to any questions or issues raised by the other groups.

Summarize key issues arising in the discussion.

Explain that in the next session you will focus on those perspectives that present important barriers to providing adolescents with the health services they need.

Bring up the following two issues – if they have not been raised spontaneously – and encourage some reflection and discussion:

- Are the viewpoints of parents (and other gatekeepers) different in regard to male and female adolescents (and if so how and why)?
- As health-care providers, we have an important role to play in ensuring the health and development of adolescents; in addition, those of us who are parents (of adolescents) have an important role to play in their health and development. How do these roles relate to each other, and how does this affect the way we deal with our adolescent clients/patients?

Session 4

Barriers to the provision and utilization of health services



Aim of the session

- To consider important barriers to the provision of health services to adolescents (and their utilization by adolescents).

ACTIVITY 4-1

BRAINSTORMING

Put up Flipchart D5 and read the question on it.

Explain to the participants that you want them to identify what they believe are important factors that act as barriers to health-service provision and utilization.

Ask the participants to put down their ideas on coloured cards (one idea on each card and suggest a maximum of three cards per person).

What are the important barriers to:

- *The provision of health services to adolescents?*
- *The utilization by adolescents of the health services they need?*

FLIPCHART D5

Give them five minutes for individual reflection, and then go round the room asking for the cards and put them up on the flipchart.

ACTIVITY 4-2

PLENARY DISCUSSION

Once all the suggested barriers are put up, it will be apparent that they can be categorized in certain ways. You can use three categories of barriers:

- Personal
- Interpersonal
- Institutional.

Here are some examples of each of these three categories:

- **Personal barriers** – e.g. an adolescent girl is suffering from menstrual pain but does not seek help because she is ashamed of her problem, and does not want to draw attention to it, and to herself.
- **Interpersonal barriers** – e.g. a receptionist who is rude to adolescents, or a health-care provider who is judgemental.
- **Institutional barriers** – e.g. prohibitive costs, cumbersome and time-consuming procedures in health facilities.

Use the categories listed above, and then work with them to decide to which category each barrier belongs. Add additional categories (or sub-categories) if this is proposed by the participants. Take your time over this and probe points where necessary.

Ask one of the participants to pin up any useful additional barriers identified in the discussion. Bring up the following issues – if they have not been raised spontaneously – and encourage some reflection and discussion on them:

- Do laws and policies restrict the provision of certain health services to individuals (based on considerations of age or marital status)?
- Do concerns about confidentiality hinder adolescents to utilize health services?
- Does the tension between the rights of parents to know about the health problems of their adolescents, and the rights of adolescents to privacy, hinder the ability of adolescents to utilize health services?
- Are the barriers that have been identified the same for all adolescents, or are they different for some categories of adolescents (based, for instance, on gender or socioeconomic status)?

ACTIVITY 4-3

PLENARY REVIEW

To draw this discussion to a close, ask the participants to look at Section 3 of handout D entitled “*Do existing services meet the needs of adolescents?*”.

Session 5

Characteristics of adolescent-friendly health services



Aim of the session

- To present the characteristics of adolescent-friendly health services
- To describe noteworthy approaches to making health services more adolescent-friendly.

TIP FOR YOU

In addition to using the models described in the handout D (pp D-15, D-16), it would be helpful to include case examples of one or more local initiatives.

ACTIVITY 5-1

BUZZ GROUP

Ask the participants to form “buzz groups”, each with three persons, by asking them to come together with those seated beside them.

Point to Section 4 in handout D entitled “*What makes health services adolescent-friendly?*”. Give them a couple of minutes to glance through the section, and then direct them to the section summary entitled “*Characteristics of adolescent-friendly health services*”. Inform them that the list was developed through a consultative process involving individuals providing health services to adolescents from around the world. Stress that the list is a generic one and that the long list of characteristics may not apply in every setting or context.

Ask the groups to go over the list, and consider which of the characteristics they believe are relevant to their settings/contexts and which ones are not.

ACTIVITY 5-2

PLENARY FEEDBACK AND DISCUSSION

After about 10 minutes, bring the groups together in plenary. Taking one category of characteristics at a time, ask one of the groups to share their collective “decision” on its relevance/appropriateness. Ask them also to provide their reasons for this. After their contribution, in the interest of time, ask the other groups not to repeat points that have already been made in their contributions. For the next category, give another group a chance to go first, and so on.

Once all the categories of characteristics have been covered, point the participants to Section 5 in handout D entitled “*How are services best delivered to adolescents?*”. Lead them through the models described, as follows:

- Services at health centres and hospitals
- Services located at other kinds of centres
- Outreach services
- Health services linked to schools and workplaces.

Give them a few minutes to glance through the section, and then open the discussion. Encourage them to share information on local initiatives which they are aware of (and do so yourself, if you have been able to gather such information).

To conclude the session, stress that there is no “single or simple solution” to making health services adolescent-friendly. Stress that the long list of generic characteristics and the diverse case examples point to the need to understand the needs and preferences of adolescents, and to orient the delivery of health services to respond to these.

Session 6

Module review



Aims of the session

- To review and discuss answers to the spot checks completed during the introductory session
- To review the objectives of the module and to provide a summary of the key points
- To remind participants to revisit the *Matters Arising Board* and to complete the *Mood Meter*.

ACTIVITY 6-1

REVIEW OF SPOT CHECKS

Ask the participants to pull out the spot checks completed early in the module (Annex 1).

Pin up the blank spot checks, one at a time on a flipchart and address each one of them in turn.

ACTIVITY 6-2

REVIEW OF OBJECTIVES

Display the module objectives (Slides D1-1 and D1-2), ask the participants for any final questions or comments, and address them.

Module objectives	Module objectives
<ul style="list-style-type: none"> ■ Describe the role that health services need to play to promote adolescent health ■ Describe how adolescents typically view health-care providers and health services ■ Describe the perspectives of adult “gatekeepers” on efforts to make it easier for adolescents to get the health services they need 	<ul style="list-style-type: none"> ■ List important barriers to adolescents' use of health services ■ List the characteristics of adolescent-friendly health services ■ Describe promising approaches to make good-quality health services more widely available and accessible to adolescents
SLIDE D1-1	SLIDE D1-2

Ask for any comments or questions about the sessions.

ACTIVITY 6-3

REMINDERS AND CLOSURE

Ask for and deal with any further questions – including any on the *Matters Arising Board* – and remind the participants to list any further issues that they wish to follow up.

Remind the participants that the handout provides further information on everything discussed in the module.

Remind the participants to mark their assessment of the module on the *Mood Meter*.

Thank the participants for what should have been a very lively and useful exploration and discussion.

Orientation Programme on Adolescent Health for Health-care Providers

Annex 1

Spot checks

Session 1: ACTIVITY 1-2

SPOT CHECK 1

Health facilities should reach out to adolescents and become adolescent-friendly because...

please fill in the blank spaces

...adolescents are often not aware of health problems that they might have

SPOT CHECK 2

Adolescents often do not make the best use of available health services because...

please tick three of the most important reasons

...they expect that the staff will inform their parents

...they do not like waiting or filling in forms

...they are not interested

...they do not recognize illnesses

...they want to spend money on other things

...they do not like the way health staff deal with them

...they do not want to draw attention to themselves

...they find it easier to talk to their friends than to health-care workers

...they do not know where to go

SPOT CHECK 3

What are the most important characteristics of adolescent-friendly health services?

please fill in the blank spaces

Caring and competent staff members

Blank space for writing

Blank space for writing

Blank space for writing

Blank space for writing

Blank space for writing

Blank space for writing

Blank space for writing

Blank space for writing

SPOT CHECK 4

How adolescent-friendly do you believe the health facility you work in is?

please mark your answer with a spot anywhere along the line

not adolescent-friendly somewhat adolescent-friendly very adolescent-friendly