

Development of an intervention to increase health service uptake by young people:

Supplementary Material

Table S1 Complete list of predisposing, reinforcing and enabling factors related to uptake of sexual health services identified through the needs assessment

Predisposing, reinforcing and enabling factors

Embarrassment

Fear

Shame

Lack of confidence e.g. having to explain problem (especially in public space)

Prefer online communication rather than face-to-face

Prefer to use the internet or peers for sexual health information

Belief that there will be unpleasant procedures

Belief that parents have to be there, to consent or be told

Fear of being recognised

Belief that health workers will unfriendly or unapproachable

Belief that health workers scold, be hostile or judge

Concerned that difficult questions being asked

Belief service is not for them (e.g. an older age group)

Fear of age restrictions

Lack of knowledge concerning STIs, contraception and pregnancy

Fear of lack of privacy and/or confidentiality

Not knowing what services are available and where

Not knowing what to expect

Lack of knowledge of what services are available and when

Not knowing how to obtain an appointment

Poor access i.e. too far, poor transport link, inconvenient opening hours

Not knowing how to get there and/or difficult to find

Not knowing whether you have to pay for service/treatment

Cost of travel to service

Long waiting times

Table S2 Full matrix of change objectives

Performance objectives	Knowledge	Attitude	Perceived behavioral control	Subjective Norm
Young people to be aware of the full range of sexual health services and what they provide	<p>State that services, treatment, prescriptions, and follow up are free at every age</p> <p>State that sexual health services are available for <i>everyone</i> (regardless of age etc)</p>			
Young people to know when they can/should		Express the belief that services are an important		Describe attending services as a normal and

access sexual health services		facility that enable young people to protect their sexual health		common behavior amongst young people
		Express the belief that regular screening is a valuable activity which can help to maintain good sexual health		
		Express the belief that accessing services demonstrates responsibility		
Young people to know what to expect when	State that young people can attend services without a	Express the belief that on- site waiting is likely to be	Provide examples of strategies that could be	Describe experiencing negative feelings (e.g.

visiting sexual health services	parent/guardian's consent	necessary and should be anticipated especially for drop-in services	used to assist waiting e.g. taking magazine	embarrassment, fear) as normal
	State circumstances under which confidentiality could be breached	Express the belief that they can expect staff to	Express confidence in performing the behavior even if do experience negative feelings	Describe services as valuing your 'custom' and viewing attendance as a positive action
	State what procedures are available at services (tests, treatment, health education)	demonstrate (and uphold) a non-judgemental approach		
	State what next steps are after first consultation	Express the belief that they can expect staff to deal with them in a professional manner		
		Express the belief that they can expect staff to be		

trustworthy

Express the belief that they
can expect privacy during
their consultation

Express the belief that they
can expect all of their
personal details, incl.
nature of visit, to be treated
as confidential (not to be
discussed with colleagues
outside of clinical context,
will not be passed on to
anyone regardless of age)

Express the belief that
providing ratings enables
services to respond to
problems and improve
standards

Express the belief that
providing ratings enables
young people to have their
say

Express belief that benefits
of procedures outweigh the
costs (e.g. embarrassment,
discomfort, side effects of
treatment)

Young people to know how to access sexual health services	Demonstrate how to find the location, opening times & contact details of sexual health services Demonstrate how to find information on getting to sexual health services, approx cost of travelling, and duration of travel Demonstrate how to find out whether an appointment is necessary	Evaluate the benefits of attending sexual health services as outweighing the costs (psychological e.g. embarrassment, shame, fear)	Express confidence in travelling to and finding sexual health services
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Demonstrate how to find
out whether services have
dedicated sessions for
young people

Demonstrate how to find
out what physical location
(street) and building looks
like, and where point of
entry is

State that people use sexual
health services for many
reasons (not all of sexual
health nature) and be able
to give examples of less

‘embarrassing’ reasons

could be there e.g. mystery

shopper, period problems

Young people to be able to communicate effectively with on-site professionals	State what information they will likely be asked to provide	Express belief that they are able to communicate appropriately and effectively with all staff (clinical and non-clinical)	Express confidence in communicating appropriately and effectively with all staff
		Express belief that providing full and accurate information is necessary for an accurate diagnosis and appropriate	Express confidence in providing full and accurate information Express confidence in asking for clarification

treatment/advice

Express belief that asking
for clarification is
acceptable and important
in order to ensure that
information and advice has
been understood

Table S3 Candidate BCTs linked to theoretical domains, intervention functions and behavioral determinants

Determinant	Theoretical domain	Intervention Function	BCT	Example
Knowledge	Knowledge	Education	No specific relevant BCT – the purpose of providing knowledge was not to change individuals’ beliefs, cognitions etc. but rather to facilitate performance of the behavior through the provision of <i>Information</i>	Providing information on where services are located, what they offer, when open and how to get there
Perceived behavioral control	Belief about capability	Persuasion	Verbal persuasion about capability	Tell user that they ‘can’ successfully visit services, arguing against self-doubts
Perceived behavioral	Belief about capability	Enablement	Mental rehearsal of	Explain how some people

control		successful performance		find it helpful to imagine themselves performing the behavior e.g. going into the service, confidently explaining need, waiting, being called in, describing problem, etc
Perceived behavioral control	Belief about capability	Enablement	Self-talk	Advise user that if they feel nervous, worried, when attending services that they should remind themselves that they can do it, that it won't be that bad, and to imagine how much better they'll feel

				afterwards
Attitude	Belief about consequences	Persuasion	Comparative imaging of future outcomes	Prompt user to consider possible outcomes if do or don't have STI testing, contraceptive appointment
Attitude	Belief about consequences	Persuasion	Information about health consequences	Prompt user to consider negative health consequences of failing to use services e.g. of untreated infection
Subjective Norm	Social influences	Persuasion	Information about others' approval	Make it clear that health professionals view use of services as demonstrating positive, responsible action

Attitude	Belief about consequences	Persuasion	Information about emotional consequences	Prompt user to think how much happier, relieved they'll feel after visiting
Perceived Behavioral Control	Belief about capability	Enablement	Adding objects to the environment	Request slips enabling users to communicate reason for visit to services discretely on arrival at reception
Attitude	Belief about consequences	Persuasion	Framing/re-framing	Suggest to individual that can think of using services as a responsible and positive thing to do
Subjective Norm	Social influences	Persuasion	Credible source	Individual likely to be viewed as credible (e.g. doctor or nurse) encourages the behavior

Table S4 A description of intervention components and the change objectives they address

Element	Description	Change objectives covered	Behavior Change Techniques (BCTs) used ¹
Find a Service	This function enables users to locate local sexual health services and find out key information about them. The user interface is simple and intuitive to navigate. The user is required to enter their postcode or select nearest town from drop-down list. All local services are shown in alphabetical order. User has the option to filter by service type. When user selects a service, the location on a map shown, along with full address, contact details. A description of the provider and what services they offer is given. User can click	Finding out what services are provided is intuitive Demonstrate how to find the location, opening times & contact details of sexual health services Demonstrate how to find information on getting to sexual health services, approx cost of travelling, and duration of travel	Information

on link to Google maps allowing them to identify route

on foot or car. User can also follow a link to Network West Midlands Journey planner to enable them to find out how to get to location using public transport.

Larger/ popular services are accompanied by

photographs depicting the front of building, entrance, reception area, and consultation room. Users can return to these service pages after making a visit to rate a service and provide feedback.

Demonstrate how to find out whether services have dedicated sessions for young people

Demonstrate how to find out what physical location (street) and building looks like, and where point of entry is

Demonstrate how to find out whether an appointment is necessary

Express confidence in travelling to and finding sexual health services

What to expect:	The video features health professionals from across a	State that sexual health services are	Information
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	range of services explaining about how they welcome	available for everyone (regardless of age	about others'
Young person's	all people (regardless of age e.g. as young as 12, as old	etc)	approval
guide to sexual	as 80, whatever gender), that they are non-		
health (YouTube	judgemental, friendly, see accessing services as a	Express the belief that they can expect staff	Framing/re-
video)	responsible and positive action on behalf of a young	to demonstrate (and uphold) a non-	framing
	person, will put you at ease, and are 'here to help'.	judgemental approach	
	Professionals explain that they are here to treat, advise,		Credible source
	or just to talk.	Express the belief that they can expect staff	
		to deal with them in a professional manner	Information
		Express the belief that they can expect staff	
		to be trustworthy	
		Express the belief that services are an	
		important facility that enable young people	
		to protect their sexual health	

Express the belief that regular screening is a
valuable activity which can help to maintain
good sexual health

Express the belief that accessing services
demonstrates responsibility

Describe attending services as a normal and
common behavior amongst young people

What to expect: Confidentiality (YouTube video)	This video features health professionals from across a range of services explaining what confidentiality means (their 'history', reasons for accessing service, notes), that details won't be passed on to anyone incl parents and GP, why they take some personal details e.g. postcode, address, and circumstances under which confidentiality would be broken	Express the belief that they can expect all of their personal details, incl. nature of visit, to be treated as confidential (not to be discussed with colleagues outside of clinical context, will not be passed on to anyone regardless of age)	Information about others' approval
		State circumstances under which confidentiality could be breached	
		State that services, treatment, prescriptions, and follow up are free at every age	
What to expect: Contraception (YouTube video)	The contraception video features a nurse from one of the services going through all of the different contraception options and explaining that they will help them to decide what's best for them. At end point is made that contraception is free to everyone	State that services, treatment, prescriptions, and follow up are free at every age	Information about others' approval
		Express the belief that they can expect staff to deal with them in a professional manner	Framing/re-

whatever their age.

framing

Describe services as valuing your ‘custom’
and viewing attendance as a positive action

Credible source

Express the belief that accessing services
demonstrates responsibility

Information

Describe attending services as a normal and
common behavior amongst young people

Express the belief that services are an
important facility that enable young people
to protect their sexual health

State what information they will likely be
asked to provide

Provide examples of strategies that could be used to assist waiting e.g. taking magazine

State that young people can attend services without a parent/guardian's consent

What to expect:	This video features a pharmacist describing the	State that services, treatment, prescriptions, and follow up are free at every age	Social support (emotional)
Emergency	procedure if a young person requests EHC. He		
Hormonal	explains how they will try to make things as easy for		
Contraception	them as possible e.g. bring a friend, be accompanied	State that sexual health services are	Instruction on
(YouTube video)	by female staff member. The pharmacist describes	available for everyone (regardless of age	how to perform
	how he would explain things they didn't understand,	etc)	the behavior
	and explains how the service is free and confidential.		
	He describes young people's use of pharmacy for EHC	Express belief that asking for clarification is	Information
	as 'fantastic' and views it as a positive action. He also	acceptable and important in order to ensure	about other's

explains that can prescribe to anyone aged 13+	that information and advice has been understood	approval
		Framing/re-
	Express the belief that accessing services demonstrates responsibility	framing
		Credible source
	Describe services as valuing your 'custom' and viewing attendance as a positive action	Information
	Express the belief that they can expect all of their personal details, incl. nature of visit, to be treated as confidential (not to be discussed with colleagues outside of clinical context, will not be passed on to anyone regardless of age)	
	vi) State what procedures can expect at	

		<p>service (tests, treatment, health education)</p> <p>State what information they will likely be asked to provide</p> <p>Express belief that asking for clarification is acceptable and important in order to ensure that information and advice has been understood</p>	
<p>What to expect: STI MOT (YouTube video)</p>	<p>This video features a GUM nurse describing the procedure for having STI checks. She explains how patients will first be asked personal questions (and gives examples), and then demonstrates equipment used whilst describing procedure (for testing for chlamydia and gonorrhoea). She also explains alternatives for males and females to having HP</p>	<p>Express the belief that services are an important facility that enable young people to protect their sexual health</p> <p>State that services, treatment, prescriptions, and follow up are free at every age</p>	<p>Instruction on how to perform the behavior</p> <p>Information about others' approval</p>

perform tests. She explains how they routinely test for HIV and syphilis unless a patient does not want this and taking blood from young person is demonstrated.	State that sexual health services are available for everyone (regardless of age etc)	Framing/re-framing
For all tests the HP is honest about how can be uncomfortable for a little bit, embarrassing, maybe painful or a second but is reassuring. She explains procedure for receiving results. She encourages regular screening as routine if sexually active.	Express the belief that regular screening is a valuable activity which can help to maintain good sexual health	Credible source Information
	State what procedures can expect at service (tests, treatment, health education)	
	State what next steps are after first consultation	
	State what information they will likely be asked to provide	

Express confidence in asking for
clarification

Last Minute Wobbles	Last minute wobbles covers many of the worries that young people have about visiting sexual health services. It gives advice and strategies to help overcome these worries.	Describe attending services as a normal and common behavior amongst young people Express the belief that accessing services demonstrates responsibility State that young people can attend services without a parent/guardian's consent State circumstances under which confidentiality could be breached	Mental rehearsal of successful performance Information about emotional consequences Self-talk Comparative imaging of future
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Express belief that benefits of procedures outweigh the costs (e.g. embarrassment, discomfort, side effects of treatment)	outcomes
Express the belief that they can expect privacy during their consultation	Information about health consequences
Express the belief that they can expect all of their personal details, incl. nature of visit, to be treated as confidential (not to be discussed with colleagues outside of clinical context, will not be passed on to anyone regardless of age)	Information about others' approval
Express the belief that they can expect staff to be trustworthy	Verbal persuasion about capability
	Framing/re-framing

Express the belief that they can expect staff Information
to demonstrate (and uphold) a non-
judgemental approach

Express the belief that providing ratings
enables services to respond to problems and
improve standards

Express the belief that providing ratings
enables young people to have their say

Describe experiencing negative feelings
(e.g. embarrassment, fear) as normal

Express confidence in performing the

behavior even if do experience negative
feelings

State what information they will likely be
asked to provide

Express belief that providing full and
accurate information is necessary for an
accurate diagnosis and appropriate
treatment/advice

Express confidence in providing full and
accurate information

State that people use sexual health services
for many reasons (not all of sexual health

nature) and be able to give examples of less
 ‘embarrassing’ reasons could be there e.g.
 mystery shopper, period problems

Request Slips	These slips assist service users to communicate the reason for attendance. There are different slips for each of the main reasons for attendance but also blank ones to enable the user to specify this. They are usually presented to reception staff who have been trained by the Respect Yourself team to recognise them and support their use. They can be printed off or displayed on the screen of a Smartphone	Express belief that they are able to communicate appropriately and effectively with all staff (clinical and non-clinical) Express confidence in communicating appropriately and effectively with all staff	Adding objects to the environment
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¹*Information* is not a BCT but has been included here to reflect the clear need (identified during the needs assessment) to fill knowledge gaps in order to facilitate behavior

Table S5 Screenshots of the Respect Yourself website – Homepage

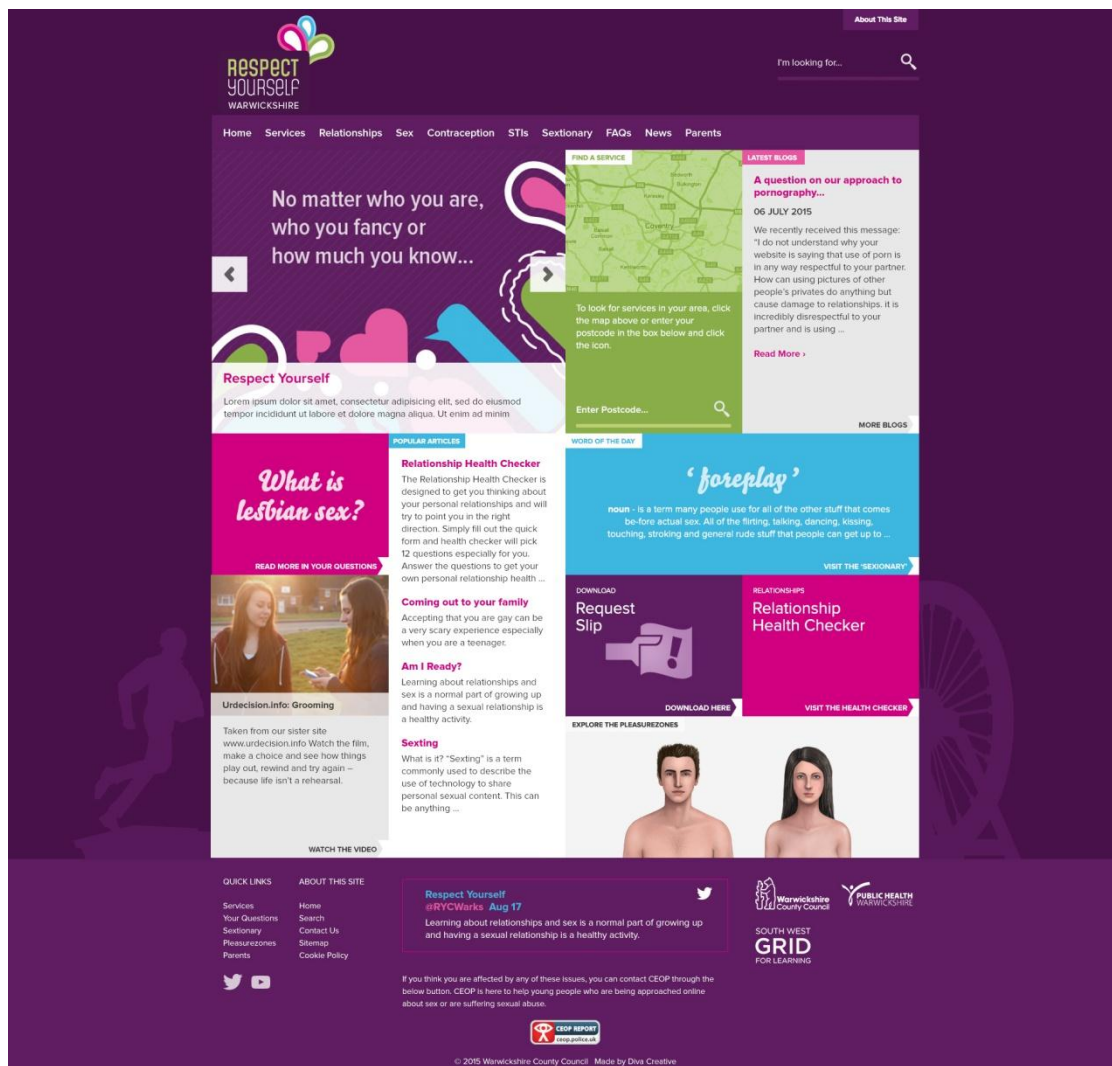


Table S5 Screenshots of the Respect Yourself website – Find a service function

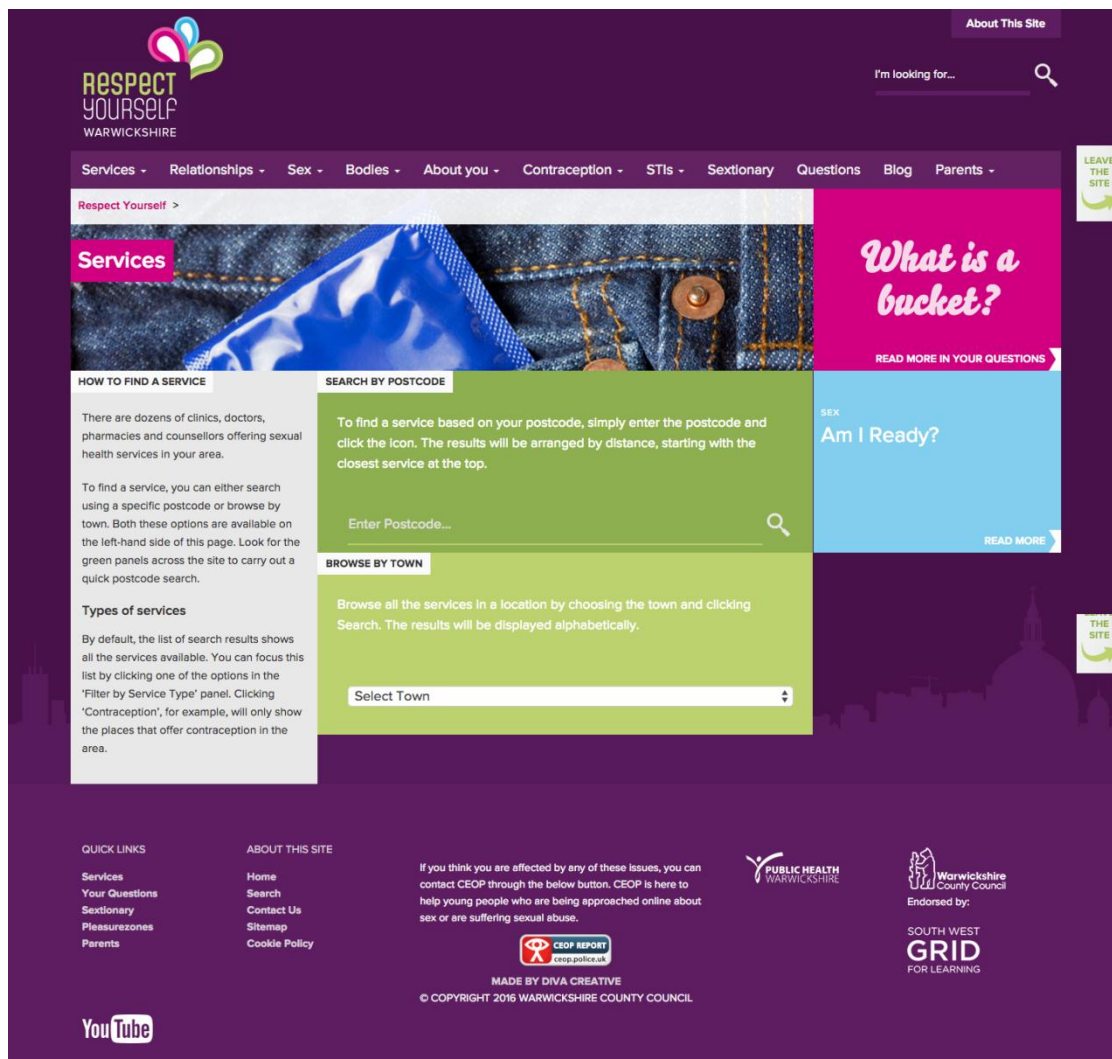


Table S5 Screenshots of the Respect Yourself website – An example request slip

Request Slip



To front line/reception staff - this request slip has been produced to ensure young people get a discreet and confidential service. If you are unable to help, please direct them to someone who can.

<http://www.respectyourself.info>