

# BRIGHT FUTURES HANDOUT ► PATIENT

## 18 THROUGH 21 YEAR VISITS

Here are some suggestions from Bright Futures experts that may be of value to you.



### ✓ HOW YOU ARE DOING

- Enjoy spending time with your family.
- Find activities you are really interested in, such as sports, theater, or volunteering.
- Try to be responsible for your schoolwork or work obligations.
- Always talk through problems and never use violence.
- If you get angry with someone, try to walk away.
- If you feel unsafe in your home or have been hurt by someone, let us know. Hotlines and community agencies can also provide confidential help.
- Talk with us if you are worried about your living or food situation. Community agencies and programs such as SNAP can help.
- Don't smoke, vape, or use drugs. Avoid people who do when you can. Talk with us if you are worried about alcohol or drug use in your family.

### ✓ YOUR FEELINGS

- Most people have ups and downs. If you are feeling sad, depressed, nervous, irritable, hopeless, or angry, let us know or reach out to another health care professional.
- Figure out healthy ways to deal with stress.
- Try your best to solve problems and make decisions on your own.
- Sexuality is an important part of your life. If you have any questions or concerns, we are here for you.

### ✓ YOUR DAILY LIFE

- Visit the dentist at least twice a year.
- Brush your teeth at least twice a day and floss once a day.
- Be a healthy eater.
  - Have vegetables, fruits, lean protein, and whole grains at meals and snacks.
  - Limit fatty, sugary, salty foods that are low in nutrients, such as candy, chips, and ice cream.
  - Eat when you're hungry. Stop when you feel satisfied.
  - Eat breakfast.
- Drink plenty of water.
- Make sure to get enough calcium every day.
  - Have 3 or more servings of low-fat (1%) or fat-free milk and other low-fat dairy products, such as yogurt and cheese.
- Women: Make sure to eat foods rich in folate, such as fortified grains and dark-green leafy vegetables.
- Aim for at least 1 hour of physical activity every day.
- Wear safety equipment when you play sports.
- Get enough sleep.
- Talk with us about managing your health care and insurance as an adult.

### ✓ HEALTHY BEHAVIOR CHOICES

- Avoid using drugs, alcohol, tobacco, steroids, and diet pills. Support friends who choose not to use.
- If you use drugs or alcohol, let us know or talk with another trusted adult about it. We can help you with quitting or cutting down on your use.
- Make healthy decisions about your sexual behavior.
- If you are sexually active, always practice safe sex. Always use birth control along with a condom to prevent pregnancy and sexually transmitted infections.
- All sexual activity should be something you want. No one should ever force or try to convince you.
- Protect your hearing at work, home, and concerts. Keep your earbud volume down.

Helpful Resource: National Domestic Violence Hotline: 800-799-7233

# 18 THROUGH 21 YEAR VISITS—PATIENT



## STAYING SAFE

- Always be a safe and cautious driver.
  - Insist that everyone use a lap and shoulder seat belt.
  - Limit the number of friends in the car and avoid driving at night.
  - Avoid distractions. Never text or talk on the phone while you drive.
- Do not ride in a vehicle with someone who has been using drugs or alcohol.
  - If you feel unsafe driving or riding with someone, call someone you trust to drive you.
- Wear helmets and protective gear while playing sports. Wear a helmet when riding a bike, a motorcycle, or an ATV or when skiing or skateboarding.
- Always use sunscreen and a hat when you're outside.
- Fighting and carrying weapons can be dangerous. Talk with your parents, teachers, or doctor about how to avoid these situations.

Consistent with *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents*, 4th Edition

For more information, go to <https://brightfutures.aap.org>.

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CELEBRATING 10 YEARS

## Next Stop Adulthood: Tips For Parents

Becoming a young adult is exciting, difficult, and scary for both parents and teens. It is a time of increasing independence and change, no matter what the situation.

For example:

- Going to college
- Moving out
- Starting a job
- Staying at home



## Teach Independence

Learning to be independent does not happen overnight. Just like getting a driver's license, it occurs over time and in steps.

- Learner's permit—learning new skills with supervision License with limitations—taking on some responsibilities, but with parental support
- Full license—being fully responsible for one's own actions Parents need to give up much of the control over many of their young adult's decisions.

But parents still worry about their child's safety, health, and success. This is where you need to trust the job you have done as a parent.

## Let Go, But Stay Connected

Parents give guidance and feedback to their children at every age, but giving advice to a young adult is different from telling a child what to do or teaching a child how to do something.

**Giving and Getting Advice:** Young adults need to know that everybody needs advice and help from others for the rest of their lives. Parents now need to be open to getting advice and feedback from their adult children.

**Effective Communication Is An Important Part of This New Relationship:** Open and honest communication is key. Even though some topics may be difficult or even embarrassing for you, this is the basis of a healthy adult relationship with your child.

**Understanding Each Other May Be Difficult:** There may be times when you do not agree with each other, and conflicts may occur. Try not to let getting mad or angry turn into a fight. Fights don't solve problems; they make new ones.

**Be A Role Model:** Solve problems and conflicts with respect for your teen. Acknowledge and apologize when you are wrong. This is an excellent way to teach your child how to peaceably solve conflicts with others.

## Help Teens Learn Responsibility

As teens gain the privileges that come with being adults, they need to understand the responsibilities toward others and the community that come with these privileges. Decisions that adults make have adult consequences, both good and bad, that they will need to live with.

**Do Less:** Parents need to stop doing things for their teens, like making lunch or running an "emergency" load of wash, that teens can do for themselves. Parents who complain most bitterly about their teens' irresponsibility are often the ones who don't make their kids do anything for themselves.

**Let Consequences Happen:** There is no need to come up with special punishments to discourage irresponsibility.

Simply let nature take its course.

- Forgotten homework assignments result in lower grades or having to do make-up work.

- Not putting clothes into the hamper means that there might be nothing but dirty clothes to wear.

Of course, it is hard to stand by and see your child suffer embarrassment or defeat. A parent naturally wants to jump in and help. Remind yourself that the most helpful thing you can do is allow your child to learn to take responsibility, the sooner the better.

**Give A Regular Allowance, But No Extras:** When you are seen as a source of ready cash, your child has no incentive to handle money responsibly. Decide on a fair amount, and discuss how to budget by spending a little and saving for larger purchases. Then refuse to pay for any items that are not needed. If teens don't have money for something they want, they soon will learn to budget.

**Teach Ways To Be More organized:** Teens who have trouble staying organized can appear irresponsible. By teaching specific skills, like always putting keys in a particular spot, you are helping your child become a responsible adult.

**Help Your Teen Think Through Options:** Adolescents make large, life-changing decisions, like whether to drink, smoke, have sex, or go to college. They also make smaller but still important decisions, like whether to try out for soccer or use the time for studying or an after-school job.

One way to help with decisions is to sit down together and actually write down the answers to the following questions:

- What is the difficulty?
- What are possible solutions?
- What are consequences of each solution?
- Which of those consequences is most desirable from a practical, personal, moral, or legal point of view?

## Relating As Adults

As children become adults, the way children and parents relate needs to change. The goal is to respect each other as adults.

**Continue Sharing, Listening, and Asking Questions:** Parents want to hear about how their "kids" are doing. It is also important for children to know "what's going on" with their parents.

Having lunch or dinner together is a good way to keep up-to-date with each other and have fun at the same time. Don't stop being interested in each other's lives.

## Living At Home

**Everyone Needs To Help With The Work of The Family:** Whether the chores are divided up using a formal schedule or everyone just pitches in when they can, everyone needs to help out at home. You might want to have a family meeting to decide who does what. It's all about fairness.

**A Pleasant Place To Live:** Teens and young adults need to know that they can't play their music so loudly that it disturbs others. Everyone needs to pick up clothing and other items in spaces they share, especially hallways and bathrooms.

**A Space To Call Their Own:** Even in small homes, providing teenagers with a space to call their own is important. This allows them the freedom to express themselves and to develop their own sense of self-discipline. For example, they can decorate their room as they wish and keep it as messy or neat as they choose, within reason. It is within your rights to insist that a room be picked up if it starts to smell bad or affects the home.

**Being Safe:** Parents always will be concerned about their children. But as children get older, they need to begin to assume some responsibility for their own safety.

For example, when parents communicate curfews as a matter of safety, it is more likely to be accepted. Teens and young adults need to know that if they are not able to make the curfew, they need to get in touch with the person who is waiting up for them.

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**Source** Connected Kids: Safe, Strong, Secure (Copyright © 2006 American Academy of Pediatrics)

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**External Assets**

- |                                      |  |
|--------------------------------------|--|
| <b>Support</b>                       | <ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol> |
| <b>Empowerment</b>                   | <ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</li> <li>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>  |
| <b>Boundaries &amp; Expectations</b> | <ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>12. <b>School boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</li> <li>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>  |
| <b>Constructive Use of Time</b>      | <ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. <b>Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>   |

**Internal Assets**

- |                               |  |
|-------------------------------|--|
| <b>Commitment to Learning</b> | <ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li>22. <b>School Engagement</b>—Young person is actively engaged in learning.</li> <li>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to school</b>—Young person cares about her or his school.</li> <li>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>   |
| <b>Positive Values</b>        | <ol style="list-style-type: none"> <li>26. <b>Caring</b>—Young person places high value on helping other people.</li> <li>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b>—Young person "tells the truth even when it is not easy."</li> <li>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol> |
| <b>Social Competencies</b>    | <ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>  |
| <b>Positive Identity</b>      | <ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Young person feels he or she has control over "things that happen to me."</li> <li>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</li> <li>39. <b>Sense of purpose</b>—Young person reports that "my life has a purpose."</li> <li>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>  |

# REGISTER TO VOTE



## Register to Vote

## Links

Are you 18? Have you registered to vote? If not, now is the time! The 26th Amendment of the Constitution of the United States says if you are 18 you have the privilege and responsibility to vote. Registration is the first step in voting, and it is very easy. A new law named the "MotorVoter" law has recently been passed, allowing all citizens to register to vote by mail using a universal mail-in voter registration form. There is a thirty day waiting period between registering and being eligible to vote.

Rock the Vote  
(<http://www.rockthevote.com/>)  
Elections and Candidates Issues  
(<http://www.congress.org/>)  
Register to Vote  
(<http://www.declareyourself.com/>)

### TO REGISTER, SIMPLY DO THE FOLLOWING:

- Get a mail-in voter registration form from an election office near you or download the form from the web at <http://www.fec.gov/votregis/vr.htm> (<http://www.fec.gov/votregis/vr.htm>).
- Complete the form using the easy-to-follow instructions.
- Mail the form to the address provided in the instructions.

It's that easy to register! Other places where voter registration must be made available are agencies that provide public assistance, dispense Medicaid or food stamps, provide Women/Infant/Child benefits (WIC) or Aid to Families with Dependent Children (AFDC) benefits. Agencies that provide services to people with disabilities also must provide voter registration.

### WHY DO PEOPLE FAIL TO VOTE?

According to a study by Mellman and Wirthin Worldwide in 1996, people who fail to vote give the following reasons:

- not enough trusted information
- misunderstanding of the issues
- left out of the "voter loop"-they do not receive information, campaign literature or political phone calls
- dislike politics/politician
- no one asks them to vote

Please vote! Becoming an educated voter is essential to our nation's future.



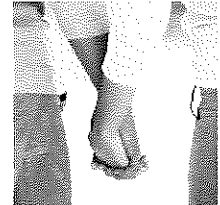
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CELEBRATING 10 YEARS

## For Teens: How to Make Healthy Decisions About Sex

Before you decide to have sex or if you are already having sex, you need to know how to stay healthy. Even if you think you know everything you need to know about sex, take a few minutes and read on. Your doctor wants to make sure you know the facts.



### Important Reminders:

- No one should ever be forced to have sex (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Date-Rape.aspx>)! If you are ever forced to have sex, it's important to never blame yourself and to tell an adult you trust as soon as possible.
- Not using alcohol and drugs (<http://www.healthychildren.org/English/ages-stages/teen/substance-abuse/Pages/Talking-to-Teens-About-Drugs-and-Alcohol.aspx>) will help you make clearer choices about sex. Too many young people have sex without meaning to when they drink alcohol or use drugs.

### Are You Ready for Sex?

Sex can change your life and relationships. Having sex may affect the way you feel about yourself or how others feel about you.

Many teens believe waiting until they are ready to have sex (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Deciding%20to%20Wait.aspx>) is important. The right time is different for each teen. For example, some teens may want to wait until they are older (adults); other teens may want to wait until they feel their relationship is ready.

### You may feel that your relationship is ready when:

- You can be completely honest and trust the other person, and the other person can trust you.
- You can talk with the person about difficult topics, such as feelings, other relationships, and if the person has had a sexually transmitted infection (STI) (<http://www.healthychildren.org/English/health-issues/conditions/sexually-transmitted/Pages/Types-of-Sexually-Transmitted-Infections.aspx>).
- You can be responsible, protecting yourself and your partner against STIs and pregnancy with condoms (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/No-Condom-No-Sex.aspx>) and birth control (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Birth-Control-for-Sexually-Active-Teens.aspx>).
- You can respect the other person's decisions about not having sex and about using protection.

However, if you are in love or really like someone, you may ignore the signs of an unhealthy relationship.

### The following signs mean your relationship is **not** ready for sex:

- Your partner is jealous or possessive. For example, your partner prevents you from spending time with your family or other friends, texts or instant messages you constantly, or checks your cell phone to see who you are talking with.
- Your partner pressures you to have sex and refuses to see your point of view.
- Your partner manipulates you by either bullying you or threatening to hurt himself if you end the relationship.

### Why Wait?

There's nothing wrong if you decide to wait. Not everyone is having sex. Half of all teens in the United States have never had sex. If you decide to wait, stick with your decision. Plan ahead how you are going to say no so you are clearly understood. Stay away from situations that can lead to sex.

## Here are reasons why waiting to have sex makes sense:

- **Sex can lead to pregnancy** (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Teenage-Pregnancy.aspx>). Are you ready to be pregnant or become a teenaged parent? It's a huge responsibility. Are you able to provide food, clothing, and a safe home for your baby?
- **Sex has health risks.** A lot of infections can be spread during sex. Sexually transmitted infections (<http://www.healthychildren.org/English/health-issues/conditions/sexually-transmitted/Pages/Types-of-Sexually-Transmitted-Infections.aspx>) include chlamydia, gonorrhea, hepatitis B, herpes, HIV (the virus that causes AIDS), human papillomavirus (HPV), or syphilis.
- **Sex can lead to emotional pain and distractions.** You may feel sad or angry if you let someone pressure you into having sex when you're not really ready. You also may feel sad or angry if you choose to have sex but your partner leaves you. Your partner may even tell other people that you had sex with her.

## How Can You Prevent Getting an STI?

Nothing works perfectly to prevent STIs except abstinence (no sex). However, if you're going to have sex, using condoms is the best way to reduce the risk for getting STIs. You can also get a vaccine to protect against HPV (<http://www.healthychildren.org/english/safety-prevention/immunizations/pages/Human-Papillomavirus-HPV-Vaccine-What-You-Need-to-Know.aspx>).

Remember to use a latex condom every time you have sex—no matter what other type of birth control (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Birth-Control-for-Sexually-Active-Teens.aspx>) you and your partner might also use. To protect against getting an infection from having oral sex, use a condom, dental dam, or non-microwavable plastic wrap. Your doctor can explain all these things to you.

To make sure you stay healthy, get regular medical checkups. If you have had sex in the past or are having sex, your doctor may recommend testing for STIs.

## What Do You Need To Know About Condoms?

- Condoms work best when used correctly.
- Most teens use male latex condoms. Buy the type with a reservoir (nipple) at the tip to catch semen, if available. Female condoms are another option. Never use a male and female condom at the same time; they might tear.
- Follow the instructions on the package to make sure you are using them the right way.
- Check the expiration date on the package. Don't buy or use expired condoms.
- You can carry condoms with you at all times, but do not store them where they will get hot (such as in the glove compartment of a car). Heat can damage a condom.
- The following additional tips about using male condoms are from the "Condom Fact Sheet In Brief" published by the Centers for Disease Control and Prevention.
  - Use a new condom for every act of vaginal, anal, and oral sex throughout the entire sexual act (from start to finish). Before any genital contact, put the condom on the tip of the erect penis with the rolled side out.
  - If the condom does not have a reservoir tip, pinch the tip enough to leave a half-inch space for semen to collect. Holding the tip, unroll the condom all the way to the base of the erect penis.
  - After ejaculation and before the penis gets soft, grip the rim of the condom and carefully withdraw. Then gently pull the condom off the penis, making sure that semen doesn't spill out.
  - Wrap the condom in a tissue and throw it in the trash where others won't handle it.
  - If you feel the condom break at any point during sexual activity, stop immediately, withdraw, remove the broken condom, and put on a new condom.
  - Ensure that adequate lubrication is used during vaginal and anal sex, which might require water-based lubricants. Oil-based lubricants (ie, petroleum jelly, shortening, mineral oil, massage oils, body lotions, and cooking oil) should not be used because they can weaken latex, causing breakage.

## What Types of Birth Control Are Effective?

Talk with your doctor about birth control (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Birth-Control-for-Sexually-Active-Teens.aspx>). Your doctor can answer questions about safe and effective methods, side effects, and costs. Here are some forms of birth control (all types for females; condoms for males) from most effective to least effective at preventing pregnancy.

- **Intrauterine devices (IUDs):** IUDs are small T-shaped devices placed inside the uterus by a doctor. They are highly effective at preventing pregnancy and may also be prescribed to help decrease menstrual bleeding and pain. The copper IUD contains a small amount of natural copper and prevents pregnancies for up to 10 years. There are 2 levonorgestrel IUDs, both of which contain a hormone and prevent pregnancy for 3 to 5 years depending on which one is used. Intrauterine devices when used as prescribed are about 99% effective in preventing pregnancy.



- **Contraceptive implant:** A contraceptive implant is a tiny flexible rod that a doctor puts under your skin in your upper arm. It slowly releases a hormone that prevents pregnancy for 3 years. A contraceptive implant when used as prescribed is about 99% effective in preventing pregnancy.
- **Contraceptive injection:** Depo-Provera is a shot given every 3 months. It's effective, and you don't have to remember to take a daily pill. The contraceptive injection when used as prescribed is 99% effective in preventing pregnancy. However, when used typically (eg, women may occasionally forget to get a shot exactly on time), it is 94% effective in preventing pregnancy.
- **Birth control pills, patch, and ring:** "The pill," the birth control patch, and the ring all contain 2 hormones, an estrogen and a progestin.
  - **Birth control pill:** You take one pill each day. Birth control pills when used as prescribed are about 99% effective in preventing pregnancy. However, when used typically (eg, women may occasionally forget to take a pill), they are 91% effective in preventing pregnancy.
  - **Birth control patch:** The birth control patch is an adhesive patch that is placed on the skin. You wear the patch 3 weeks, remove the patch for 1 week, put on a new patch at the end of the fourth week, and repeat these steps. The birth control patch when used as prescribed is about 99% effective in preventing pregnancy. However, when used typically (eg, women may occasionally forget to replace the patch on time), it is 91% effective in preventing pregnancy.
  - **Birth control ring:** You insert the birth control ring in your vagina, it stays in for 3 weeks, you remove it for 1 week, and you put in a new one at the end of the week. The birth control ring when used as prescribed is about 99% effective in preventing pregnancy. However, when used typically (eg, women may occasionally forget to put in a new birth control ring on time), it is 91% effective in preventing pregnancy.
- **Condoms:** Male condoms used the right way have about a 98% chance of preventing pregnancy, and female condoms have a 95% chance, but they must be used each time you have sex and used correctly. When they are not used correctly, male condoms may only have an 82% chance of preventing pregnancy, while female condoms may only be effective 79% of the time.

## What Are Other Types of Birth Control?

The following types of birth control are less common and not as effective at preventing pregnancy:

- **Withdrawal:** The male "pulls out" before he ejaculates or "cums." It does not prevent pregnancy or STIs. Even a small amount of sperm can lead to pregnancy or an STI.
- **The "rhythm method:"** You avoid having sex during certain times of your monthly cycle. Because teens tend to have more irregular periods, this method is less effective at preventing pregnancy.
- **Spermicides:** These are creams and foams used during sex to kill sperm. They may add protection to other methods but are not effective when used alone.

## What Is Emergency Contraception?

Emergency contraception (EC) (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Emergency-Contraception.aspx>) is a form of birth control that you use **after** you have unprotected sex. Unprotected sex includes not using birth control, condoms breaking during sex, or forgetting to take birth control pills.

- Emergency contraception can be taken up to 5 days after sex but is most effective when taken as soon as possible after sex.
- You can buy EC pills over the counter and no longer need to show proof of age. The types of EC pills available over the counter are levonorgestrel at 1.5 mg (eg, Plan B One-Step or Next Choice One Dose).
- Another type of EC pill is ulipristal acetate 30 mg (eg, Ella), which you can only get with a prescription.
- A doctor can also put in a copper IUD that will provide both EC and regular birth control.

## Remember:

If you decide to have sex, it's important that you know the facts about birth control, infections, and emotions. Decisions of when to become sexually active, how to protect yourself from STIs, and how to prevent pregnancy are yours. These are important decisions and are worth talking about with adults who care about you, including your doctor.

## Additional Resources:

- Effective Birth Control for Sexually Active Teens (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Birth-Control-for-Sexually-Active-Teens.aspx>)
- Expect Respect: Healthy Relationships (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Expect-Respect-Healthy-Relationships.aspx>)
- Sexually Transmitted Infections Prevention (<http://www.healthychildren.org/English/health-issues/conditions/sexually-transmitted/Pages/Sexually-Transmitted-Infections-Prevention.aspx>)

- Emergency Contraception (<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Emergency-Contraception.aspx>)
- Center for Young Women's Health (<http://www.youngwomenshealth.org/>)
- The Emergency Contraception Web Site (<http://www.not-2-late.com/>)
- National Campaign to Prevent Teen and Unplanned Pregnancy (<http://www.stayteen.org/>)
- Sex, Etc. (<http://sexetc.org/>) (Rutgers University)
- Young Men's Health (<http://www.youngmenshealthsite.org/>)

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**Source** Making Healthy Decisions About Sex (Copyright © 2005 American Academy of Pediatrics, Updated 12/2014)

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# WATCH FOR SIGNS – Stop Youth Suicide

“If a young person you know seems depressed or gloomy and has been spending a lot of time questioning why life is worth the bother, it’s time to pay attention.” Anonymous Parent (son lost to suicide)



## THE FACTS:

- ❖ Between 2003 and 2007, 539 Washington State youths completed suicide – an average of two youth suicides each week.
- ❖ Youth suicides outnumber youth homicides in Washington State.
- ❖ Between 2003 and 2007, 4,269 Washington State youths were admitted to the hospital for non-fatal suicidal behavior – an average of 16 admissions per week.
- ❖ Boys and young men are significantly more likely to complete suicide – this is partly a result of using more lethal means – while girls and young women are more likely to make suicide attempts that result in hospitalization.
- ❖ 30% of Washington State 10th graders reported feeling so sad or hopeless in the past year that they stopped doing their usual activities.
- ❖ 26% of all 10th graders indicated that it was unlikely that they would seek adult help if they were feeling depressed or suicidal. More than 30% indicated that they did not have adults they could turn to if they were feeling sad or depressed.

Youth suicide is a significant problem in our state. There are warning signs you can watch for – and specific actions you can take – to help prevent young people from taking their own lives.

Learn how to recognize these warning signs, the “clues” that a young person might be considering suicide, and how to let them know you care.

Youth of all races, creeds, incomes, and educational levels attempt or complete suicide. There is no typical suicide victim. About 80% of the time people who kill themselves have given definite signals or talked about suicide. The key to prevention is knowing what the warning signs are, and what to do to help.

## WARNING SIGNS:

Most suicidal young people don’t really want to die – they just want their pain to end. There are several signs to watch for that may indicate someone is thinking about suicide. The more signs, the greater the risk.

- A previous suicide attempt.
- Current talk of suicide, or making a plan.
- Strong wish to die, preoccupation with death, giving away prized possessions.
- Signs of serious depression, such as moodiness, hopelessness, withdrawal.
- Increased alcohol and/or other drug use.
- Recent suicide attempted by a friend or family member.

There are other key “risk factors” to keep in mind that increase the likelihood of suicide attempts by young people. Again, the more signs observed, the greater the risk.

- Readily accessible firearms.
- Impulsiveness and taking unnecessary risks.
- Lack of connection to family and friends (no one to talk to).

## PREVENTION STEPS:

If you’re worried about a young person and suicide has crossed your mind as a concern, trust your judgment. Do something now! Here’s what you might say to a young person who is thinking about suicide:

**1) SHOW YOU CARE:** Let the person know you really care. Talk about your feelings and ask about his or hers. Listen carefully to what they have to say.

- “I’m concerned about you ... about how you feel.”
- “Tell me about your pain.”
- “You mean a lot to me and I want to help.”
- “I care about you, about how you’re holding up.”
- “I don’t want you to kill yourself.”
- “I’m on your side ... we’ll get through this.”

**2) ASK THE QUESTION:** Don’t hesitate to raise the subject. Talking with young people about suicide won’t put the idea in their heads. Chances are, if you’ve observed any of the warning signs, they are already thinking about it. Be direct in a caring, non-confrontational way. Get the conversation started.

- “Are you thinking about suicide?”
- “Are you thinking about harming yourself, ending your life?”
- “What thoughts or plans do you have?”
- “How long have you been thinking about suicide?”
- “Have you thought about how you would do it?”
- “Do you have \_\_\_\_\_?” (insert the lethal means they have mentioned)
- “Do you really want to die? Or do you want the pain to go away?”

**3) CALL FOR HELP:** The first steps toward instilling a sense of hope are: showing your concern, raising the issue, and listening to and understanding the young person’s feelings. Keep moving forward, together. Call for help.

- “Together I know we can figure something out to make you feel better.”
- “I know where we can get some help.”
- “Let’s talk to someone who can help... let’s call the crisis line, now.”
- “I can go with you to where we can get help.”
- “You’re not alone. Let me help you.”

If the young person has expressed an immediate plan, or has access to a gun or other potentially deadly means, do not leave him or her alone: GET HELP IMMEDIATELY!

Please call your local CRISIS LINE at 360-425-6064 or 1-800-273-TALK  
TEEN TALK: call 360-397-2428 or text 360-984-0936



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CELEBRATING 10 YEARS

## Healthy Tips for the College Freshman

In thousands of households across the U.S., teens who are about to become college freshmen are preparing for the transition from home to campus. They are calling their new roommates to figure out who's bringing the futon or refrigerator, and hitting local stores with their shopping lists for bedding, sundries and supplies.

It's just as important to have a checklist for the college freshman's health and safety needs. Here are some tips from the American Academy of Pediatrics.



### For Parents and Families:

1. Recognize that this is a time of excitement and adventure for many young people, but also a time filled with uncertainty. Planning ahead and offering support along the way can be helpful in making the transition easier for the student as well as for his family.
2. A trip to the pediatrician's office should be on the checklist for college-bound adolescents. Your pediatrician can be a wonderful source of advice on helping your teen to transition successfully. In addition to making sure that the entering freshman has all of the vaccines (</English/safety-prevention/immunizations/Pages/Recommended-Immunization-Schedules.aspx>) and other preventive health care recommended for this stage of life, pediatricians also can help families prepare the way for their young adult's continuing mental and emotional health.
3. Pediatricians and adolescent medicine specialists (</English/family-life/health-management/pediatric-specialists/Pages/What-is-an-Adolescent-Health-Specialist.aspx>) can talk with college-bound teens about the risky situations they may encounter once they are away from home—and how to avoid, prepare for and manage these situations.
4. Be sure that your college freshman knows where to go for emergency or urgent health care. Find the health center on campus with your teen on move-in day or sooner.
5. Make sure that your teen has health insurance (</English/family-life/health-management/health-insurance/Pages/Types-of-Managed-Care-Plans.aspx>) and knows how to access and use it. Your teen's college most likely requires him to have health insurance, and many colleges offer plans for students who are not already covered. Many young adults can also be covered under their parents' health insurance until they turn 26. Be sure to review the specifics of all health insurance plans available to your teen, since some may only provide limited coverage or benefits.
6. Work with your pediatrician's office to be sure that the college or university health center has all of the necessary information about your teen:
  - Health insurance information
  - Up-to-date immunization records
  - Information about chronic health conditions

- Medication information including dosage
  - Contact information for the primary care provider back home.
7. If your teen requires prescription refills, ask the college health center how best to arrange for this. See “Staying Healthy at College ([/English/ages-stages/young-adult/Pages/Staying-Healthy-At-College.aspx](#)).” If your teen has specific mental health needs, start working on developing a care plan with the college well before move-in day. Does your child have a mental health diagnosis, such as ADHD, depression, or an eating disorder? Be sure to ask the college health center staff what kind of medical information they will need related to your teen, and how to set up prescription refills if needed.
  8. In addition, work with your teen to communicate with college or university staff about their accommodations for teens with ADHD ([/English/health-issues/conditions/adhd/Pages/College-Support-Services-and-Accommodations-for-Adolescents-with-ADHD.aspx](#)) and other diagnoses.
  9. Alcohol, drugs and sexual activity may become more accessible once teens are away from home. Be clear about your expectations regarding drug and alcohol use even though your child may not be living at home. Be sure your teen knows where to go—whether on campus or locally-- for reproductive health care. Continue to have conversations about peer pressure, good decisions, and consequences.
  10. Once your teen is settled into the college routine, keep in close contact and try to get frequent readings about how he is doing academically and socially. This is especially important during the first month or so while teens are still trying to settle in and may not have made many friends yet.
  11. It’s normal for young people starting at college to have days when they feel sad, homesick, or a bit lost. If these feelings persist or interfere with their ability to work, they should seek help and know that it is normal to do so. Watch for warning signs ([/English/ages-stages/teen/Pages/Mental-Health-and-Teens-Watch-for-Danger-Signs.aspx](#)) and be prepared to act. Students need to know that there are specially trained counselors on campus waiting to help and support them.

## Advice for the Young Adult Headed for College:

Starting college is an exciting time. In addition to thinking about dorm furnishings, classes and clubs, it is also important to think about taking charge of your own health ([/English/ages-stages/young-adult/Pages/Health-Care-for-College-Students.aspx](#)). Here are some tips for you to consider.

### Before you go:

1. Visit your pediatrician to be sure you have all of the recommended vaccines ([/English/safety-prevention/immunizations/Pages/Recommended-Immunization-Schedules.aspx](#)) and other preventive healthcare needed at this time. Ask about shots for meningococcal disease ([/English/ages-stages/teen/Pages/Meningococcal-Disease-Information-for-Teens-and-College-Students.aspx](#)), HPV ([/English/health-issues/vaccine-preventable-diseases/Pages/Human-Papillomavirus-\(HPV\).aspx](#)), pertussis and flu ([/English/safety-prevention/immunizations/Pages/The-Flu-Seasonal-Influenza-2012-2013.aspx](#)). Even if you’ve had these shots before, you may need another dose or a booster shot.
2. Talk with your pediatrician about coordinating your health care with your college. Many young adults continue to see their pediatrician until they turn 21. When the time comes to transition to an adult health provider, your pediatrician can help.
3. If you have a medical condition or health issue, know the facts. When going to a new doctor or clinic, such as the campus health center, you will need to provide information about your diagnosis and how you treat it.
4. If you are taking medication to treat a health or mental health condition, know the name of the medication, how is it taken, side effects, and if you cannot have certain foods or drinks while taking the medication. Also know how and where you will go to refill prescriptions.

5. Before moving into the dorms, know where you will go if you are having a health problem. What hospitals or clinics are nearby? Where is the student health center? Where should you go if the center is closed, such as at night or on weekends? Talk with your parents about how your family's health insurance ([/English/family-life/health-management/health-insurance/Pages/Types-of-Managed-Care-Plans.aspx](#)) works, and be sure you have a card from the health plan.
6. Consider packing an emergency kit ([/English/safety-prevention/at-home/Pages/How-to-Prepare-for-Disasters.aspx](#)) to keep under your bed in the dorm. A flashlight and batteries, non-perishable food and water (to be kept strictly for emergencies!), basic first aid supplies and extra medication can come in handy in the event of blizzards, storms or other scenarios in which you may be confined to your room or campus for a time.

## Once you get to campus:

1. Participate in activities to promote your overall health. Eating right, getting enough sleep (at least 8 or 9 hours a night), and being active will keep you feeling energized and can reduce stress.
2. Take advantage of nutritious options in the college dining hall or other eateries. Be conscious of the right number of calories for you to consume to be healthy (about 1,800 per day for an 18-year-old female, and about 2,200 a day for an 18-year-old male, though active teens and athletes may require more). Be sure to get enough protein, veggies, and other nutritious foods to fuel your busy life. And keep an eye on fats, sugars, and sodium. Finally, be aware that late-night eating can add calories you didn't plan on.
3. If you have a chronic health condition, make sure roommates or someone close to you know about your health condition, signs of problems, and what to do in an emergency situation. If your problem is particularly complex or challenging, consider talking with or meeting with a health center staff member before the academic year starts.
4. Studies have shown that the majority of students on campus don't use drugs and either don't drink or do so in so moderation. And surveys of college students show that most have zero or one sexual partner in a year. So you don't need to engage in these behaviors in order to fit in. Drinking excessively can open you up to significant health risks (accidents, fights, date rape/sexual assault).
5. Find out what resources are available to support you. Often there are support groups and student services available on campus to help address the transition to college. It's normal for someone starting at college to have days when they feel sad, homesick, or a bit lost. If these feelings last for more than a week or so, or are interfering with your ability to work or enjoy your college experience, seek help. The health center or counseling center is a good place to start.

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CELEBRATING 10 YEARS

## Common Health Problems at College

With students living together in dorms and apartments, eating together in cafeterias, and sitting together in classrooms, illnesses and infections can spread easily. Here is a brief guide to common illnesses and what you should do if you get one.

### Colds & Flu

These are caused by viruses. While sometimes it's hard to tell the difference between them, colds usually cause milder symptoms than the flu (</English/health-issues/conditions/chest-lungs/Pages/The-Flu.aspx>).



#### Common cold symptoms include:

- Coughing (</English/health-issues/conditions/chest-lungs/Pages/Coughs-and-Colds-Medicines-or-Home-Remedies.aspx>)
- Sneezing
- Watery eyes
- Mild fevers (</English/health-issues/conditions/fever/Pages/Signs-and-Symptoms-of-Fever.aspx>)

#### Flu symptoms include:

- Higher fever (commonly above 102°F or 39°C)
- Body aches
- Dry cough
- Upset stomach or vomiting

#### What you can do:

The most you can do is rest, drink a lot of fluids, and treat the symptoms. You can try using over-the-counter cold and flu medicines or fever and pain medicines. They may help you feel better. However, do not take aspirin when you have the flu. Your pediatrician or the student health service can suggest which medicines may help your symptoms, as well as answer your questions.

Some types of the flu can be treated with antiviral agents, but you have to take them during the first or second day of the illness, and a prescription is required. They can help you feel better faster.

#### Prevention:

These tips can help lower your risk of getting a cold or the flu.

- Wash your hands (</English/health-issues/conditions/prevention/Pages/Hand-Washing-A-Powerful-Antidote-to-Illness.aspx>) often!
- Get a flu vaccine (</English/safety-prevention/immunizations/Pages/Inactivated-Influenza-Vaccine-What-You-Need-to-Know.aspx>) each fall.

## Strep Throat, Sinus Infections & Ear Infections

These are caused by bacteria.

#### Symptoms may include:

- A very sore throat (</English/health-issues/conditions/ear-nose-throat/Pages/The-Difference-Between-a-Sore-Throat-Strep-and-Tonsillitis.aspx>)



- Pain in your ears (</English/health-issues/conditions/ear-nose-throat/Pages/Ear-Infection-Information.aspx>) or sinuses (</English/health-issues/conditions/ear-nose-throat/Pages/The-Difference-Between-Sinusitis-and-a-Cold.aspx>)
- A persistent fever

### What you can do:

If you have these symptoms, go to the student health service. The staff will be able to tell you what the problem is and give you antibiotics if you need them. If you need to take antibiotics, take them exactly as you are told and be sure to take all of them. If you don't, the infection can come back.

### Prevention:

- Avoid close contact with anyone who has an infection. That means no kissing or sharing drinks or utensils with someone who is ill.
- See your doctor for regular checkups.

## Meningococcal Disease

A common form of this is meningitis (</English/health-issues/conditions/head-neck-nervous-system/Pages/Meningitis.aspx>). This disease can infect the brain, the spinal cord, blood, or a combination of these.

### Symptoms include:

- High fever
- Stiff neck
- Severe headache
- A flat, pink, red, or purple rash
- Nausea and vomiting
- Sensitivity to light

### What you can do:

It is important to seek medical treatment right away. The disease can be fatal or may result in permanent brain damage or lifelong problems with the nervous system.

### Prevention:

The meningococcal vaccine (</English/safety-prevention/immunizations/Pages/Meningococcal-Vaccines-What-You-Need-to-Know.aspx>) is recommended for teens 11 through 18 years of age and for college freshmen living in dorms. The vaccine is effective against most, but not all, strains of the bacteria that cause this infection.

## Bruises, Sprains & Strains

These are very common and are usually not very serious.

### Here's how to tell the difference between them:

- Bruises cause the skin to turn purple, brown, or red in color.
- Strains (</English/health-issues/conditions/orthopedic/Pages/Sprains-Strains.aspx>) are injuries to muscles and tendons that result from too much or sudden stretching.
- Sprains (</English/health-issues/conditions/orthopedic/Pages/Sprains-Strains.aspx>) are injuries to the ligaments, the connecting tissue between bones.

### What you can do:

- Use the RICE method of treatment.
- Rest—especially for the first 24 hours.
- Ice—put ice packs or cold gel packs on the injury for 20 minutes every 4 hours.
- Compression—wrap the injured body part in an elastic bandage.
- Elevation—for example, if you have sprained your ankle, prop your foot up on pillows to keep it at a level higher than your heart.
- Visit the student health service if your pain or swelling does not get better in 1 to 2 days or if you are unable to put any weight on the injured area.

## Prevention:

- Being physically active is a great way to stay healthy, but be smart and avoid injuries by
- Using the right safety gear (such as pads and helmets).
- Warming up and cooling down. Stretch out before and after you exercise or play a sport.
- Taking breaks. Don't exercise or play through pain.

## Mononucleosis ("Mono")

College students often worry about a disease called "mono ([/English/health-issues/conditions/infections/Pages/Mononucleosis.aspx](#))"—also known as "the kissing disease." Mono is caused by a virus.

### Symptoms include:

- Fever
- Sore throat
- Headache
- Swollen lymph nodes (glands) in the neck
- Extreme tiredness

### What you can do:

If you have a sore throat or bad flu that doesn't go away in a week to 10 days, see your doctor. Mono is diagnosed by a blood test called the monospot test. There is no specific treatment for mono; just get plenty of rest and eat a healthy diet.

## Don't Ignore These Symptoms. Call the Student Health Service Right Away If You Have:

- A fever of 102°F (39°C) or higher
- A headache and a stiff neck
- Pain with urination
- An unusual discharge from your penis or vagina
- A change in your menstrual cycle
- Pain in the abdomen that will not go away
- A persistent cough, chest pain, or trouble breathing
- Pain or any other symptoms that worry you or last longer than you think they should

## Additional Information:

- [Meningococcal Disease: Information for Teens and College Students \(/English/ages-stages/teen/Pages/Meningococcal-Disease-Information-for-Teens-and-College-Students-.aspx\)](#)
- [Healthy Tips for College Freshman \(/English/ages-stages/young-adult/Pages/Healthy-Tips-for-the-College-Freshman.aspx\)](#)
- [Encouraging Teens to Take Responsibility for Their Own Health \(/English/family-life/health-management/Pages/Encouraging-Teens-to-Take-Responsibility-for-Their-Own-Health.aspx\)](#)

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# Marijuana

## Know the Facts

**Marijuana is not harmless.**

Marijuana impairs coordination and perception, affects learning and memory, and can increase anxiety, panic and paranoia. Research shows one in eight youth who use marijuana by age 14 become dependent.

**Some of the risks of smoking marijuana vs. consuming marijuana-infused foods are different.**

Inhaling any kind of smoke harms your lungs. Consuming marijuana-infused foods can also be dangerous because it takes longer to feel the effects. It's easier to have too much because the effects are delayed.

**Recreational marijuana use has age restrictions.**

Only those 21 and older can possess marijuana, with a limit of 1 ounce of useable marijuana, 16 ounces in solid form, 72 ounces in liquid form, and 7 grams of concentrate.

**Where you can use marijuana is limited.**

Marijuana cannot be used in view of the public. It is also not allowed on federal and most tribal lands.

**The penalties for marijuana use for those under 21 can be severe.**

If you are under 21, you can be charged with Minor in Possession. If you have more than 40 grams, it is a Class "C" felony (\$10,000 fine and/or 10 years in jail).

**It's not okay for parents to share marijuana with their kids.**

**It is a felony to provide marijuana to any minor.**



# Marijuana

## What Parents Should Know

**Most youth choose not to use marijuana. However, some will try it, and some will continue to use it.**

**Brain development continues through age 25. The use of any drug, including marijuana, can impair brain development.**

**Marijuana use increases risk of academic problems. Marijuana's effect on learning, memory, and motivation can lead to difficulties in school.**

**Talk Early, Talk Often**

- You are the number one influence in your child's life.
- Talk early and talk often about making the right choices.
- Set expectations.
- Discuss rules and enforce consequences.

For more information about marijuana:

[www.LearnAboutMarijuanaWA.org](http://www.LearnAboutMarijuanaWA.org)  
or [www.StartTalkingNow.org](http://www.StartTalkingNow.org)



To contact the WSLCB email:  
[prevention@lcb.wa.gov](mailto:prevention@lcb.wa.gov)

If someone you know is struggling with substance use, call:

**Washington Recovery Helpline at 1.866.789.1511.**

To obtain this publication in an alternative format, contact the agency ADA coordinator at (360) 664-1783.



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