


Florida/Caribbean
AETC
AIDS EDUCATION AND TRAINING CENTER

19th Annual HIV CONFERENCE
May 14-15, 2010 • Orlando, FL

Life Skills Training for the Young Adult with Perinatally Acquired HIV

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Disclosure of Financial Relationships

**This speaker has no significant financial relationships
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Transition

- ❖ ***The purposeful, planned movement of adolescents and young adults with chronic physical and medical conditions from child/adolescent-centered to adult-oriented health care systems**
- ❖ **Transition is a process, not only for the patient and families, but also for the staff involved**

*Transitioning HIV+ Youth from Adolescent to Adult Services program manual, Cicatelli Associates Inc. 2009



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University of Miami - Miami Family Care Program Transition Model of Care

- ❖ **Conduct focus groups**
- ❖ **Begin Transition education early, utilize (modified AETC) transition screening tool ages 14-24 with patient and family to assess psychosocial, medical, and educational areas of need**
- ❖ **Conduct Life-Skills workshops for youth 16-24 years of age to provide education, skills, and resources that help prepare for the transition to adult health care and adult world**
- ❖ **Identify adult community providers**



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University of Miami - Miami Family Care Program Pediatric Transition Model of Care

- ❖ Develop and implement a monthly Pre-Transition clinic in Pediatrics (patient is co-managed by Pediatric/Adult SI team)
- ❖ Develop and implement monthly Adult Transition clinic (patient continues care for one year with Adult S.I. doctor and Pedi social worker)



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What Makes It Work

- ❖ Written Transition protocol
- ❖ Youth possess basic knowledge of illness, medication regimen and health care history
- ❖ Youth demonstrate ability to manage basic tasks, i.e. arranging own appointments, transportation, and follow-up on calls or appointments
- ❖ Youth demonstrate ability to manage and maintain their financial entitlements
- ❖ Pediatric team co-manages patient until the patient has moved to the Adult Transition clinic
- ❖ Community providers are willing and capable to treat this special patient population
- ❖ Life Skills workshops address knowledge deficits of adult issues by providing education on relevant subject matter
- ❖ Youth demonstrate basic problem solving and assertiveness skills



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Service Gaps and Barriers

- ❖ Adult health care providers need information & education regarding this population's special needs
- ❖ Admissions to adult floors
- ❖ Outpatient clinic access fees
- ❖ Adult vs. pediatric practice standards
- ❖ Need for dedicated "adult" support staff (nurses, social workers, nutrition, peer educator, case management)
- ❖ Loss of entitlements
- ❖ Shorter medical visits
- ❖ Common barriers (transportation, long waits, crowded clinics)



Client Gaps and Barriers

- ❖ Resistance
- ❖ Cognitive delays
- ❖ Family resistance
- ❖ Psychosocial issues
- ❖ Conflicting schedules/obligations
- ❖ Self Disclosure to peers and partners
- ❖ Fear of change
- ❖ Avoidance due to loss of privacy in a new setting
- ❖ Difficulty navigating new systems
- ❖ Trust issues
- ❖ Maintenance of entitlements
- ❖ Not feeling heard, feeling rushed.
- ❖ Weak desire or motivation to assume more responsibility for their care and decision-making
- ❖ History of poor adherence
- ❖ Poor problem-solving and written/verbal skills
- ❖ Dependence on support staff or family to manage their care
- ❖ Lack of emotional readiness – sufficient confidence, self-esteem, resourcefulness



Life Skills

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines life skills as:

“A group of cognitive, personal and interpersonal abilities that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner.”



Youth Skill-Sets

- ❖ Self-advocacy
- ❖ Self Care – maintain physical and mental health
- ❖ Self management – make medical appointments/maintain entitlements
- ❖ Navigate new health care systems
- ❖ Assertiveness
- ❖ Conflict resolution
- ❖ Healthy coping strategies
- ❖ Interpersonal Communication
- ❖ Basic written and verbal skills (literacy)
- ❖ Memory
- ❖ Basic financial literacy
- ❖ Health care knowledge
- ❖ Resourcefulness



Life Skills Workshops

- ❖ Coordinated by 'dedicated' team member (s)
- ❖ Program staff or external consultants are recruited to present on topics
- ❖ One-on-one session is an alternative
- ❖ Conduct workshops on non-clinic days, teacher planning days, or school holidays/vacation
- ❖ 4 hour 'intensive' sessions
- ❖ Evaluation: pre/post-test administered for each module
- ❖ 5-20 participants (depending on workshop content)
- ❖ Provide incentives at the end of the workshop (when resources are available)
- ❖ Age range 16 - 24 years of age
- ❖ Provide a light breakfast and a hearty lunch



Developing Successful Workshops

- ❖ Topics correspond to the skills-set needed for successful transition to adult health care
- ❖ Bad weather, too early, lack of money for transportation, and school/work schedules are common barriers to attendance
- ❖ Be mindful of the differences in cognitive development amongst participants
- ❖ Be FLEXIBLE – attendance will vary
- ❖ Obtain feedback from participants who have attended workshops on topics, skills, or resources (what do they want to learn more about)
- ❖ Participants enjoy interactive presentations, involve the youth, utilize icebreakers when appropriate, make it FUN!



Life Skills Training Modules

- ❖ Financial Literacy (money management – budgeting, banking, saving, credit, interest rates, etc)
- ❖ Sexual Health Education
- ❖ Coping mechanisms
- ❖ Advanced Directives
- ❖ Transition to adult health care
- ❖ Communication Skills training
- ❖ Career Planning
- ❖ Benefits and Entitlements (terminated at age 18)
- ❖ Adherence to medications
- ❖ Community resources (specific agencies of interest to participants)



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Life Skills Training Modules

- ❖ Dating and Relationships
- ❖ Assertiveness Training
- ❖ Anger Management - Conflict resolution
- ❖ Self Care (education on how to improve and maintain physical and mental health)
- ❖ Self-disclosure to friends, family, and partners – (includes education about disclosure relative to Florida law)
- ❖ Managing stress
- ❖ Stress and the immune system



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What Have We Learned

- ❖ Providers need to let go
- ❖ Patients and families need to let go
- ❖ Run focus groups to learn “what do our families need”
- ❖ Be flexible.....
- ❖ Find funding....nothing is really free
- ❖ Enjoy the journey!



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