



Module 5: Patient Skill Development

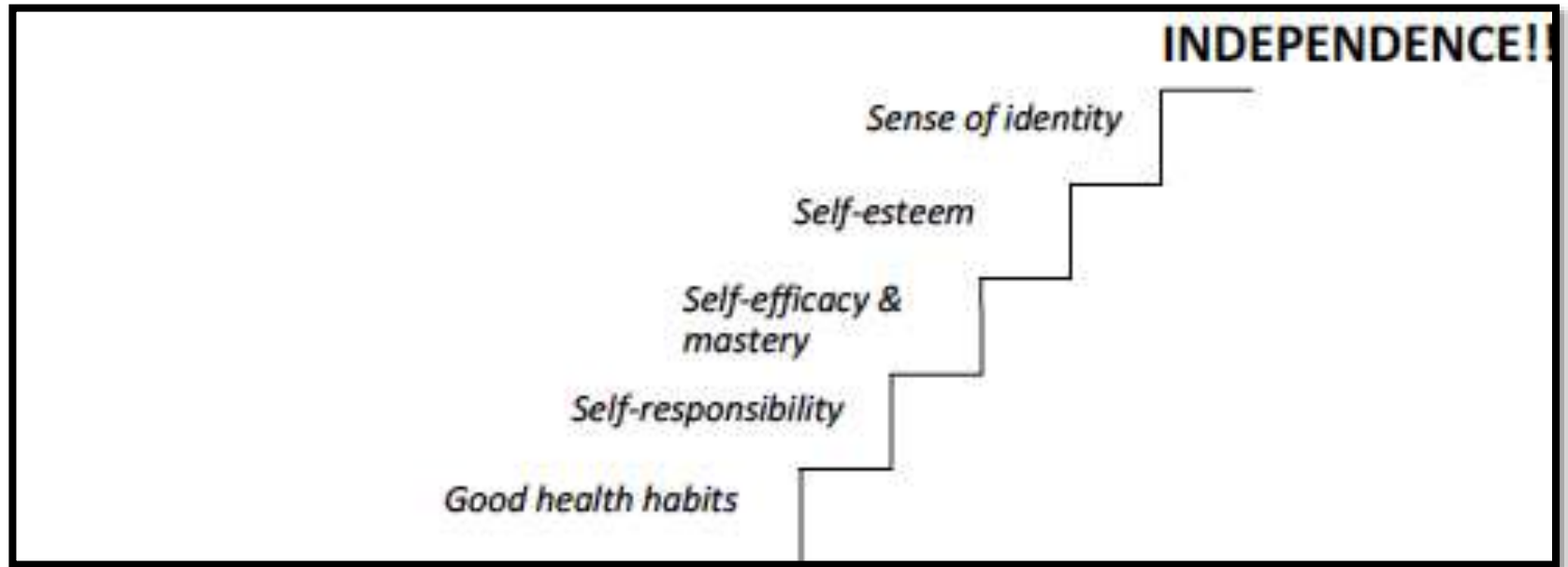
Learning Objectives

- ▶ List specific steps for making a transition plan with patients
- ▶ Discuss the FloridaHATS tools with patients and caregivers
- ▶ Identify activities and tasks for patients' transition plans



Patient Skill Development: Significance

Skill Development during Adolescence



Expectations for Skill Development

- ▶ Understand and describe medical condition
- ▶ Relay medical history
- ▶ Communicate with medical providers
- ▶ Complete health management tasks

YSHCN and Skill-Building

- ▶ Communication
- ▶ Routine tasks
- ▶ Emergencies

Up Next! Video Clip!

- ▶ Interview with Jim

- ▶ First of 4 videos in this module

Health Care Skills: Significance for Patients





Patient Skill Development: Transition Plans

Step 1: Review Assessment Results

	No, I do not know how	No, but I want to learn	No, but I am learning to do this	Yes, I have started doing this	Yes, I always do this when I need to
Managing Medications					
1. Do you fill a prescription if you need to?					
2. Do you know what to do if you are having a bad reaction to your medications?					
3. Do you take medications correctly and on your own?					
4. Do you reorder medications before they run out?					
Appointment Keeping					
5. Do you call the doctor's office to make an appointment?					
6. Do you follow-up on any referral for tests, check-ups or					



Step 2: Identify Gaps & Needs

1.	I dress, feed, bathe, and care for myself			
2.	I complete all my daily or usual medical tasks			
	List usual or daily medical tasks & rate your independence			
	a.			
	b.			
	c.			
	d.			
3.	I can tell someone what smoking, taking drugs or alcohol, or the lack of exercise can do to me			
4.	I make good choices about friends, food, exercise, alcohol and smoking in order to stay healthy			
5.	I do a Testicular Self Exam or Breast Self Exam regularly	YES		NO
6.	I know about abstinence before marriage, safe sex practices, birth control, and how to protect myself against STD's	YES		NO
7.	I can tell someone about how my disability or health condition might effect my sexual development and reproductive health	YES		NO

	<i>Medications, Medical Tests, Equipment and Supplies</i>	I do this on my own OR I know how to do this and direct others	I do this with some help	I do <u>not</u> do this OR I do this only with lots of help
1.	I can name my medications (using their proper names), and the amount and times I take them			
2.	I can tell someone why I take each of my medications			
3.	I can tell someone what the side effects of my medications are and what I should do if I have a side effect			
4.	I take my medications correctly			

Step 3: Make a Plan

Health Care Transition Plan Family Worksheet

<i>General Goals</i>	Use the space in this column to write a more specific goal and the activities that you and your child will do to complete this specific goal
<p><u>Basic Knowledge</u> My child will/ I will help my child learn more about her/his health condition.</p>	<p>Specific goal and activities.</p>
<p><u>Basic Knowledge</u> My child will/ I will help my child be able to tell her/his health care providers about what she/he has learned about her/his health condition.</p>	<p>Specific goal and activities.</p>
<p><u>Health Care Practices</u> My child will/I will help my child be more independent in dressing, feeding and self-care and/or</p>	<p>Specific goal and activities.</p>



Planning Guide Worksheets

- ▶ Thinking About Your Future
- ▶ Health Care Independence
- ▶ Parental Health Care Transition Activities
- ▶ **Transition Plan**

Step 4: Carrying Out the Plan



Step 5: Checking In

- ▶ Follow-up calls
- ▶ Reassess annually
- ▶ Make new goals
- ▶ Adjust activities

Interactive Question

Who in your practice can complete steps 1-5?

Slide will automatically advance in 1 minute!



Up Next! Video Clip!

- ▶ Interview with Jim
- ▶ 2nd of 4 video clips

Setting Goals & Making Plans – with CF





Patient Skill Development: Activities & Tasks

The Transition Process

1. Envisioning a Future

5. Doctor Visits

2. Basic Knowledge

6. Health Care Transition

3. Health Care Practices

7. Transition to Adulthood

4. Medications &
Equipment

8. Health Care Systems



Discuss Medical Tests

- ▶ Supports communication:
 - ▶ Multiple providers
 - ▶ Insurance

Directing Personal Care

- ▶ Rehearse to direct others
- ▶ Communicate needs & instructions
- ▶ Center for Independent Living

Medication Management

- ▶ Carry a medication list
- ▶ Names, dosages, and schedule
- ▶ What each medication treats
- ▶ Expected affects
- ▶ Potential side effects
- ▶ Filling prescriptions
- ▶ Insurance approval

Medical Equipment

- ▶ Use
- ▶ Maintenance
- ▶ Ordering
- ▶ Insurance approval

Doctor Visits

- ▶ Fosters independence
- ▶ Confidential interaction
- ▶ Change tasks throughout transition plans

Medical Journal

- ▶ Emergency summary page
- ▶ Medical history
- ▶ Providers' contact information
- ▶ Current treatments
- ▶ Medications
- ▶ Additional health information
- ▶ Allergies
- ▶ Questions for next medical visit

Health Care Transition Summary

Diagnosis	Managing Provider/ Specialist	Address	Phone
1.			
2.			
3.			
4.			
5.			

Current Medications	Current Medications
1.	5.
2.	6.
3.	7.
4.	8.

Current Therapies	Frequency	Provider	Contact Information
1.			

My Health Passport

H
My Health
Passport
H

If you are a health care professional that will be helping me, **PLEASE READ THIS** before you try help me with my care or treatment.

<p>My full name is: _____</p> <p>I like to be called: _____</p> <p>Date of birth: / / _____</p> <p>My primary care physician: _____</p> <p>Physician's phone number: _____</p>	<p style="font-weight: bold; color: gray;">Attach your picture here!</p>
--	--

This passport has important information so you can better support me when I visit/stay in your hospital or clinic.

Please keep this with my other notes, and where it may be easily referenced.

My signature: _____ **Date completed:** / / _____

You can talk to this person about my health: _____

Phone number: _____ **Relationship:** _____

I communicate using: (e.g. speech, preferred language, sign language, communication devices or aids, non-verbal sounds, also state if extra time/support is needed)

My brief medical history: (include other conditions (e.g. visual impairment, hearing impairment, diabetes, epilepsy) past operations, illnesses, and other medical issues)

My current medications are:

When I take my medication, I prefer to take it (e.g. with water with food)

How I cope with medical procedures: (e.g. how I usually react to injections, IV's, physical examinations, x-rays, oxygen therapy—also note procedures never experienced before or in recent years)

I am allergic to: (do not)

If I am in pain, I show it by: (also note if I have a low/high pain tolerance)

My mobility needs are: (e.g. whether I can transfer independently, devices I use, pressure relief needed)

My favorite foods and drinks are:

I do not like to eat or drink the following:

I am very sensitive to: (specific sights, sounds, odors, textures/touch, etc. that I really dislike, e.g. fluorescent lights, thunderstorms, bleach, air freshener)

Things I like to do that will help pass the time:

How to make future/follow-up appointments easier for me: (e.g. give me the first/last appointment of the day, allow extra time for the appointment, let me sit before my appointment, give information to my caregiver, etc.)

UNIVERSITY OF SOUTH FLORIDA

Family Center

Revised by the Department on Health, U.S.A. 2011. All rights reserved. Reproduction in whole or in part is prohibited without the written permission of the Department on Health, U.S.A. For more information visit the Web page.

The universal design of products, services, and environments is a key to making them accessible to all people.

Emergency Summary Page

- ▶ Most important
- ▶ Most recent
- ▶ Emergency department visits
- ▶ New provider visits

E-Summaries

- ▶ EMR Patient Portal
- ▶ Cell phone tools
- ▶ Downloadable apps

Downloadable Apps

- ▶ My Medical

- ▶ <http://www.mymedicalapp.com>

- ▶ My Med Schedule

- ▶ <https://secure.medactionplan.com/mymedschedule/transplantexperience/>

Up Next! Video Clip!

- ▶ Interview with Brandi

- ▶ 3rd of 4 videos in this module

Patient Recommendation: Skill Development





Patient Skill Development: Self-Management Tools

Patient Self-Management Booklets

- ▶ *Since You're Not a Kid Any More*
 - ▶ **Ages 12 – 14, Envisioning a Future**

- ▶ *Now That You're in High School*
 - ▶ **Ages 15 -17, Age of Responsibility**

- ▶ *When You're 18, You're in Charge of Your Health*
 - ▶ **Ages 18+, Age of Transition**

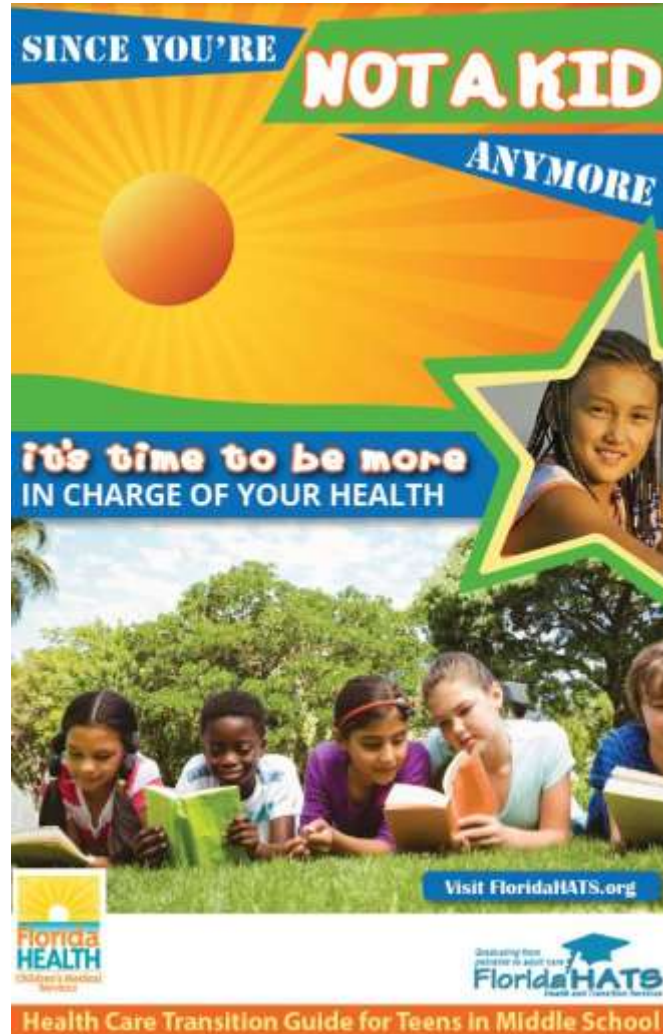
Booklet Features

- ▶ Material for YSHCN
- ▶ Health care terms and definitions
- ▶ Staying healthy
- ▶ Increasing responsibility

Booklet Activities

- ▶ Independent living
- ▶ Condition management
- ▶ Visit planning
- ▶ Self-advocacy

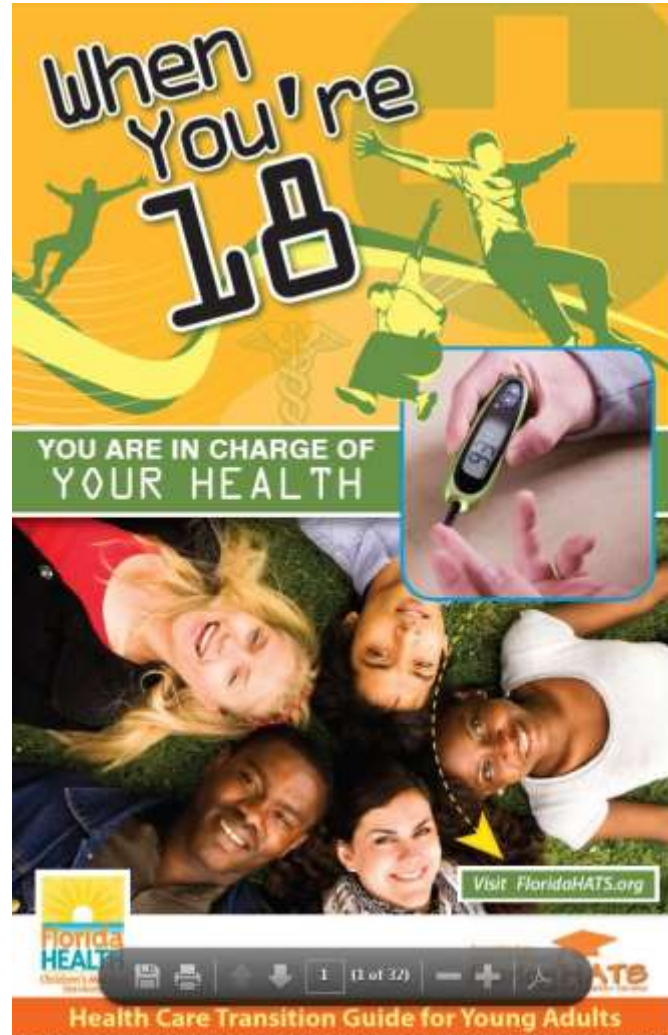
Since You're Not a Kid Anymore



Now That You're in High School



When You're 18, You're in Charge





Patient Skill Development: In Educational Plans:

Educational & Medical Approaches

Education

- ▶ Diagnosis not required
- ▶ Focus: educational outcome
- ▶ Continuous activity
- ▶ Natural part of routines
- ▶ Students with disabilities

Medical

- ▶ Diagnosis informs treatment
- ▶ Focus: health/well being
- ▶ Episodic
- ▶ Creates new routine
- ▶ YSHCN

IDEA Defined

Federal legislation that requires public schools to provide a free and appropriate education to ALL children



Section 504 Plans

- ▶ Physical or mental impairment which substantially limits one or more major life activities
- ▶ Not limited to specific disability categories
- ▶ Does not require evidence that the disability adversely affects the student's educational performance

Transition Services

- ▶ Instruction
- ▶ Community experiences
- ▶ Development of employment objectives
- ▶ Daily living skills
- ▶ Managing medications and equipment
- ▶ Self-care skills

Education & Health Care: Shared Skills

- ▶ Planning
- ▶ Self-determination
- ▶ Self-responsibility
- ▶ Communication

Education & Health Care: Shared Activities

- ▶ Review school's transition plan
- ▶ Provide health care transition plan
- ▶ Identify transferable skills

Up Next! Video Clip!

- ▶ Interview with Justin

Education Transition Plans & Health Care





Patient Skill Development: Resources

Florida CIL Locator



Project 10



[Home](#) | [About Us](#) | [Contact Us](#) | [Training](#) | [Site Map](#)



[A-Z Library of Terms & Resources](#)

[Career Development](#)

[Check & Connect](#)

[District Resources](#)

[Effective Practices in Transition](#)

[Employment](#)

[FDOE TAPs and Memos](#)

[Financial Resources](#)

[Florida Standards](#)

[Legislation](#)

[On-line Training](#)

[Promising Practices Transition Sites](#)

[Postsecondary Education](#)

[Project 10 >](#)

[Search Project 10](#)



Project 10: Transition Education Network

Welcome to the Project 10: Transition Education Network website! It is constantly being updated, so check back often for new material. Please contact us with any suggestions, corrections, or ideas at project10@stpete.usf.edu.

MISSION

The mission of Project 10: Transition Education Network, hereinafter referred to as "Project 10," is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve

[▶ Bookmark Project 10](#)

[▶ Have a question?](#)

[▼ Tiny 10 Web Intro](#)



Health Goals and IEPs

Resources for Families

Resources for Youths and Families for ICAAPs Transitioning Youth to Adult Care Course

Below are a number of resources and tools to help youth and families in the transition from pediatric to adult health care. The project-developed tools were created by pediatricians in practice, transition experts, youth, and parents and the remaining resources are nationally validated tools and resources from partner organizations.

The development of these resources is supported by a state implementation grant from the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

The resources below were developed by ICAAP and Specialized Care for Children at the University of Illinois at Chicago.

Health and the Transition to Adulthood: Building the Foundation for Success

The Integrated Services Committee of the Illinois Chapter of the American Academy of Pediatrics and UIC Specialized Care for Children presented a webinar for parents and families on incorporating health goals into IEPs and transition plans. The recording of this webinar is available [here](#) and the slides are available [here](#). The resources and tools discussed in the webinar are available in the table below.



Embedding Health Outcomes in IEPs

The screenshot shows a video player interface. At the top, the Wisconsin Department of Public Instruction logo is on the left, and the text 'Student Services Prevention & Wellness' is on the right. The video player shows a slide with the following content:

Embedding Health Outcomes in the IEP Process

Elizabeth Hecht
Southern Regional Center CYSHCN

Below the slide, there is a video player control bar with a play button and a progress bar. Below the control bar, there is a description of the video:

Embedding Health Outcomes in the IEP Process

Elizabeth Hecht, Children and Youth with Special Health Care Needs Regional Center

"Embedding Health Outcomes in the Individualized Education Program" for children with special health care needs provides information and specific examples of health related goals for an IEP. This presentation gives information regarding the role of the Children and Youth with Special Health Care Needs Regional Centers and contact information for centers.

8/3/2019 1:00 PM CDT Length: 00:27:27 More

At the bottom of the slide, there are two logos: 'Children and Youth with Special Health Care Needs' and 'Special Center for Evidence & Developmental Disabilities'.

Key Points

- ▶ Create plan
- ▶ Address 1-3 skills
- ▶ Tailor tools & activities to individual needs
- ▶ Update annually with re-assessment

Summary of Tools

Module 5. Patient Skill Development

1. FloridaHATS Transition Plan
[Planning Guide: Ages 12 -14](#). See pages 12-17
[Planning Guide: Ages 15 -17](#). See pages 15 - 20
[Planning Guide: Ages 18+](#). See pages 16 - 20
2. [Since You're Not a Kind Anymore](#)
http://www.floridahats.org/wp-content/uploads/2010/03/FloridaHATS_SYNAKA_Booklet_2013_interactive.pdf
3. [Now That You're in High School](#)
http://www.floridahats.org/wp-content/uploads/2010/03/FloridaHATS_NTYIHS_Booklet_2013_interactive.pdf
4. [When You're 18, You're in Charge](#)
http://www.floridahats.org/wp-content/uploads/2010/03/FloridaHATS_WY18_Booklet_2013_interactive.pdf



Citations

1. Parent-child shared management: The path to independence. 2010. University of Washington adolescent health transition project.
2. Clinical Report – Supporting the Health Care Transition from Adolescence to Adulthood in the Medical Home. 2011. American Academy of Pediatrics, American Academy of Family Physicians, and the American College of Physicians. *Pediatrics*. DOI: 10.542/peds.2011-0969.
3. Wood, Sawicki, Reiss, Livingwood, and Kraemer. Transition Readiness Assessment Questionnaire. Published 2010. Revised 2014. University of Florida, FloridaHATS, and Florida Department of Public Health, Children's Medical Services.
4. Reiss, J and Gibson, K. Health Care Transition Planning Guides. 2005. Institute for Child Health Policy at the University of Florida.
5. Perkins, E.A. 2011. *My Health Passport for Hospital/Clinic Visits*. Florida Center for Inclusive Communities, http://flfcic.fmhi.usf.edu/docs/FCIC_Health_Passport_Form_Typeable_English.pdf. Accessed 5/24/2014.
6. MyMedical. 2011. <http://www.mymedicalapp.com>. Accessed 5/24/2014.
7. MyMedSchedule. 2013. <https://secure.medactionplan.com/mymedschedule/transplantexperience/>. Accessed 5/24/2014.



Citations (continued)

8. Reiss, J. Patient Self-Care Booklets. Published 2010, revised 2013. University of Florida, FloridaHATS, and Florida Department of Health, Children's Medical Services.

9. U.S. Department of Education. Individuals with Disabilities Educational Act. 2004. Title I. Part B. Section 614. idea.ed.gov. Accessed 5/24/2013.

10. U.S. Department of Health and Human Services. Office for Civil Rights. Your Rights under section 504 of the Rehabilitation Act. (H-8/June 2000 – revised June 2006).


11. *Center Locator*. Florida Association of Centers for Independent Living. 2011. <http://www.floridacils.org/LocateYourLocalCIL.html> Accessed 5/24/2014

12. *Project 10*. 2014. <http://www.project10.info>. Accessed 5/24/2014.

13. Illinois Transition Care Project. 2013. Health and the transition to adulthood: Building the foundations for success. <http://illinoisap.org/projects/medical-home/transition/resources-for-families/>. Accessed 5/24/2014.

14. Hecht, E. 2009. Embedding health outcomes in the IEP process. Accessed 6/6/2014. <http://dpimedia.wi.gov/main/Play/f44dfa70439241dd85e99cce0cb70e26/>.





End of Part 1