

Transitioning HIV+ Youth From Adolescent to Adult Services

Young Adult Leader Toolkit



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Introduction to the Young Adult Leader Toolkit

Transitioning from adolescent to adult healthcare settings can be hard for anyone, especially HIV+ youth who have sometimes spent their whole lives working with the same doctor and the same clinic.

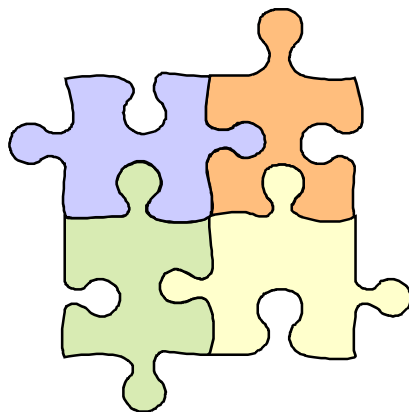
As a Young Adult Leader, you have either gone through this experience already, or you know a lot about it, and you can help.

As a *Young Adult Leader*, you:

- Understand the transitioning process
- Share your experiences with transitioning
- Model self-management and life skills for transitioning
- Communicate effectively
- Provide information and tools to the transitioning youth

This toolkit will help you to do all this and more.

Thank you for being a part of this very important process of helping HIV+ youth transition from adolescent to adult care.



Section I: What is Transitioning?

Transitioning is the process of youth with chronic physical and medical conditions moving from child/adolescent-centered healthcare to adult-centered healthcare.

Adolescence can be a challenging period of time as many changes are taking place, physically, mentally and emotionally. HIV+ youth face the additional challenge of moving from adolescent to adult healthcare systems. This can make an already difficult period of time even more so.

Some of the challenges of transitioning include:

- Adult clinics have more patients and less time for patients than adolescent clinics.
 - This can make youth who transition feel like they're not as cared about in the new setting.
- Families and doctors at the adolescent clinics can be overprotective of the youth.
 - This can hold the youth back from gaining the skills to transition or make them feel like they don't have the skills or the power to make choices about their care.
- Youth don't often know what to expect at the adult clinic.

- This can make youth who transition experience “culture shock” when they move from the adolescent setting to the adult setting.

Transitioning youth are at risk of dropping out of healthcare or delaying their treatment. The goal of this program is for the adolescent provider, the adult provider, and you, the Young Adult Leader, to support the youth through this transition and help keep their treatment on track. This will support them in living long, healthy lives.

The tools in this section will help you provide the transitioning youth with information and guidance about what it's like to transition.

THE TRANSITIONING EXPERIENCE

Tool #1: Transitioning: What to Expect Page 8

This tool is a checklist you can use to assess where the youth are in their transition process, where they should be, and what you can do to help them at whatever stage they're in.

Tool #2: My Transitioning Experience Page 9

This worksheet will help you to think about your own transitioning experience so that you can share your experiences with the transitioning youth.

The Transitioning Experience



Transitioning: What to Expect

Use this worksheet to understand where the transitioning youth should be in the transitioning process and to determine the areas where you can help.

Ages 8-12			Ages 13-16		
Transitioning Task	Discussed (✓)	Achieved (✓)	Transitioning Task	Discussed (✓)	Achieved (✓)
Encourage caregivers to disclose to the youth			Begin discussion of transition to adult care		
Solicit direct conversation with the youth			Assist the youth with a calendar for appointments and prescriptions		
Increase private meetings with the youth			Ensure the youth understands diagnosis, needed medications, health precautions		
Begin to explain medications			Connect to teen-based adherence programs		
Deal with early adherence issues			Promote after-school activities		
Link to support groups and/or counseling			Ensure support network exists		
Connect to social events, summer camps, and support groups			Sustain healthy relationships		
Pair youth with older mentor			Link to youth-friendly gynecologist (girls)		
Facilitate questions			Begin to review sexuality and safe sex practices		
Assess "sexual knowledge" base			Begin discussions about disclosure		
Other:			Other:		

Ages 17-19			Ages 20-24		
Transitioning Task	Discussed (✓)	Achieved (✓)	Transitioning Task	Discussed (✓)	Achieved (✓)
Begin identifying adult care providers			Connect to adult care provider, accompany, and provide follow-up		
Enforce responsibility in making and keeping appointments			Provide youth with substantial medical and entitlements history		
Provide copies of medical records and forms of identification			Help identify appropriate Adult Providers by visiting new clinics		
Review medical history			Transfer medical records to new provider, highlight key issues		
Promote questions about care regimen and possibilities for future changes in regimen			Support mentorship of a younger HIV+ youth		
Promote after-school activities			Continue sexuality conversations		
Ensure support network exists			Encourage questions about HIV+ sexuality and pregnancy		
Sustain healthy relationships			Disclosure of HIV status to potential sexual partner(s)		
Continue sexuality conversations			Other:		
Encourage questions about HIV+ sexuality and pregnancy					
Other:					

My Transitioning Experience

Answer the following questions to help you reflect on your experiences when transitioning from adolescent to adult healthcare services. It is important to talk about these experiences with the youth that you are mentoring through the transitioning process.

1. How did you find out that you would be transitioning to adult services?
2. How did you feel about the idea of leaving your Adolescent Provider for a new Adult Provider?
3. What made you nervous or anxious about transitioning?
4. What made you feel good about transitioning?
5. What were some of the challenges that you experienced when transitioning?
6. What made the transitioning process easier?
7. Why are you glad you successfully transitioned?

Section II: Preparing to Mentor Others

As a Young Adult Leader, it's important to think about what you hope to get out of being a mentor. It's also important for you to recognize your strengths as a mentor, and to recognize the areas that are challenging for you so that you can seek support from your supervisor.

The tools in this section will help you prepare to role model helpful knowledge, skills and attitudes for transition, including self-management and life skills.

MY GOALS

Tool #3: My Goals as a Young Adult Leader Page 13

This tool will help you to think about your strengths, your needs, and your goals related to supporting youth in transition.

SELF-MANAGEMENT SKILLS

Self-management is everything you do that helps you manage your healthcare and HIV. It means that you have the central role in your treatment.

- Tool #4: Healthcare Self-Management Skills Checklist .. Page 15**
- Tool #5: My Plan to Achieving Self-Management Skills .. Page 17**

These tools will help you assess your own self-management skills and to develop a plan to gain the skills that you don't yet have so that you can become a more effective mentor. Then you can use these tools to help the youth assess their self-management skills and plan goals.

LIFE SKILLS

Life skills are the things that help you manage the challenges of everyday life. They help you use your knowledge, attitudes and values to make healthy decisions, such as reducing health risks and increasing healthy behaviors.

- Tool #6: Life Skills Checklist Page 19**
- Tool #7: My Plan to Achieving Life Skills..... Page 21**

These tools will help you assess your own life skills and to develop a plan to gain the skills that you don't have yet so that you can become a more effective mentor. Then you can use these tools to help the youth assess and plan goals for their life skills.



Mentorship Goals



My Goals as a Young Adult Leader

The following worksheet will help you think about your strengths, needs and goals as a mentor to a youth transitioning from adolescent to adult healthcare services.

1. Record at least three **things you would like to achieve** through mentoring. Rank the items in order of importance to you.

2. Record at least three **things that concern you most** about meeting with the transitioning youth that you will be mentoring. Rank the items in order of importance to you.

3. Record at least three **attitudes or perspectives on transitioning** that you will be able to provide during your meetings with the transitioning youth.

4. Record at least three **things about yourself that might get in the way** of your being able to support a youth in transition.

5. Record at least three **things you would like your supervisor to provide** support you.



Self- Management Skills



Healthcare Self-Management Skills Checklist

Use the following checklist to assess your own self-management skills. You can also use this checklist with the transitioning youth to help them assess their own self-management skills.

SELF-MANAGEMENT TASK	YES	SOMETIMES	NO
AT THE DOCTOR'S			
I interact directly with my healthcare team.			
I make my own appointments with my doctor.			
I know when and how to call the doctor when I have questions.			
I know when and how to access urgent/emergency care.			
I know and can verbalize my medical history.			
I know and can verbalize my immunization history.			
I organize transportation to my appointments.			
I know the names and dosages of my medications.			
I take my prescribed medication for HIV/AIDS every day.			
I do not have any difficulty taking my HIV medications on time.			
I know the rules for taking my medications (e.g., with food, not before bed, etc.).			
I order my medication refills and pick them up.			
I know the possible side effects of my medications.			
MAKING APPOINTMENTS			
I make my own appointments for my dental exam every 6 months.			
I make my own appointment for my annual eye exam.			

SELF-MANAGEMENT TASK	YES	SOMETIMES	NO
INSURANCE			
I know what type of insurance I have.			
I know the limits of my insurance.			
I know how to contact the insurance company with questions.			
I file my own insurance claims.			
I know when the insurance from my caregiver ends.			
TESTING AND SCREENING			
My most recent CD4 cell (T-cell) test was within the last 3 months.			
I know my most recent CD4 cell (T-cell) count.			
I know my most recent CD4 cell (T-cell) percentage.			
My most recent viral load test was within the last 3 months.			
I know my most recent viral load count.			
I have had a PPD test (for tuberculosis) within the last year.			
I have had a blood test for Hepatitis C within the last year.			
I have had a blood test for syphilis within the last year.			
I have been screened for alcohol & substance use within the last year.			
I have been screened for mental health issues in the last year.			
WOMEN: I have had a pelvic exam, including a pap smear, within the last year.			
MEN: I have had a rectal exam, including an anal pap smear, within the last year.			

My Plan for Achieving Self-Management Skills

From Tool #4: Healthcare Self-Management Skills Checklist, record the skills that have checkmark in the "No" or "Sometimes" columns.

Write down what is keeping you from achieving each of the skills (barriers) and what are some strategies for overcoming each one? This tool can also be used with the transitioning youth.

Skill	Barriers to Achieving the Skill	Strategies to Overcome Barriers

Life Skills



Life Skills Checklist

Use the following checklist to assess your own life skills. You can also use this checklist with the transitioning youth to help them assess their own life skills.

LIFE SKILLS TASK	YES	SOMETIMES	NO
DAILY LIVING SKILLS			
I can grocery shop for myself/family.			
I can cook meals for myself/family.			
I know how to properly tidy and clean my home.			
I know how to do laundry.			
TRANSPORTATION			
I know how to use trains and buses.			
I know how to get a driver's license.			
I know how much time it should take to get from one place to another .			
HEALTH AND SELF-CARE			
I get an adequate amount of sleep most nights.			
I get at least 30 minutes of exercise every day.			
I brush my teeth and floss daily.			
I shower/bathe/wash myself once a day.			
I have the name of family and friends to call in emergencies.			
I talk to partners about safe sex.			
I know about contraception options, STIs, and STI prevention.			
I manage to eat a healthy, balanced diet most of the time.			

LIFE SKILLS TASK	YES	SOMETIMES	NO
EMOTIONAL HEALTH			
I can calm myself down when I get upset.			
I talk to a social worker.			
I have hobbies and sports that I am involved in during my leisure time.			
I have friends or others I can talk to when I need support.			
OTHER			
I know how to find housing.			
I keep track of important documents.			
I have plans to graduate from high school .			



My Plan for Achieving Life Skills

From Tool #6: Life Skills Checklist, record the skills that have checkmark in the "No" or "Sometimes" columns.

Write down what is keeping you from achieving each of the skills (barriers) and what are some strategies for overcoming each one? This tool can also be used with the transitioning youth.

Skill	Barriers to Achieving the Skill	Strategies to Overcome Barriers

Section III: Building Relationships with Transitioning Youth

Building a positive relationship with the transitioning youth is a key part of the mentorship process. This requires time and effort, but without it the mentorship process is less likely to be successful.

The tools in this section will help you to build a positive relationship with the transitioning youth.

BUILDING RELATIONSHIPS

Tool #8: Building Relationships with Transitioning Youth...Page 25

This worksheet outlines the steps you can take to start building a trusting relationship with the transitioning youth.

CONFIDENTIALITY

Confidentiality refers to the rules around who you can share information with about the transitioning youth. These rules are different in each state and healthcare facility, but it's important that you know what the rules are so that you don't violate them and so that you can explain them to the transitioning youth. Being upfront and consistent about confidentiality is a key part of building trust because it lets the youth know what they can expect from you.

Tool #9: Rules of Confidentiality Page 28

This tool will help you figure out with your supervisor what the confidentiality rules are for you based on the state you live in and the healthcare facility you work in.

Tool #10: Checklist on Confidentiality Issues Page 29

While you and the people you work with legally have to follow the confidentiality rules, the transitioning youth do not. Knowing this, the above tool will help you decide what personal information you are willing to share with the transitioning youth.

Tool #11: Sharing Information with your Team Page 30

Some types of information that the youth shares with you, you will have to share with your supervisor. This tool will help you to figure out with your supervisor what you should share with them.

BOUNDARIES

As a Young Adult Leader, you may have a lot in common with the transitioning youth and be able to understand them better than anyone else on their healthcare team. While this can be useful, being too familiar with them can cause problems.

Boundaries are limits on behaviors. Maintaining boundaries can help keep your relationship with the youth comfortable for both of you.

Tool #12: What to Do About Typical Boundary Violations..Page 32

Use this tool with your supervisor to clarify the boundary policies at your agency and to come up with a plan for what to do if you or the youth violates those boundaries.

Building Relationships



Building Relationships with Transitioning Youth

During your first meeting with the transitioning youth, it is important to get to know one another and begin to build a trusting relationship. This can be done by discussing the topics listed below. You can make notes before meeting the youth to prepare. You can also use this tool to take notes when the youth is sharing information with you.

Introduce yourself

- Name

- Age

- Your experiences:
 - What makes you an effective Young Adult Leader to the transitioning youth

- What you are doing now
 - For example: school, job, etc.

- Why you are meeting with the youth
 - For example: "I wanted to meet with you today to talk about the Transitioning Program and how we can work together."

Ask the youth to tell you about himself/herself

- Where are you from?

- What do you like to do?

Confidentiality





Rules of Confidentiality

Use this tool with your supervisor to determine what your agency's policies are on confidentiality.

Key Questions	My Supervisor's Answer
What laws are there that protect the information I receive from the youth?	
What is unique about HIV confidentiality?	
What happens to me or the agency if I break confidentiality?	
What could happen to the youth if I break their confidentiality?	
What could happen to my relationships with the youth if I break confidentiality?	
Is there any information I should always share with my supervisor? If so, what?	
Is there any information that I can promise the youth that I won't share with my supervisor? If so, what?	
Is there any information I should share with someone other than my supervisor? If so, what?	
What if I know the youth from outside the clinic or if I run into them outside the clinic?	
What should I explain to the youth about the confidentiality policy?	
Other questions I have:	

Checklist on Confidentiality Issues

Being a Young Adult Leader may sometimes feel like you're more of a 'friend' than a mentor. However, making decisions about what you do and do not share about your personal life and setting and maintaining boundaries about those things is an important part of being an effective Young Adult Leader. Protect your own confidentiality, not just the youth's. Talk with other Young Adult Leaders and your supervisor about how to respond in the situations described below.

Sample Question	Your Answer	Who can you talk to about this issue?
Do I want the youth to know my HIV status?		
How do I protect my own confidentiality?		
Does my job 'out' me as a person living with HIV/AIDS?		
What should I do if I have trouble taking my own meds? Do I share that with the multidisciplinary team?		
How comfortable am I sharing about... My transitioning experience? My HIV status? My medication regimen? My family life? My challenges in life?		

Sharing Information With Your Team

Sometimes you will learn things about the youth you're working with and you won't know what to do with the information or how to respond. Think of how you would respond in each of the situations below, and then work with your supervisor to write your responses in the space provided. Work with your supervisor to decide who you should tell on your team about each issue.

Scenario	What to say to the youth	Who to bring issue to
The youth tells you s/he isn't taking medications as prescribed.		
You hear from a neighbor that your youth is shooting drugs, but the youth denies s/he is using.		
Your youth threatens to hurt him or herself, or someone else.		
Your youth asks you not to tell anyone else that her boyfriend beats her.		



Boundaries



What to do About Typical Boundary Violations

Think about how you would respond in each situation below. Then, talk with your supervisor about how to handle these situations and write your responses in the spaces provided.

The Situation	You can respond by...
The youth asks you for money...	
The youth flirts with you, wants to have sex with you, or touches you sexually...	
The youth asks you for information about another youth who is transitioning...	
The youth asks you about your personal health and you do not want to share...	
The youth asks for your home phone number...	
You see the youth when you are out shopping. You wonder if you should say "Hi?"...	
The youth sees you when you are off work and eating at a local restaurant. You are having a few drinks with your meal (you are over 21 years old). Your youth buys you a drink and comes over to chat...	

Section IV: Supporting Youth in Transition

As a Young Adult Leader, your purpose is to help transitioning youth through the transition from adolescent to adult healthcare.

The tools in this section give you a number of strategies you can use to help and support the youth throughout their transition.

ASKING QUESTIONS

Tool #13: Interviewing Questions Page 37

This tool gives you a number of questions you can ask the youth to encourage them to share their thoughts, feelings and experiences so that you can understand what they are going through and provide them with the proper support.

MOTIVATIONAL INTERVIEWING

Motivational interviewing is a counseling style that is used to help people figure out what they want and move forward. For this program it is used to help motivate the youth to transition to adult healthcare settings by finding out information from them that you can use to assist them in their transitioning process.

The following tools will help you to use some of the strategies of Motivational Interviewing with the transitioning youth.

Tool #14: Open-Ended Questions Page 40

Open-ended questions encourage people to talk about whatever is important to them. They help to build a positive relationship, gather information and increase your understanding of where the youth is coming from.

Tool #15: Affirmations Page 41

Affirmations are compliments or statements of appreciation and understanding. They acknowledge the youth's strengths and efforts and also help to build your relationship.

Tool #16: Summarizing Page 42

Using summarizing makes sure you understand what the youth has communicated, and allows you to reinforce important information that was discussed.

PREPARING FOR THE TRANSITION

Tool #17: Ways to Address Barriers Page 44

This tool will help you identify what is standing in the way of the youth's transition and help you to support them in overcoming those barriers.

Tool #18: My Healthcare Team Page 45

Use this tool to help the youth keep track of all the people on their healthcare team.

Tool #19: What I Need to Know About the Adult Provider and Clinic Page 46

Use this tool to help the youth keep track of all the important information about the adult provider and the new adult clinic.

Tool #20: Appointment Journal Page 47

Use this tool with the youth to help them keep track of appointment information, any questions they have for their doctor, and any important information that comes out of their appointment.



Asking Questions



Interviewing Questions

The following questions can help to initiate discussions with the transitioning youth to get them to open up about their experiences. Check off the ones you want to ask!

PERSONAL (GET TO KNOW YOU)

- Who is in your family?
- Who do you live with?

HEALTH (SELF)

- How is your health in general right now?
- Who is your medical provider?
- How often do you see him/her?



TREATMENT (MEDICATION)

- What have you and your provider discussed regarding treatment?
- Do you understand the major side effects of the medication and how to manage if they appear?
- What help do you need in managing your medications?

DISCLOSURE AND TESTING

- Who have you told about your HIV test results?
- Have you disclosed to your girlfriend/boyfriend/partner/spouse/children?
- What was their reaction? What would happen if you told them?
- Who else has tested for HIV—your spouse? Partner? Children?
- Would you like help talking with them?

HEALTH (FAMILY, OTHERS)

- Does anyone in the house need special help or attention regarding their health?
- Describe the type of special help/attention needed.

HEALTHY LIFESTYLES (NUTRITION, EXERCISE, SLEEP, PERSONAL HYGIENE,

SUBSTANCE USE AND ALCOHOL)

- What do you do for exercise?
- Are you getting enough sleep? Too much?
- Do you do any of the following:
 - Smoke Cigarettes? If yes, how much?
 - Drink alcohol? If yes, how much?
 - Use drugs? If yes, how much?
- How does your use of these substances affect you? Your family? Your children?

CHILDREN (KEEP IN SCHOOL, TUTOR, AFTER SCHOOL SUPERVISION, CONNECT TO SERVICES)

- Do you have any children?
- How do your children influence how you manage your healthcare?
- Are they in school?
- If so, how are they doing in school? Do they need any special help?
- Are they involved in after school activities?
- How are they supervised after school?

SPIRITUALITY

- Is spirituality/religion significant to you? Can you describe how?
- Who do you turn to for your spiritual needs? Are they available to you now?
- Has living with HIV made any difference in your feelings about God or the practice of your faith?

STIGMA AND DISCRIMINATION (LISTEN AND HEAR, REPORT TO GHARP)

- How have others reacted to your being HIV infected?
- How did they find out you were HIV infected?
- Have you been discriminated against because you're HIV infected? How, and by whom? At work, at school, etc.

SUPPORT

- Who/Where do you typically go to for support?
- What kind of help or support do they give you?

Motivational Interviewing



Open-Ended Questions

Practice identifying open-ended questions by checking the appropriate box on the left as it relates to the question on the right. Review the correct answers with your supervisor. Then, practice creating open-ended questions to ask to the youth that are transitioning.

OPEN	CLOSED	Is it an "open" or "closed" question?
		1. What do you like about being a teenager?
		2. Where did you grow up?
		3. What is it like at your current clinic?
		4. Are you willing to meet again this week?
		5. What can I do for you today?
		6. Do you like your current provider?
		7. Have you ever thought about what it would be like to change clinics?
		8. Is it important for you to take your meds consistently?
		9. In the past, how have you overcome obstacles in your life?
		10. Are you willing to meet with me for this one week?
		11. What are your thoughts or feelings about transitioning?
		12. Do you care about your health?
		13. What are the most important reasons you want to stay in treatment?
		14. What do you want to set as your clinic visit date?
		15. Is this an open question?

Now make up three of your own examples of OPEN-ended questions that you could ask youth.

1.
2.
3.

Affirmations

Use the following worksheet to review how to give affirmations to youth who are transitioning.

Affirmations connect to respect & genuineness

- Recognize what the youth is good at or doing well
- Help the youth feel confident in their ability to change
- Must be true statements that are heartfelt



Examples:

The youth says: "I love my current doctor - he's like an uncle to me!"

You could say: "That's great that you were able to build such a strong relationship"

Or (you try):

The youth says: "These new meds that I'm on give me really bad stomach pains - I'm gonna have to talk to my doctor about switching them!"

You could say: "It's great that you're continuing to take them until you talk to your doctor, even though they give you stomach pains. It shows that you're already making responsible choices about your health."

Or (you try):

The youth says: "I was really sick and in and out of school for an entire semester when I was first diagnosed. Everyone kept asking me what was up and I didn't know what to tell them."

You could say: "That must have been really difficult for you."

Or (you try):

Other affirmations:

- "I appreciate how hard it must have been for you to decide to do..."
- "I think it is great that you want to do something about this problem."
- "You're certainly a resourceful person to have been able to..."
- "That's a real good question."
- "You took a big step."
- "I must say, if I were in your position, I would find it difficult too."
- "You seem to be a very spirited and strong-willed person..."
- "You certainly have to cope with a lot of problems right now."

Summarizing

Summarizing is a way of linking together and reinforcing what has been discussed. It also shows that you have been listening carefully and prepares the youth to tell you more. It is wise to summarize periodically so that you can be sure that you are understanding what the youth who is transitioning is saying.

There are **three types** of summaries used in motivational interviewing.

1. COLLECTING Summary

This is the main type of summarization people use. Use this when the youth has just told you a lot of information and you want to make sure you got it all.

Example: *"This transition has left you feeling vulnerable. It's not transitioning that scares you, really; it's the feeling of responsibility and the impact on your health..."*

Practice: Make a statement that collects and summarizes the following information that a youth tells you:

The youth has been with their current provider for 10 years. Their mother is really active in their treatment planning and helps them to remember to take their medications and go to appointments. They are used to the support and worried that they won't be able to stay on track if they change to an adult provider.

The other two types of summaries are:

2. LINKING Summary

Use this to tie together what the youth has just been saying with what they have said in the past.

Example: *"Sounds like you are torn between two directions. On the one hand, you're somewhat worried about transitioning and moving away from home; yet when we last met you talked about the freedom of being independent and not linked to any case manager or service provider."*

3. TRANSITIONAL Summary

Use this to shift from one focus to another, such as wrapping up a session. Start with a *prefacing statement* that formally announces what is to follow.

Example: *"Our time is running out, and I'd like to try to pull together what you've said so far, so we can see where we are and where we are going..."*

Preparing to Transition



Ways to Address Barriers to Transitioning

Work with your supervisor to come up with ways to address these barriers with the youth.

IF A YOUNG PERSON PRESENTS WITH THE BARRIER...	AS A YOUNG ADULT LEADER, I COULD ADDRESS THIS BY
1. The near familial relationship with Adolescent Providers.	
2. A youth may be less likely to disclose sexual activity or experimentation with substance use to an adult social worker / provider.	
3. Adult clinics feel too unsafe for discussing personal issues.	
4. Transitioning may be seen as moving closer to illness and/or death.	
5. Fewer incentives to give up adolescent services.	
6. Adult-oriented care is based on strict medical model.	
7. Transitioning is too abrupt and unorganized.	
8. Transitional issues not given any systematic focus.	
9. Adult clinics are too large and uncomfortable.	
10. The youth does not understand basic HIV/AIDS info.	
11. Limited "life skills" development.	
12. The youth does not understand the adult system.	
13. Too much focus on just healthcare.	
14. Assumption(s) that the youth is a fully functioning adult at the age of 25.	
15. The youth has been sheltered and over protected.	
16. Feelings of "culture shock" not fitting in.	
17. Transitioning started too late.	
18. Other. . .	

My Healthcare Team

Work together to list who is currently part of the youth's healthcare team.

Think about who else they may want to add.

Title	Name	Contact Info	How they help me manage my health
Primary Care Doctor			
Specialty Doctor(s)			
Physician Assistant			
Nurse(s)			
Dentist			
Therapists (physical, occupational, speech, etc.)			
Pharmacist			
Mental Health Professional			
Social Worker/Case Manager			
Parent(s)/Guardian(s)			
Others (describe):			

What I Need to Know About the Adult Provider & Clinic

Record the listed information about the Adult Provider and clinic that the youth will be transitioning to.

Clinic Name:	
Clinic Address:	
Clinic Phone Number:	
How I can get there:	
Clinic Hours:	
Doctor Name(s):	
Nurse Name(s):	
Receptionist Name(s):	
Differences between adolescent and adult clinic: Length of a visit Structure of a visit What the doctor does What the nurse does Role of Social Worker Role of Case Manager How often you need to schedule a visit	

Appointment Journal

Youth can use this journal to record appointment details and prepare questions to ask providers. It can also be used to record important information shared during the appointment.

Date: _____

Time: _____

Location: _____

Doctor's Name: _____



Questions for the Doctor: _____

Important Issues Presented by the Doctor: _____

Next Appointment Date: _____

Section V: HIV Education and Support

Your job as a Young Adult Leader also includes providing health education to the transitioning youth.

The tools in this section will provide you with important health information and tips for communicating the information.

INFORMATION

- Tool #21: FAQs about HIV & AIDS Page 51**
Tool #22: FAQs about HIV Transmission..... Page 53

These tools will give you basic information on the transmission and treatment of HIV/AIDS. If the youth wants any additional information or advice, refer them to the other members of their healthcare team.

COMMUNICATION

- Tool #23: Responding to Questions Page 57**

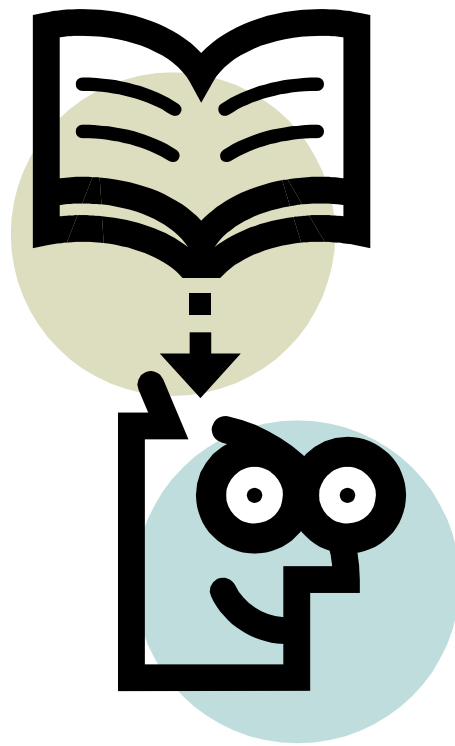
This tool will help you respond to questions that you don't know the answer to, or questions asking for your advice or opinion rather than factual information.

Tool #24: Assessing Your Comfort Level..... Page 58

This tool will help you to assess your comfort level in responding to more difficult questions or talking about difficult topics. Review this tool then talk to your supervisor about how to become more comfortable in the areas you're less comfortable in.



Information

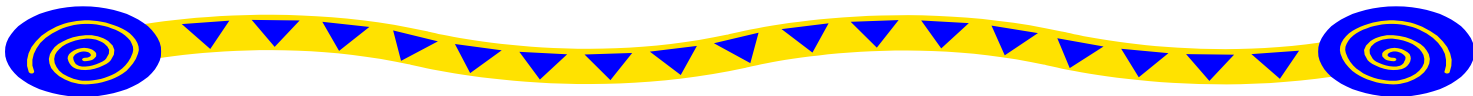


Frequently Asked Questions about HIV and AIDS

Below are some frequently asked questions. What other questions might the youth ask? Write the questions in the boxes provided, and ask your supervisor for help in determining how to answer them.

1. What is HIV?	Human Immunodeficiency Virus. It is the virus that causes AIDS. There are two main types of the virus, HIV-1 and HIV-2
2. What's the difference between HIV-1 and HIV-2	<p>HIV-1 is the most common type of HIV in the U.S.</p> <p>HIV-2 is primarily found in West Africa</p> <p>HIV-1 and HIV-2 are transmitted the same way; both cause immune system damage</p> <p>Very few cases of HIV-2 in the U.S.</p> <p>Most of the cases of HIV-2 in the U.S. are associated with people who are from West Africa, or have sexual or injection partners from West Africa</p>
3. What is AIDS?	<p>Acquired Immuno-deficiency Syndrome</p> <p>AIDS = HIV and a T-cell count below 200 or at least one opportunistic infection(s)</p> <p>Opportunistic infections are listed in the current CDC case definition</p>
4. HIV is a retrovirus. What is a retrovirus?	<p>Retroviruses cannot reproduce on their own; instead they invade T-cells and then use T-cells to produce more virus</p> <p>As new HIV breaks out of the T-cell, the T-cell is destroyed; new HIV particles find more T-cells, make more HIV, and destroy more T-cells</p>

<p>5. How does HIV make people sick?</p>	<p>HIV weakens the immune system by destroying T-cells (CD4 cells)</p> <p>As the immune system is weakened, it cannot protect the person from other germs it comes in contact with</p> <p>Germs that normally would not harm a person can have a major impact because the immune system is impaired</p>
<p>6. What are the major characteristics of HIV?</p>	<p>Lifelong infection; once infected, always infected</p> <p>HIV mutates as it reproduces, making it difficult to develop medications that work over long periods of time</p> <p>Damages the immune system</p> <p>Easily destroyed when outside of the body; HIV is no longer infectious after contact with air for several seconds</p>
<p>Question:</p>	<p>Response:</p>
<p>Question:</p>	<p>Response:</p>
<p>For more information, please visit CDC: http://www.cdc.gov/hiv/</p>	



Frequently Asked Questions about HIV Transmission

Below are some frequently asked questions. What other questions might the youth ask? Write the questions in the boxes provided, and ask your supervisor for help in determining how to answer them.

<p>1. How is HIV transmitted from person to person?</p>	<p>Body fluids from a person living with HIV must enter the blood stream or contact a mucous membrane of an uninfected person. This is called "exposure"</p> <p>Infection happens once HIV enters a cell and starts to reproduce</p> <p>Not every exposure to HIV leads to infection, which is why some people may not contract HIV even after unprotected sex or sharing injection equipment</p>
<p>2. What body fluids transmit HIV?</p>	<p>Blood, semen (and possibly precum), vaginal and cervical secretions, and breast milk contain enough virus to be able to transmit HIV from person to person</p> <p>Internal body fluids, found in the lungs, heart, joints, brain and spinal cord, are also infectious; people rarely come in contact with these fluids</p> <p>HIV is also present in saliva, tears, perspiration, urine, and feces, but the amount of HIV present is not enough to transmit the virus through casual contact</p>
<p>3. How can sex transmit HIV?</p>	<p>Sexual transmission can happen when body fluids carrying HIV come in contact with a mucous membrane or torn skin</p> <ul style="list-style-type: none"> • Anal intercourse (penis to rectum) • Vaginal intercourse (penis to vagina) • Oral sex (mouth to penis or vagina)—this is considered low to very low risk for HIV • Blood, semen, vaginal secretions directly on broken skin or mucous membrane

<p>4. What does “the hierarchy of risk” mean?</p>	<p>Some forms of sex transmit HIV more easily than other. For example:</p> <ul style="list-style-type: none"> ▪ The rectum has one layer of very absorbent skin and very little natural lubrication ▪ The vagina has two layers of skin and can produce natural lubrication ▪ The mouth has three layers of skin and saliva (which may offer some protection against HIV) <p>HIV is more easily transmitted through unprotected anal sex than vaginal sex, and oral sex is considered low to very low risk for HIV.</p>
<p>5. How can injection drug use transmit HIV?</p>	<p>HIV is found in blood and blood can be passed from person to person through shared injection equipment.</p> <ul style="list-style-type: none"> • Blood can be caught in the needle point or syringe barrel • Blood can also collect near the plunger • Tourniquets used to “tie off” may also carry blood • Cookers used to prepare drugs • Filters (also called “cotton”) <p>Hepatitis C Virus (HCV) lives outside the body longer than HIV and so is an even greater risk when injection equipment is shared</p>
<p>6. How is HIV transmitted from mother-to-child?</p>	<p>HIV transmission can happen from a pregnant mother living with HIV to her child before birth, during delivery, and after birth while breastfeeding (mostly through chapped, cracked nipples that leak blood)</p> <p>With medical care and medications, an HIV+ woman has less than a 1% chance of passing the virus on to her child; that number rises to 25% without medical treatment</p>

<p>7. What other ways is HIV transmitted?</p>	<p>Donor products: blood products, semen, donated body organs or tissues</p> <p>Tattooing, piercing, injecting steroids</p> <p>Occupational injury: needle sticks, recapping needles, blood splashes, risk of transmission is low</p>
<p>8. What is reinfection?</p>	<p>This is commonly used to refer to when people who are already infected with HIV come in contact with HIV again. For example, someone who is HIV positive may have unprotected sex with another person who is HIV positive.</p>
<p>Question</p>	<p>Response:</p>
<p>Question</p>	<p>Response:</p>
<p>For more information, please visit one of the following: CDC: http://www.cdc.gov/hiv/</p>	

Communication



Responding to Questions

Work with your supervisor to determine how to address the following types of questions.

Type of Question	Tips on how to respond
<ul style="list-style-type: none"> • How should you respond if the youth asks you a Personal question? • Should you answer it? • What's ok to share? • How do you not share something personal without hurting your relationship with the youth? 	
<ul style="list-style-type: none"> • How should you respond if the youth asks you a Challenging question - a question that challenges your authority as a Young Adult Leader? • What if you disagree on something? • What if they don't want to listen to the information and guidance that you're there to give? 	
<ul style="list-style-type: none"> • How should you respond to a question if you Don't Know the answer? • What if the question is fact-based? • What if they're asking for your advice? 	
<ul style="list-style-type: none"> • How should you respond if the youth asks for your Opinion? • What if the question doesn't have one right answer? • What if you think there is one right answer to the question? 	

Assessing Your Comfort Level

Assess your comfort in discussing the topics below. For each topic, put in the number that matches how you feel according the following scale:

Strongly Agree Neutral Strongly Disagree
 1-----2-----3-----4-----5

Talk with your supervisor about strategies to increase your comfort level.

	I have enough information to talk about this with the youth	I have enough experience to feel comfortable talking about this	My values or cultural beliefs do not keep me from discussing this	STRATEGIES: What can I do to feel more comfortable?
Asking about unprotected anal or vaginal intercourse with partners				
Discussing other kinds of sex				
Discussing safer sex that involves barriers like condoms				
Discussing the low HIV risk of oral sex				
Discussing harm reduction for sex, that does not involve condoms				
Talking about safer drug use (cleaning needles or not sharing needles)				
Asking about intimate partner violence				
Discussing Heterosexuality				
Discussing Homosexuality				
Discussing Bisexuality				
Discussing Transgender				
Anything else?				