



Overview

This standard concerns supporting young people to adapt to adult healthcare services, and providing information and support to assist them. This standard is suitable for practitioners working in young people's healthcare services who manage transition programmes including follow-up, or those working in adult services with appropriate training and responsibilities for working with young people to support transition. This follows on from activities of healthcare practitioners in young people's services to prepare the young person for the transition. Users of this standard will need to ensure that practice reflects up to date information and policies.





Performance criteria

You must be able to:

- 1. gather information on the young person's previous care from colleagues in young people's services prior to their transfer
- 2. make arrangements with colleagues to encourage and enable the young person to meet members of the adult team prior to transfer
- 3. communicate with the young person and those involved in their care in a way that is appropriate to their age, understanding, developmental capacity and preferences
- 4. encourage the young person to involve other people in the discussion if appropriate
- 5. welcome the young person and provide information in suitable forms about the services you provide and the support available
- 6. answer any questions raised by the young person, and encourage them to feel positive about the transition
- 7. through discussion with the young person, and through review of their case notes, assess:
- 7.1 the young person's understanding of their condition
- 7.2 their health goals and preferences
- 7.3 their ability to self-manage and their attitudes to self-management
- 7.4 any particular issues that need to be addressed in helping the young person to manage their condition
- 8. undertake a review, or arrange for a review to be undertaken, so that a care plan can be agreed with the young person
- 9. obtain the consent of the young person to share information with those who have a right and need to have it
- 10. ensure the young person knows who to contact for help and for emergency help, and ensure they know when they should ask for help
- 11. produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information
- 12. identify the strengths and any weaknesses of the system for handling transition, and raise suggestions for any improvements with appropriate colleagues





Knowledge and understanding

You need to know and understand:

- 1. legal, organisational and policy requirements relevant to your role and the activities being carried out
- 2. the nature, extent and boundaries of your work role and its relationship to others in your own and other organisations
- 3. the roles of other practitioners working with young people and families and how they relate between and across agencies
- 4. the importance of effective multi-agency working
- 5. the ethical issues, legal requirements and good practice guidelines on consent, including capacity issues and consent for young people
- 6. the principle of confidentiality and the implications for your practice
- how to recognise and respond to the signs of injury, abuse or neglect and your responsibility in relation to raising concerns with the appropriate person or agency
- 8. local systems, procedures and protocols for safeguarding young people and vulnerable adults
- 9. the principles of equality, diversity and anti-discriminatory practice and how they are applied
- 10. the duty to report any acts or omissions in care that could be detrimental to the young person
- 11. the rights of young people to make decisions for themselves and to take risks in the context of their own lives, taking into account issues of capacity and your professional responsibility
- 12. how to work in partnership with young people and those involved in their care
- 13. the importance and effects of healthcare education and self-management for young people
- 14. the development of self-management and independence in young people
- the psychosocial impact of long term conditions in your area of practice, at diagnosis and in the long term
- how to gather information from young people and their families about their health and well-being
- the social, cultural and economic background of the individuals who use your service
- 18. the diversity of young people's family, caring and social networks, and the impact of these on their health and well-being
- how young people can be influenced by peer group behaviour and that this may vary according to culture

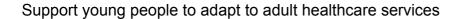
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20. how to engage with and communicate effectively with young people, and





- those involved in their care
- 21. the benefits of regular contact in establishing effective relationships
- 22. the importance of working in a facilitative and enabling way and how to do this
- 23. the importance of focusing on the young person as an individual
- 24. the ways in which other people should be involved in communication in order to deliver the most effective outcome for the young person
- 25. the need for communication to be modified for different contexts and cultures, including the age, vulnerability, understanding, developmental capacity and communication needs and preferences of the young person and those involved in their care
- 26. the benefits of effective transition on managing long term conditions
- 27. the time needed for effective transition planning, the benefits of early planning, and the risks of insufficient/late planning
- 28. the factors which affect the appropriate timing of transition to adult services
- 29. young people's development, including emotional, physical, and social and how they affect one another
- 30. strategies for ensuring a co-ordinated transition process
- 31. mechanisms to ensure continuity of care
- 32. treatment and care for long term conditions within your area of practice
- 33. the impact of nutrition, physical exercise and sleep on long term conditions
- 34. the importance and methods for addressing or accessing support for general young people's health issues
- 35. health promotion strategies and programmes for young people
- 36. the risk factors for long term conditions within your area of practice
- 37. the prognosis and complications of the conditions and when they are likely to occur
- 38. how to monitor long term conditions within your area of practice
- 39. local guidelines and protocols for transition arrangements to adult services
- 40. local referral pathways
- 41. procedures, protocols, and pathways for liaising with young people and their families, practitioners, departments, and agencies
- 42. sources of authoritative information on transition to adult services, including evidence based information
- 43. local sources of health and well-being information, advice and support for young people, and those involved in their care
- 44. how young people can access local facilities for exercise and physical activity, education and community activities
- 45. the importance of keeping full and accurate records, and how to do so in line with organisational requirements





External Links

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB4 Enablement to address health and wellbeing needs

SFHCS12



Support young people to adapt to adult healthcare services

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