

## Support young people to adapt to adult healthcare services

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### 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.

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**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

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**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
7. 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
15. the psychosocial impact of long term conditions in your area of practice, at diagnosis and in the long term
16. how to gather information from young people and their families about their health and well-being
17. 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
19. how young people can be influenced by peer group behaviour and that this may vary according to culture
20. how to engage with and communicate effectively with young people, and

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- 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

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### 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

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