Sea of Transition: Youth Readiness Workshop
Guidebook & Resources

Youth Engagement Transition Strategies
September 2015
Table of Contents

The Youth Voice Project ......................... 3
About the Guidebook ............................. 3
Important Considerations ..................... 3
Definition of Terms .............................. 4
Guiding Principles ............................... 5
Themes of Transition ............................ 6
Peer-led Transition Model ..................... 7
Workshop Outline ............................... 10
Workshop Steps & Script ...................... 11
Appendices
  Youth Quiz ................................. 18
  Additional Activities ....................... 19
  Sharing Learning & References .......... 20

Collaborators

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For questions about the Sea of Transition guidebook and evaluation – contact Mary Paone, Nursing Lead for ON TRAC, mpaone@cw.bc.ca
What was the Youth Voice Project?

The Youth Voice project is part of the ON TRAC Transition Initiative to support youth with chronic health conditions and/or disabilities (CHC/Ds) in the planning, preparation, transfer, and attachment to adult care and services. Essential to the successful transition of youth is that they are engaged, skilled, and knowledgeable about the adult system they are entering into. The project was designed for youth to emerge as leaders and partners in developing youth-led workshops and materials to support youth in transition.

About this Guidebook

The Sea of Transition Guidebook has been created to encourage and support youth engagement in transition planning. The Sea of Transition workshop was designed to bring youth (15-18 years of age) with CHC/Ds together to share information and experiences regarding growing up, increasing personal responsibilities with respect to their health care management and to inform and prepare youth to move on from pediatric care to the adult system. The group setting has shown to be an effective and efficient strategy for knowledge transfer, while individual teaching can be very time consuming and resource heavy. The Guidebook and workshop materials can be used in developing and/or facilitating youth-led activities and workshops in a variety of settings. To date, over 200 youth with CHC/Ds, ages 15-23 years, have participated in a Sea of Transition workshop. It has been designed as a way for youth to gather, share their own visions for transition, and to identify the skills and knowledge they need.

Disclaimer

The Sea of Transition: Youth Readiness Workshop was developed collaboratively as part of the ON TRAC Transition Initiative. We are sharing our workshop guidebook and resource materials for the purposes of public education and improving accessibility; however, please review the guidebook in its entirety before planning to host a workshop. BC Children’s Hospital and the project partners are not associated directly with community workshops unless it is explicitly stated that an ON TRAC staff person or trained facilitator will be present for the workshop. Any agencies other than BC Children’s can use this information as required asking that BC Children’s and partners are acknowledged.

For a copy of the workshop outline and materials, please contact Mary Paone, Nursing Lead for Transition at mpaone@cw.bc.ca.

To book a workshop, please contact Kyla Brophy, Youth Engagement Facilitator at kyla.brophy@cw.bc.ca.
Who are Youth with Chronic Health Conditions?

The Youth Voice Project was created to address an increasing need for transition support for youth with CHC/Ds in British Columbia. With advancements in health care, youth with CHC/Ds are living well into adulthood. In fact, over 1700 youth with chronic and ongoing health care needs age out of care each year at BC Children’s Hospital – and the numbers are increasing. The highest volume of adolescent patients are in cardiology, dermatology, diabetes, endocrine, ear nose and throat, gastroenterology, neurology, ophthalmology, orthopedic-scoliosis, orthopedic, plastic surgery renal and urology clinics. In this project, “youth living with a CHC/D” is defined as children and youth who have special health care needs for a chronic physical, developmental, behavioural or emotional condition and require health and related services into adulthood.

Definition of Terms

YOUTH
Youth is defined as that period of life between childhood and the world of work, independence, and adulthood. For purposes of this project, youth are from 12-24 years of age.

TRANSITION
Transition is defined as the purposeful, planned movement of youth with chronic health conditions from child-centered to adult-oriented health care. It addresses the developmental issues of adolescence while ensuring care is continuous, comprehensive, and coordinated into adulthood and the adult system.

YOUTH-FOCUSED CARE
Youth-focused care respects the individual rights and needs of the youth requiring health care. Youth-focused care ensures that all teaching, guidance and care is based on the developmental, physical and emotional needs of the youth.

CHRONIC HEALTH CONDITION
An illness, condition and/or disability that affects youth, impacting their health and development over an extended period of time.

ABILITY
The skills and knowledge to do and to be.
Guiding Principles

YOUTH ADVOCACY
Strategies that promote youth engagement towards youth-centered health care, empowering youth to develop knowledge, skills and behaviours to help them develop self-advocacy, youth voice (personal rights, consent, privacy) and readiness (decision-making, talking to care providers, accessing services) for adult health care.

YOUTH LEADERSHIP
Youth are promoted as leaders in addressing their unique health care needs and to give value to their lived patient experience. Youth leaders are encouraged to provide direction to policy development, youth rights, promotion of youth issues and most importantly building resilience among youth.

POPULAR EDUCATION
Popular education is grounded in principles of social justice where education is not viewed as neutral, and is always presented in the context of the potential for social transformation. In this context, ‘popular’ means ‘of the people,’ and youth participants are viewed as equal collaborators. Workshop learning is guided by participants' knowledge and lived experiences.

ACCESSIBILITY
Accessibility is crucial to providing effective youth-centered care. This principle is addressed by including youth and families in each stage of the planning and delivery process, which results in being better informed about the specific needs of each of these stakeholders. Effectively identifying stakeholders’ needs is a key component of being able to decrease barriers to participation and offer relevant support and resources.

READINESS
Skills and knowledge enhancement opportunities (through one-to-one, peer-led, and online engagement methods) are provided to empower youth to self-identify their focus areas for transition readiness. “Readiness” refers to a list of desirable skills and educational targets which youth should ideally meet before the transfer to an adult clinic (for more information on readiness indicators, see page 23).

Guidelines for Youth Engagement

- Accessible & Inclusive
  - Provide food
  - Honoraria for time
  - Transit reimbursements
  - Alternative scheduling options
  - Conference calls/Skype/texting
  - Accessible spaces (location, amenities, abilities)
  - Letters of reference, volunteer hours, resumes

See page 11 for a list of Youth Engagement Strategies.
Six Themes of Transition

The Youth Voice workshop is founded on ON TRAC’s framework of six central themes. These themes were determined in collaboration with community partners and stakeholders including youth and families in care. All youth engagement tools and methods are offered through the framework of the following themes:

**VOICE**
Youth learn how they can find and use their voice at health care appointments. This might mean asking questions, being able to describe their health condition and symptoms, and knowing when to speak up about consent and confidentiality.

**ACTION**
For some youth, taking action may mean knowing about their medications, including side effects and dosages. For others, this could include understanding test results, knowing how to make your own appointments, and finding a family doctor.

**CONNECTION**
Youth can always use support in their health care. It is crucial that young people identify the skills that they need to find a social support network, communicate their needs and feelings, and find out what self-care means to them.

**SEXUAL HEALTH**
An important consideration for youth moving into adulthood is recognizing ways to create healthy relationships. Youth should be able to identify resources that are available to them for learning about their own boundaries— including sexuality, relationships, and thinking ahead to their future.

**FUTURE**
Youth identify skills they will need to help plan the kind of future they want. This might include thinking about things like a career, finances, education that is specific to their goals and aspirations, and options for living away from home.

**SAFETY**
Safety is contingent on knowing personal limits. This includes knowing how to take care of one’s self including: finding the nutrition and exercise that’s right for each person, and learning about how any relevant medications interact with drugs and alcohol.

Reference
Peer-led Transition Model

The peer-led transition model ensures that youth voice drives the transition process and is pivotal in creating safe, accessible, inclusive, and relevant spaces for young people with CHC/Ds. This model is rooted in the belief that youth have the capacity and knowledge to be active, engaged, and educated leaders among their peers and in the health care system.

Engaging the peer-led transition model resulted in the development and delivery of the Sea of Transition: Youth Voice Readiness Workshop. The following describes the important role of youth in this process.

YOUTH ADVISORY COMMITTEE (YAC)

Eight young people from the Lower Mainland and Vancouver Island applied their lived experiences with CHC/Ds to developing the Transition Readiness Workshop. Through this process, YAC members were given the opportunity to connect and share their stories as well as gain leadership skills such as visioning, dialogue, providing feedback, and collaborating within a team. The impact of involving youth in the project development process is measured by the relevance of the resources and workshop curriculum to youth.

Youth Advisory Council (YAC) members (from top left): Justin Gloanec, Amol Gill, Lauren Jackie, Miceala Evans, Hal Zelinski and Shelby Milholm.
YOUTH WORKSHOP FACILITATORS

Youth are vital in the delivery of the Transition Readiness Workshop. The peer-education model creates authentically youth-led, safe environments for youth to share their stories and ideas without encountering the barriers that the presence of adult facilitators could create. While adult allies are integral to the success of transition, a key component of empowering youth voices is creating peer-led spaces that support unique learning opportunities by shifting traditional power dynamics. Having youth facilitators lead workshops not only grounds the educational practice in the lived experiences of youth as both facilitators and participants, it also establishes a youth-led space.

During the Youth Voice Project, youth leaders completed facilitation training to learn about the principles of creating safer spaces, the value of dialogue, and important facilitation skills and techniques. Trained youth facilitators were then able to engage with their peers on shared experiences with CHC/Ds. Creating opportunities for youth to complete facilitation and leadership training by connecting with local non-profit organizations and youth service providers is a key way of supporting transition in your community. In the co-facilitation model, it is recommended that youth facilitators have previous training working with youth and have completed the “Sea of Transition: Youth Voice Readiness Workshop” as a participant.

Because workshops draw on personal experiences and encourage participants to share, a key component is collaboratively developing “community agreements” in order to work towards creating safer learning spaces. These agreements include principles like respect, maintaining an open mind, active listening, and confidentiality.

“I am looking forward to being given the opportunity to educate youth about the resources and information that they have access to and being a part of something that truly has the potential to make a positive impression in the lives of youth.”

Youth Trainers: Kyla Brophy, Leah Horlick and Tahia Ahmed from Check Your Head.
PLANNING & PREPARATION

Understanding the youth’s unique abilities, concerns and needs is an essential first step in the planning. Items to review:

- Abilities/disabilities of youth participants
- Suggested age range is 15-18 years but has been successful with youth groups 12-23 inclusive.
- Requirements for number of youth volunteers – ratio of one youth facilitator to eight participants (2:8 recommended)
- If youth have emotional, communication and/or physical needs, an increase in youth facilitators is recommended to 1:4 youth participants.
- If you include food as part of the workshop/event you need to determine food allergies and sensitivities.
- Determine the accessibility of the venue for all participants.

The need for adult support persons is dependent on the needs of the youth participants. In many cases, it is recommended that adult leaders or staff members be available to answer questions or concerns and act as a resource for youth facilitators.

“The Youth Readiness Quiz and the Sea of Transition [are] both very useful. The quiz was especially interesting for me to really get to know myself. I have a better understanding of what my goals will be.”

In addition to developing the Youth Readiness Workshop, we found that a corresponding Parent/Family Readiness Workshop held at the same time has many benefits. Because parents have significant concerns about transition and appreciate the opportunity to discuss their concerns. The parent/family workshop can follow a similar framework of themes for discussion. In addition, parents often transport their children to and from the venue, creating an ideal opportunity to engage them in a separate dialogue. For further information on the parent/family workshop contact mpaone@cw.bc.ca
Sea of Transition: Youth Voice Readiness Workshop Objectives

The Sea of Transition: Youth Voice Readiness Workshop prepares youth with CHC/Ds to envision safe and youth-centered health care futures for themselves as they identify the skills, knowledge and resources required for living into adulthood with a CHC/D and the adult health care system. The workshop is facilitated by trained youth who hold safer, youth spaces for participants to share their challenges and experiences in transitioning from pediatric to adult care. Total estimated time is 1.5 hours.

Workshop Objectives:

• To outline some key differences between pediatric care and adult care for youth with CHC/Ds.
• To highlight the skills and challenges facing youth with CHC/Ds as they transition from pediatric to adult care.
• To empower youth to begin taking responsibility for their own care through asking questions, building social support, and planning ahead.
• To build a toolkit of leadership skills for youth, including how to discuss health issues with friends and care providers, as well as address challenges when they encounter them.

Feedback & Evaluations

Over 200 youth have participated in the Sea of Transition: Youth Readiness Workshop and shared their learning;

Youth felt connected to their community and their peers after participating in the Transition Readiness workshop:
Things learned in the Transition Readiness workshop include:
“[I am] not alone, there are many people going through the same thing”
“Focus on having helpful relationship”
“Help is available after BC Children’s Hospital”
“Support networks are there, you’re not alone”

Youth identified that the key reason for transition preparation is to maintain good health and prepare for an independent adulthood:
It is important to prepare for a transition from the pediatric to adult health care system...
“To be able to take care of yourself and be more independent.”
“To maintain your health.
“To ensure you get the care you deserve”
“To prepare for the unexpected”
“So you know what questions to ask and you can be more prepare”

Youth demonstrated and interest in developing self-advocacy skills:
Thing to do to take charge of your health care as a young adult:
“Ask question and speaking up for myself”
“Take initiative to contact doctors and talk to them yourself rather than through your parent”
“Make sure everyone understands what others are saying/be clear”
“Make sure I have an understanding of my need”
“Standing up for myself and taking charge of my knowledge”
Youth Quiz

The six themes of transition have been expanded into a list of items or questions to help youth self-identify what they need to know and do to take care of their health into adulthood. This list is also referred to as a youth’s ‘readiness’ to transfer into adult care. The 48 item Youth Quiz is the first step in starting the discussion about transition.

Getting ready to be a patient in the adult health care system requires specific skills, knowledge and an understanding of the resources needed. The Youth Quiz breaks down the preparation process into the following themes: **voice, action, connections, future planning, sexual health, and safety.** Youth work through the quiz and identify which skills and knowledge they have and which ones need more work.

**How youth can use the Youth Quiz**

1. Ask the youth to open the Youth Quiz on their phone, tablet, or computer by visiting [www.ontracb.ca](http://www.ontracb.ca) or [http://www.bcchildrens.ca/our-services/support-services/transition-to-adult-care/youth-toolkit](http://www.bcchildrens.ca/our-services/support-services/transition-to-adult-care/youth-toolkit)

   In conversation, have them talk about the items listed (skills and knowledge) they feel confident about (using a strengths-based approach).

2. Print off the quiz and have youth talk to their parents and nurse and physician about the areas where they need support.

3. Save the direct link to the quiz on their phone, and take it to their next health care appointment with them.

4. When they identify the items they need to work on, they can check out the rest of the Youth Toolkit (through direct hyperlinks) for tips, videos, activities and ideas that have been posted by others.

5. They can start practicing as early as they can – it’s never too early to prepare for transition!
Additional Learning Activities

**Youth Transition Theme Workshops**

Estimated time 15 minutes per theme.

Have group of youth identify a theme or themes to focus on for transition planning and preparation.

Voice – Self-advocacy
Action - Independent health care behaviors
Connections - Peer support & emotional well-being
Future Planning - Educational & vocational planning
Sexual Health - Sexual health and relationships
Safety - Choices & risks

Use the Youth Quiz – discuss the items listed in the theme they chose.

Open the online Youth Toolkit from [http://bit.do/YouthToolkit](http://bit.do/YouthToolkit) and explore the Youth Activity cards for each theme. Watch the videos, go through the activity sheets and facilitate a group discussion on the theme.

**Just TRAC it Activity**

Estimated time 10 minutes.

Gather youth in groups of 1-3

Have them open their phones to [http://bit.do/JustTRACit](http://bit.do/JustTRACit)

Watch the video created by and for youth to learn how to use the existing apps in their phones to track their health information.

*After watching the video, discuss with youth how they can use* their phone’s calendar, contacts, and notes apps to:

- help them remember and book appointments
- save emergency contact information
- list their medications and condition specific symptoms
- write down questions for health care providers
- take pictures of prescriptions
- access their own bloodwork
Sharing learning & resources

I. Background

For many children with chronic health conditions and/or disabilities (CHC/Ds) who have survived to adulthood due to pediatric exemplary clinical care, the transfer to adult health services results in a deterioration of their health status. A lack of coordinated and developmentally appropriate transition process between pediatric and adult health services creates a substantial threat to their health status resulting in increased morbidity and even increased mortality. Improved medical technology and improved pediatric care has increased the survival of children with chronic medical conditions to over 98% requiring transfer to the adult system.

Youth not transferred effectively can fall out of care and be lost or orphaned by the system leading to poor outcomes. Youth and parents themselves have described an unplanned or unsupported transition as being “dumped, abandoned, thrown out, tossed aside or lost in the shuffle”.

Transition programs, strategies or interventions are developed to encompass the preparation, planning, and transfer of youth with CHC/Ds from pediatric care until they are securely integrated and attached to the adult health care system. The process is complete once the young adult not only transfers to the adult system but is actively participating in activities of self-management (on their own or with assistance) and decision making with adult health care providers. Benefits of transition strategies as described by youth include an increased sense of independence and control in making health care decisions and self-management, enhanced autonomy, and increased sense of responsibility.

II. Engaging Youth in the Transition Process

Transition is a coordinated and collaborative process between the youth, family and care providers that occurs overtime through adolescence into young adulthood. Health care transitions are experienced by youth and young adults as developmental, biological, clinical, living, social and psychological changes – all creating different needs, concerns and barriers to the process. Transition planning should be patient-centered and adaptable to individual capacities – which requires some flexibility. Engagement of youth is essential to understanding their skill and knowledge requirements, capacity and willingness to participate in the transition process. A strength-based approach – focusing on the youth’s personal talents and strengths and how these can be supported by health care providers – is a recommended approach for youth by youth and families themselves.

Developmentally-appropriate and patient-centered care strategies include content areas on condition-specific information, health care self-reliance/management skills, life skills, self-advocacy, peer support, educational and vocational planning, sexual health information, mental health and safety. Youth should be identified as emerging young adult health consumers and supported by health care providers by building their skills and personal capacity.
III. Strategies for Youth Engagement

Based on a study at Toronto Sick Kids, where young adults in transition only had to cross the street to attend their first visit in adult care, only 50% of youth are making it to their first visit as adult patients. At ON TRAC, we asked why, and how can we better engage youth to take ownership of their health care? Our initiative’s approach is to shift the way we care towards access – meaning that we want to give youth all the information they need to transition successfully, because we recognize that youth are capable and want to take care of their own health care.

We began our approach through a workshop for youth, young adults and parents from community-based organizations where we gathered basic guidelines for youth engagement, centered on the themes of accessibility and inclusiveness. From this stakeholder’s workshop, youth-friendliness includes providing food that meets everyone’s dietary needs, transit reimbursements, alternative scheduling options that include evenings and weekends, texting and Skype, and also providing letters of reference and volunteer hours to account for youths’ unpaid time. We came up with “three R’s” for successful youth engagement that boil down to “Respect, Remuneration, and Response.” Based on these guidelines, a framework for youth engagement influences ON TRAC that involved looking at successful programs & existing literature, conducting face-to-face workshops and focus groups, defining requirements while developing interventions & materials, sharing and implements those interventions, as well as testing and refining them based on feedback from youth & families.

Focusing on strategies for transition should encourage the family as teacher and trainer in early/ middle stages of transition. xxvii Youth with special needs may always require some level of family/guardian/care provider support, however youth should be encouraged to attain the level of autonomy and self-direction possible. xxviii xxix There also needs to be a gradual shift from focusing on the strengths and skills of the family to self-management skills and abilities in the youth/young adult. xxx Youth and parent group-based interventions and strategies have been effective strategies provided in general skill-building workshops. xxi xxi xix Self-management skills and behavioral interventions delivered by technology are more readily used by youth and young adults, including web-based and mobile applications - advantages include ready accessibility on their timeframe, and privacy. xxxiv xxxv

Suggested strategies for true youth engagement in health care

• Respecting youth space, including space for anger and frustration
• Start young and talk to youth at the appropriate level
• Horizontal (non-hierarchical) relationships of trust
• Validate and acknowledge youth perspectives
• Make youth feel comfortable, safe, and valued
• Ensure equal representation
• Make sure timing works for young people
• Show how they are making a difference
• Have a place that is open access
• Relevant, age-appropriate entertainment
• Comfortable space (provide choices, don’t assume youth taste)
• Set clear boundaries and be transparent
What really works to engage youth?
- Have projects that are authentically generated by young people
- Help people really feeling connected & engaged
- Validate and acknowledge experiences
- Facilitate peer connections
- Youth having opportunities to share stories and experience
- Support engagement and involvement using multiple platforms
- Being paid/compensated at same rate as adults
- Sensitivity about culture
- Use plain language, not acronyms
- Preparation: let youth know what the meeting is about, what is expected of them
- Involve youth in higher-level decision making (ie. interviewing process)
- Add meaning through internal motivators: connectedness, learning, interests, peer leadership and mentoring. External motivators draw people in, but internal motivators make people stay.

How can we actively engage youth in their own health care?
- Create meaningful opportunities for participation and avoid tokenism – this means being willing to not only seek feedback from youth, but apply their feedback and be open to change
- Provide leadership and facilitation training that is accessible and youth-friendly
- Offer education for all parties, including health care practitioners
- Work towards supporting integrated care meetings
- Offer ongoing encouragement and follow-up regularly to see if additional support can be offered
- Encourage youth-led mentorship and connecting youth with others with shared experiences
- Connectedness, authenticity, and size of groups matter

IV. Integrated Youth Engagement Projects
1. Youth Voice: Sea of Transition Workshop
In the first year of the Youth Voice project, funded by the Vancouver Foundation, the goals were to grow a provincial youth advisory council (YAC) and develop a peer-led workshop on transition to be facilitated in community spaces and camps for youth with chronic health conditions. This workshop is based on a change-visioning workshop at Check Your Head, a Vancouver based non-profit organization, where arts-based, peer-facilitated activities encourage youth to take the lead on their own transition to adult health care. The content framework for the workshop builds on ON TRAC’s six themes for transition preparation and specific skills and knowledge requirements listed in the Youth Quiz. This content is put into context within discussions about the current health care system and the differences between pediatric and adult health care environments and systems and the expectations of the youth in each. Once the content and workshop outline were complete, two pilot workshops for youth with CHC/Ds were held at Zajac Ranch in Mission BC and with the Children’s Heart Network ‘Hearts of Gold’ youth group, at the Vancouver Aquarium. Each proved to be a success in peer-facilitated youth engagement and facilitating awareness and discussion with youth on the transition themes outlined. Based on
these successes, workshops have continued with a variety of youth groups in different settings; Diabetes youth & parent night, Neuromuscular youth & family transition events, Hearts of Gold – Heart Network events, Kelty Mental Health Ambassadors, Young & T1 and LGBT2IQ youth with CHC/Ds as part of QMUNITY’s GAB drop-in youth night.

2. Youth Readiness Quiz and online Youth Toolkit
Youth readiness is a list of desirable skills and educational targets which the youth should ideally meet before the transfer to an adult clinic. Readiness indicators may include: ability to describe condition, medications, symptoms, complications; how to make appointments and obtain test results; knowing who to call for symptom management; and role in providing consent and accessing health information. A key indicator for readiness has been for youth to be able to express their health care needs which has been linked with the skill set of meeting with care providers on their own, greater youth responsibility and less parental involvement. Youth, in the health care system, require skills in communicating with physicians, how to ask questions, keeping track of appointments and following through on recommendations. Youth are more likely to follow treatment regimes when they have knowledge and personal understanding of the condition, reasons for the treatments or medications, positive attitude, and family support.

Research shows that tools and interventions for the youth’s skill and knowledge development should be engaging, seen as useful by youth, support communication of their health care needs and interactive. Interventions and programs should in fact be designed by the youth themselves. Self-management skills and behavioral interventions delivered by technology are more readily used by youth and young adults, including web-based and mobile applications.

Youth, parents and staff stakeholder groups informing the ON TRAC Initiative, support the use of readiness scales/questionnaires to inform youth and guide the skill and knowledge development process. The ON TRAC “Am I ON TRAC? Youth Readiness Questionnaire was developed in 1998 (revised in 2012) as a tool to help youth self-identify their own learning and skills needs as they prepared for transfer to the adult health care system and adulthood. The original tool was published in Setting the TRAC – A Resource Manual for Health Care Professionals, May 2001, BC Children’s Hospital, Vancouver, BC. Since then it has been adopted and used by the “Good to Go” program at Sick Kids, Toronto Ontario and adapted by others. In 2012, the 25 item assessment tool was validated with 200 youth from various clinics at BC Children’s Hospital for youth 12-19 years of age with a chronic health condition. The study PI was Dr Elizabeth Saewyc and nursing master’s student Melissa Moynihan from the University of British Columbia School of Nursing. The results of the study have been presented in posters at the Society for Adolescent Health and Medicine conferences and the International Association of Adolescent Health.

(links to references website)
Youth Quiz is a 48 item checklist that includes the 25 knowledge and behaviour indicators that are in the validated AM I ON TRAC readiness questionnaire. It is posted online within the Youth Toolbox and is downloadable to phone, computer and to print from www.ontrabc.ca. It can be used by youth at clinic visits annually to track areas in which they need further help. In addition, each indicator is hyperlinked to a resource card in the online Youth Toolkit to teach youth how to develop the skills or knowledge required.

3. Just TRAC IT mobile health intervention

One of the strategies developed for youth-friendly care was called Just TRAC IT!, a mobile health intervention that encourages youth to use their cell phones to keep track of their health care information. Youth with CHC/Ds are faced with a variety of challenges upon transition to adult care including: acquiring condition-specific self-care knowledge and learning skills to manage their own health care. Just TRAC IT! is a mobile health intervention that encourages youth to use their phones or tablets to track their personal health care information so they can take the lead in managing their own health. TRAC it! is FREE and does not require a special application. It keeps personal health information confidential, is youth-driven, fun and easy for youth as young as 12 years of age.

Find out more and watch the video: http://bit.do/JustTRACit

The online Youth Toolkit has a set of Just TRAC IT! activities. This content and activity has also been successfully added to the Sea of Transition workshop.

Youth Advisory Council (YAC) members presented Just TRAC it! at the Canadian Association of Pediatric Health Centre 2013 Conference


