



CURRENT ASSESSMENT OF HEALTH CARE TRANSITION ACTIVITIES FOR SCHOOL-BASED HEALTH CENTERS

Instructions: Each of the sections should be scored as Level 1, 2, 3, or 4. To be scored at a certain level, all of the criteria must be met. If the level is partially but not fully completed, please mark the lower level.

Core Element 1. Transition Policy/Guide

- Level 1:** Clinicians at the SBHC vary in their approach to health care transition (HCT), including mentioning to their students what changes will happen in their health care when they leave high school.
- Level 2:** Clinicians at the SBHC follow a uniform but not a written policy/guide about changes that will happen in terms of the student's health care when they leave high school.
- Level 3:** The SBHC has a written HCT policy/guide that welcomes the student to the SBHC and describes its approach to HCT, including privacy and consent information. The policy/guide is familiar to some staff and is sometimes discussed/shared with students.
- Level 4:** The SBHC has a written HCT policy/guide, developed with input from students, that welcomes students to the SBHC and describes its approach to HCT, including privacy and consent information. Clinicians consistently discuss/share the HCT policy/guide with students beginning at entry into the SBHC services. The HCT policy/guide is publicly displayed where students can see and familiar to all staff.

Core Element 2. Tracking and Monitoring

- Level 1:** Clinicians at the SBHC vary in their process of identifying transition-aged students, but most wait to identify them until close to when students leave high school.
- Level 2:** Clinicians at the SBHC follow a uniform process to identify transition-aged students and use the students' medical records to document relevant HCT information (e.g., discussed transition, future clinician name).
- Level 3:** The SBHC has an individual HCT flow sheet or registry for identifying and tracking transition-aged students, or a subgroup of students with chronic conditions, close to when students leave high school. The SBHC tracks students' receipt of some but not all of the Six Core Elements in use.
- Level 4:** The SBHC has an individual HCT flow sheet or registry for identifying and tracking transition-aged students, or a subgroup of students with chronic conditions, starting between 9th and 10th grade. The SBHC tracks students' receipt of all the Six Core Elements in use.

Core Element 3. Transition Readiness

- Level 1:** Clinicians at the SBHC seldom discuss changes in privacy and consent at age 18, and they seldom assess transition readiness skills.
- Level 2:** Clinicians at the SBHC sometimes discuss changes in privacy and consent at age 18. Clinicians sometimes assess transition readiness skills, and they sometimes use a standardized transition readiness assessment.
- Level 3:** Starting between 9th and 10th grade, clinicians in the SBHC consistently discuss transition readiness skills and changes in adult-centered care, including changes in privacy and consent at age 18. Clinicians consistently assess transition readiness skills and consistently use a standardized transition readiness assessment, but most wait until right before students leave high school.
- Level 4:** Starting between 9th and 10th grade, clinicians in the SBHC consistently discuss transition readiness skills and changes in adult-centered care, including changes in privacy and consent at age 18. Clinicians consistently assess transition readiness skills, starting between 9th and 10th grade, using a standardized transition readiness assessment. Clinicians consistently document discussion or privacy and consent in medical records, as well as transition readiness needs and goals.

Core Element 4. Transition Planning

- Level 1:** Clinicians at the SBHC seldom create a medical summary or emergency care plan, nor do they have a list of adult clinicians for students to transfer to when they leave high school. Clinicians seldom create a plan of care with goals and action steps.
- Level 2:** Clinicians at the SBHC sometimes create a medical summary or emergency care plan. They have information on how to find an adult doctor, which is sometimes shared with the student close to the time when students leave high school. They sometimes create a plan of care with goals and action steps.
- Level 3:** Clinicians at the SBHC consistently create a medical summary and emergency care plan. The SBHC has information on how to find an adult doctor, or a list of adult clinicians, which is consistently shared with students. Clinicians consistently create a plan of care with goals and action steps and sometimes share this plan of care with the student.
- Level 4:** Clinicians at the SBHC consistently partner with students to create their medical summary and emergency care plan, as well as a plan of care with goals and action steps, which is consistently shared with the student. The SBHC has information on how to find an adult doctor and a list of adult clinicians, and the SBHC assists students in identifying an adult clinician to transfer to when they leave high school.

Core Element 5. Transfer of Care

- Level 1:** Clinicians at the SBHC send students' medical information to adult clinicians if released/approved by the student.
- Level 2:** Clinicians at the SBHC send students' medical information and medical summary to adult clinicians if released/approved by student.
- Level 3:** The SBHC sends a transfer package to adult clinicians, which includes the plan of care with goals and action steps, latest transition readiness assessment, medical summary and emergency care plan, and, if needed, legal documents. The SBHC sometimes communicates with adult clinicians about pending transfer of care.
- Level 4:** The SBHC sends a transfer package to adult clinicians, which includes the plan of care with goals and action steps, latest transition readiness assessment, medical summary and emergency care plan, and, if needed, legal documents. The SBHC consistently communicates with adult clinicians about pending transfer of care, confirming the SBHC's responsibility for care until the student is seen in the adult practice.

Core Element 6. Transfer Completion

- Level 1:** Clinicians at the SBHC have no formal process for follow-up with students to confirm whether they attended their first visit with the adult clinician.
- Level 2:** Clinicians at the SBHC encourage former students to let them know whether they attended their first visit with the adult clinician.
- Level 3:** The SBHC sometimes communicates with the adult practice confirming completion of transfer/first appointment.
- Level 4:** The SBHC consistently communicates with the adult practice confirming completion of transfer/first appointment and offering consultation assistance, if needed.

Student Feedback

- Level 1:** Clinicians at the SBHC have no formal process to obtain feedback from former students about the HCT supports received.
- Level 2:** Clinicians at the SBHC sometimes ask former students for feedback about the HCT supports received.
- Level 3:** The SBHC sometimes obtains feedback from former students using an HCT feedback survey. The SBHC involves students in developing and/or reviewing the HCT feedback survey.
- Level 4:** The SBHC always obtains feedback from former students using an HCT feedback survey. The SBHC involves students in developing and/or reviewing the HCT feedback survey, as well as developing strategies to improve the SBHC's HCT support.

Student Leadership

- Level 1:** Clinicians at the SBHC do not involve students in reviewing the SBHC's HCT resources (e.g., transition and care policy/guide, transition readiness assessment).
- Level 2:** Clinicians at the SBHC sometimes involve students in reviewing HCT resources (e.g., transition and care policy/guide, transition readiness assessment).
- Level 3:** The SBHC consistently involves students in reviewing and disseminating HCT resources (e.g., transition and care policy/guide, transition readiness assessment). The SBHC includes students as active members of an advisory council for transition or a HCT quality improvement team.
- Level 4:** The SBHC consistently involves students in creating, reviewing, and disseminating HCT resources that are consistently shared with students (e.g., transition and care policy/guide, transition readiness assessment). The SBHC ensures equal representation of students in strategic planning related to HCT. The SBHC involves students in educating staff and/or other students about HCT.