

Office-Based Promotion of Adolescent Health

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What is health promotion?

- Supporting the maintenance of health?
- Preventing illness & injury?
- Screening for infection?
- Eliminating barriers to care?
- Creating a medical home?
- Health education?

Who (What?) are Adolescents?

- Youth between 11 - 25 yrs
 - Specific age range varies by organization
- Period of physical, emotional, social transition
- Generally a healthy period of life
 - Behavior contributes significantly to morbidity and mortality

Health Promotion & Disease Prevention

- Occurs on multiple levels
 - systems-based
 - provider-patient
 - supportive services

Brief History of Adolescent Preventive Services Guidelines

- **1989:** USPSTF releases 1st set of recommended clinical preventive services; subsequently revised according to evidence
- **1992:** AMA with CDC release “Guidelines for Adolescent Preventive Services” (GAPS)
- **1994:** Maternal and Child Health Bureau & Medicaid Bureau of the Health Care Financing Administration introduce Bright Futures
- **1995:** AAP revises Recommendations for Pediatric Preventive Care
- **1996:** AAP releases Guidelines for Health Supervision III
- **2008:** 3rd edition of Bright Futures released; collaboration of AAP, MCH, AMA and others

Other Guidelines and Quality Measures

- Healthcare Effectiveness Data and Information Set (HEDIS)
 - tool used to accredit insurance companies, providing a marker of quality
 - includes **chlamydia screening for sexually-active adolescent females**
- Early Periodic Screening, Diagnosis, and Treatment Program (EPSDT)
 - ensures that all publicly-insured children under 21 years have access to a medical “home”
 - Bright Futures has worked with EPSDT to promote consistency across guidelines

What are the current recommendations?

- While GAPS is still in circulation and used, most pediatricians rely on Bright Futures
- USPSTF is most stringent, but dismisses as “insufficient evidence” important (albeit unproven) screening (i.e., screening for or counseling against substance use)
- Bright Futures most comprehensive, but also potentially most daunting

Bright Futures

- Annual visits
- Screening/counseling in 5 domains:
 - Social & emotional development
 - Physical development & health habits
 - Relationships & sexuality
 - Family functioning
 - School performance
- Periodic universal screening for vision, dyslipidemia
- Targeted screening for hearing, anemia, TB, *chlamydia and other STIs*

Are Preventive Recommendations Met?

Not so much.

- Limited data, often conflicting
 - chart/billing vs. physician recall vs. patient recall
- Only small percentage of adolescent visits are preventive care visits
- At best, <50% adolescents had a preventive care visit within past year
- Adolescents report higher rates for themselves
- Physicians report high levels of counseling, but low levels actually documented

Barriers to Preventive Care for Adolescents

- Access to care
 - medical home
 - transportation
 - financing
- Time
- Confidentiality
- Physician awareness/skill to deliver

Health Promotion and Preventive Care

- Data suggest that health education and counseling (health promotion) occurs at acute as well as at preventive care visits
- Timely, efficient, and relevant health promotion opportunities may exist beyond the classic health care maintenance visit

Office-Based Health Promotion

- System: office environment and hours, billing, confidentiality
- Provider: comfort and skill
- Content: focus areas

System Factors

- Adolescent medical home
 - age-appropriate space
- Trained office staff
 - recognizing growing autonomy
- Billing
 - for time spent
- Confidentiality
 - lab results, billing, medical records

Provider Factors

- Continuing Medical Education relevant to adolescent health issues
 - AAP
 - ABP
 - PRCH
 - Others: SAHM, NASPAG, AAFP, etc.
- Identifying community resources for referral

Content

- Bright Futures
- Screening Forms
- Alphabet Soup
 - HEEADSSS
 - CRAFFT
- Immunizations
- Screening Tests

Psychosocial Screening: HEEADSSS

The HEEADSSS Assessment⁶

The HEEADSSS mnemonic is a useful tool to facilitate preventive screening and assess developmental progress in key life areas. It can be printed on a cover sheet or sticker attached to the medical record as part of a preventive screening checklist.

- H Home
- E Education/Employment
- E Eating
- A Activities
- D Drugs (including smoking and alcohol use)
- S Sexuality
- S Suicide/Depression
- S Safety

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Duncan & Pirretti, 2009

Screening for Problematic Substance Use: CRAFFT

- C- Have you ever ridden in a CAR driven by someone (including yourself) who was "high" or had been using alcohol or drugs?
- R- Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?
- A- Do you ever use alcohol/drugs while you are by yourself, ALONE?
- F- Do you ever FORGET things you did while using alcohol or drugs?
- F- Do your family or FRIENDS ever tell you that you should cut down on your drinking or drug use?
- T- Have you gotten into TROUBLE while you were using alcohol or drugs?

Specific Challenges

- Family Planning Clinics
 - Immunizations?
- Pediatric offices
 - Age-appropriate environment?
 - Respect for changing involvement of parents?
- Adolescent practices
 - there are only 550 board-certified AM specialists in the country!

Time and Approach

- Asking and responding to each and every Bright Futures question is time-consuming
- Need to tailor to practice setting and community served
- Shifting from risk to asset-based screening

an asset checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities.
NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.


- | | |
|---|---|
| <input type="checkbox"/> 1. I receive high levels of love and support from family members. | <input type="checkbox"/> 20. I go out with friends; with nothing special to do two or fewer nights each week. |
| <input type="checkbox"/> 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them. | <input type="checkbox"/> 21. I want to do well in school. |
| <input type="checkbox"/> 3. I know some nonparent adults I can go to for advice and support. | <input type="checkbox"/> 22. I am actively engaged in learning. |
| <input type="checkbox"/> 4. My neighbors encourage and support me. | <input type="checkbox"/> 23. I do an hour or more of homework each school day. |
| <input type="checkbox"/> 5. My school provides a caring, encouraging environment. | <input type="checkbox"/> 24. I care about my school. |
| <input type="checkbox"/> 6. My parent(s) or guardian(s) help me succeed in school. | <input type="checkbox"/> 25. I read for pleasure three or more hours each week. |
| <input type="checkbox"/> 7. I feel valued by adults in my community. | <input type="checkbox"/> 26. I believe it is really important to help other people. |
| <input type="checkbox"/> 8. I am given useful roles in my community. | <input type="checkbox"/> 27. I want to help promote equality and reduce world poverty and hunger. |
| <input type="checkbox"/> 9. I serve in the community one hour or more each week. | <input type="checkbox"/> 28. I can stand up for what I believe. |
| <input type="checkbox"/> 10. I feel safe at home, at school, and in the neighborhood. | <input type="checkbox"/> 29. I tell the truth even when it's not easy. |
| <input type="checkbox"/> 11. My family sets standards for appropriate conduct and monitors my whereabouts. | <input type="checkbox"/> 30. I can accept and take personal responsibility. |
| <input type="checkbox"/> 12. My school has clear rules and consequences for behavior. | <input type="checkbox"/> 31. I believe it is important not to be sexually active or to use alcohol or other drugs. |
| <input type="checkbox"/> 13. Neighbors take responsibility for monitoring my behavior. | <input type="checkbox"/> 32. I am good at planning ahead and making decisions. |
| <input type="checkbox"/> 14. Parent(s) and other adults model positive, responsible behavior. | <input type="checkbox"/> 33. I am good at making and keeping friends. |
| <input type="checkbox"/> 15. My best friends model responsible behavior. | <input type="checkbox"/> 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds. |
| <input type="checkbox"/> 16. My parent(s)/guardian(s) and teachers encourage me to do well. | <input type="checkbox"/> 35. I can resist negative peer pressure and dangerous situations. |
| <input type="checkbox"/> 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts. | <input type="checkbox"/> 36. I try to resolve conflict nonviolently. |
| <input type="checkbox"/> 18. I spend three hours or more each week in school or community sports, clubs, or organizations. | <input type="checkbox"/> 37. I believe I have control over many things that happen to me. |
| <input type="checkbox"/> 19. I spend one hour or more each week in religious services or participating in spiritual activities. | <input type="checkbox"/> 38. I feel good about myself. |
| | <input type="checkbox"/> 39. I believe my life has a purpose. |
| | <input type="checkbox"/> 40. I am optimistic about my future. |

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Vermont Example

- Strength based
- Training
- Documentation

Duncan, et al., 2007 JAH

		
Date of Screening: _____		
<input type="checkbox"/> Nutrition	<input type="checkbox"/> Generosity	
<input type="checkbox"/> Physical Activity	<input type="checkbox"/> Independence	
<input type="checkbox"/> Substance Abuse	<input type="checkbox"/> Mastery	
<input type="checkbox"/> Sexual Activity/ Development	<input type="checkbox"/> Belonging	
<input type="checkbox"/> Safety	CRAFFT? Yes No	2+ or -
<input type="checkbox"/> Emotional Health/Suicide	Office Intervention	Referral
Check Indicates a Preventive Screening		