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**TRANSITION ACTION PLAN**

**MIDDLE TRANSITION (14-16 YEARS)**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **DOMAINS/GOALS** | **ACTIVITIES TO ACHIEVE GOALS** | **Teaching Dates Outcome** |
| **TRANSPLANT KNOWLEDGE** |
| The mid-adolescent can: * state his/her indication for transplant
* provide a general overview of rejection (definition, diagnosis and treatment)
* state why labs are followed routinely
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| **MEDICATIONS** |
| The mid-adolescent:* can correctly list all prescribed medications, dosages, rationale for use and administration times
* can describe any significant side effects he/she is experiencing from the prescribed medications
* has a method for keeping a list of prescribed medications
* can state the name of his/her pharmacy and has access to the phone number; knows who is responsible for calling in refills
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| **ADHERENCE** |
| The mid-adolescent: * can describe times when he/she misses medications and frequency of missed medications
* can generally discuss the benefits of being adherent in taking medications and getting labs
* can describe his/her level of independence in taking medications
* has a method to improve daily medication adherence
* knows when his/her labs should be obtained
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| **RISK-TAKING BEHAVIORS** |
| The mid-adolescent * can generally discuss why smoking, drinking alcohol, and using street drugs can affect his/her health as a transplant recipient
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| **DOMAINS/GOALS** | **ACTIVITIES TO ACHIEVE GOALS** | **Teaching Dates Outcome** |
| **MANAGING MY HEALTH: WHAT I DO TO STAY HEALTHY** |
| The mid-adolescent:* is participating in activities to promote healthy living
* can list foods that transplant recipients should avoid and states why they should be avoided
* understands that sun exposure can be harmful to transplant recipients and can list at least 3 skin protection strategies
* can list OTC medications that should be avoided after transplant and knows why they should not be used
* can list additional health conditions they may have
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| **MANAGING MY HEALTH CARE NEEDS: SELF-ADVOCACY** |
| The mid-adolescent is demonstrating increasing self-advocacy skills through:* discussing changes in care with parents/guardians or health providers
* starting to keep track of appointments, meds, labs
* talking independently with the health care provider for at least part of his/her appointment
* knowing whom to contact for health care information or a medical record summary
* can describe the family’s plan for an emergency situation
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| **REPRODUCTIVE HEALTH** |
| The mid-adolescent:* can discuss perceived concerns they may have about pubertal development related to transplant
* can state in general how having a transplant effects the ability to conceive a child or to father a child
* is aware that he/she is at greater risk for acquiring a STI and how to prevent these infections if/when sexually active
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| **SCHOOL/WORK** |
| The mid-adolescent:* can describe how he/she feels about school
* is attending school regularly
* is thinking about his/her future plans
* can list perceived limitations affecting future plans
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| **DOMAINS/GOALS** | **ACTIVITIES TO ACHIEVE GOALS** | **Teaching Dates Outcome** |
| **SUPPORT SYSTEM** |
| The mid-adolescent: * can describe what he/she does when feeling stressed or overwhelmed
* can identify his/her support system
* demonstrates a connection to school and/or community
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| **SELF-ESTEEM** |
| The mid-adolescent:* can describe perceived concerns about his/her health as a transplant recipient
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| **HEALTH CARE INSURANCE** |
| The mid-adolescent:* can state that insurance is needed to help pay for health care costs
* can state the name of his/her insurance provider
* is aware that he/she may have a different insurance carrier at a specific age
* is aware of the term “co-pay” and knows what this means in regard to medications
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**ADDITIONAL COMMENTS:**