

A Group Education Intervention for Improving Transition Readiness for Caregivers of Adolescents with Cerebral Palsy

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Disclosures

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- Learner Objectives:
 - Understand importance of transition readiness for caregivers of adolescents with chronic conditions
 - Understand positive impact of group education intervention
- No sponsorship or commercial support given to authors

Smooth Transition of Care is Critical

Increasing
lifespan

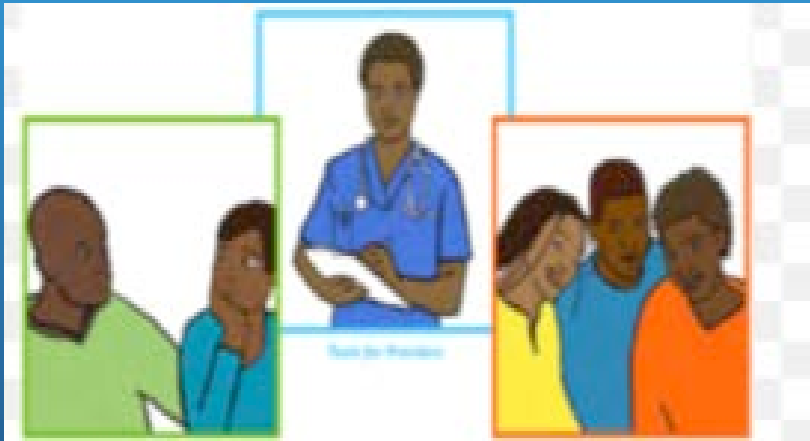


Increasing
medical complexity

Poor transition leads to adverse outcomes
and worsening of disability

Background

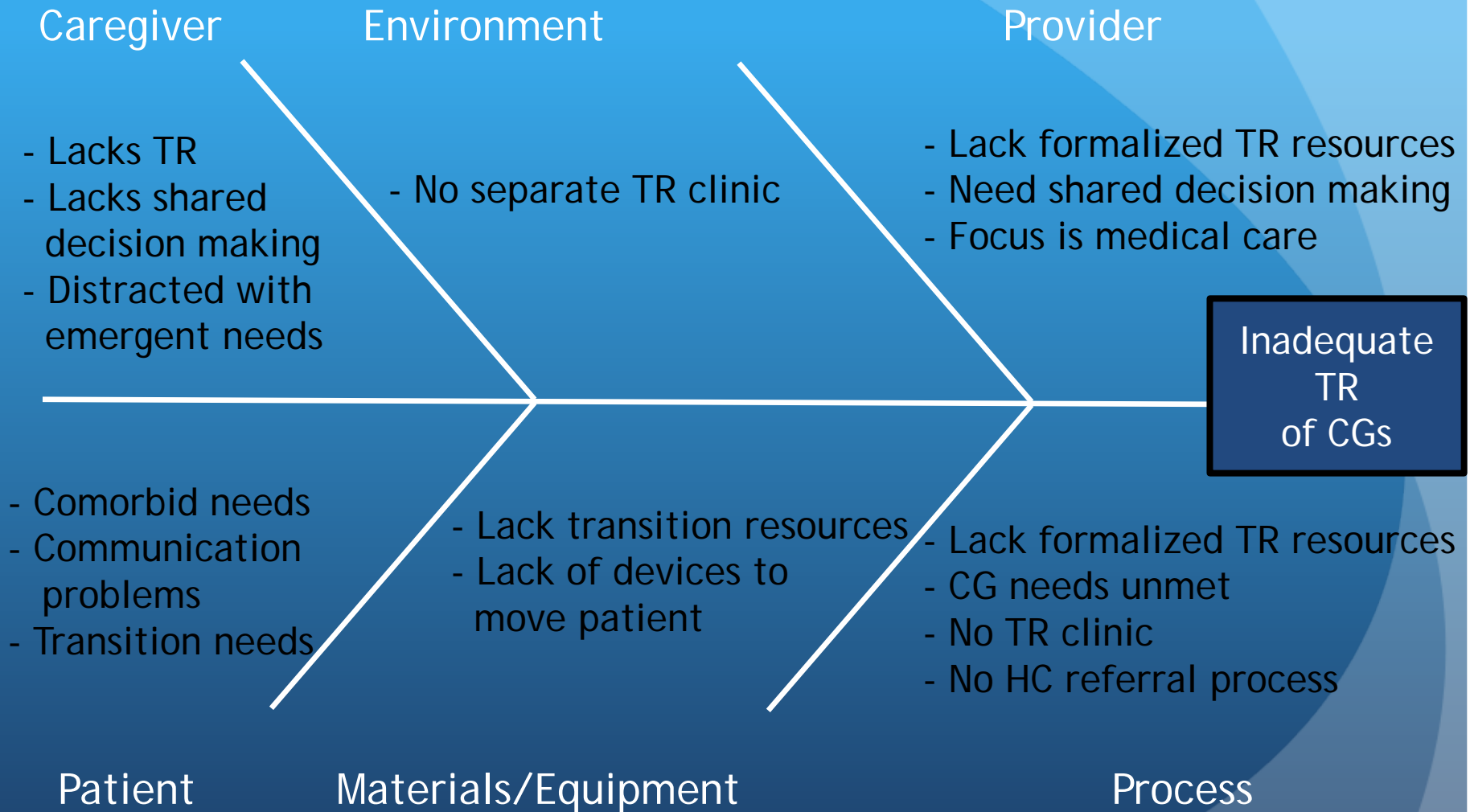
CGs feel unprepared for transition



Transition readiness (TR) is key

Structured support improves CG transition readiness

Local Problem: Fishbone Diagram



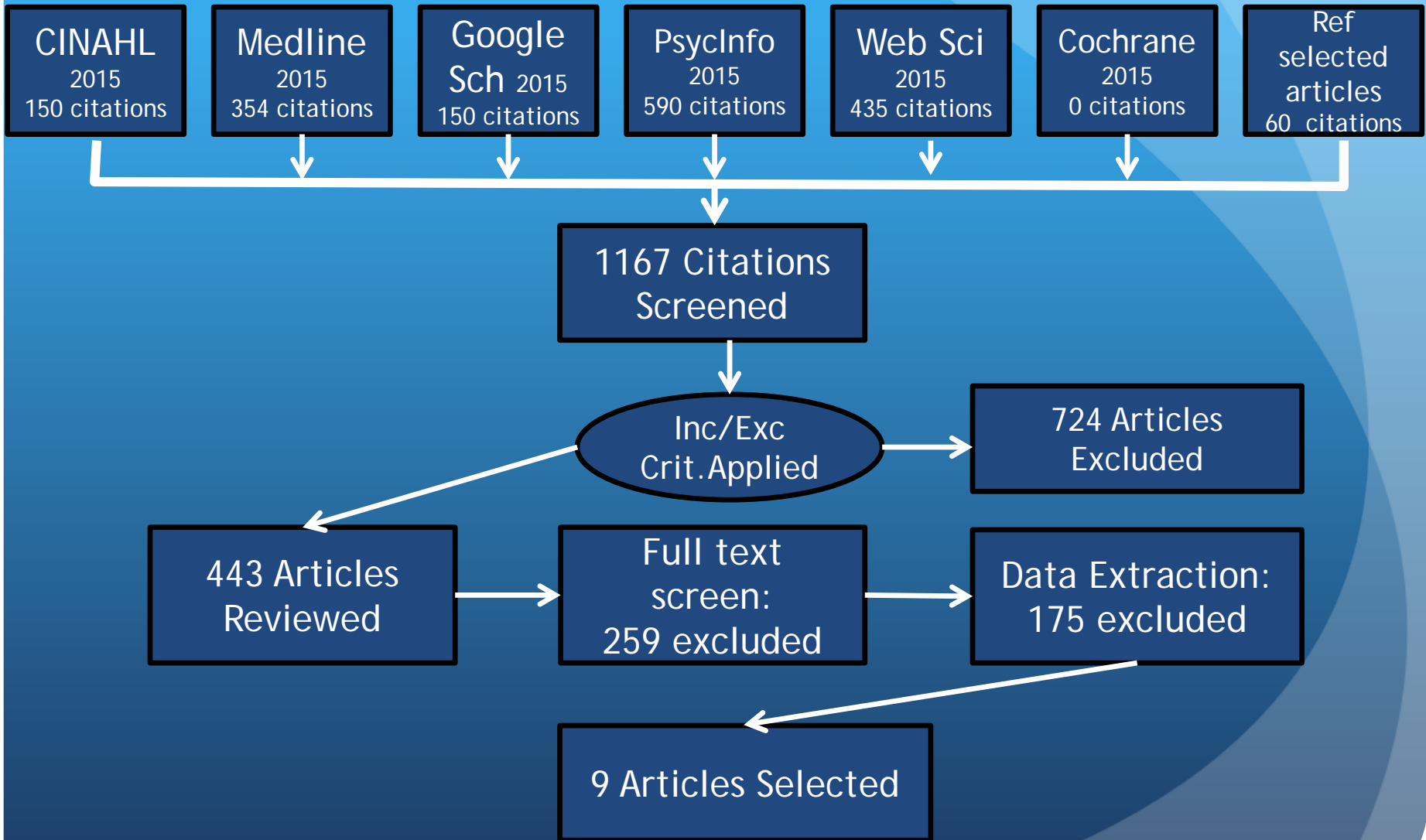
Intended Improvement: Specific Aims

- Identify transition needs for CGs of adolescents with CP at a specialized hospital in an urban setting
- Provide education intervention to CGs
- Improve CG transition readiness

Conceptual Frameworks

- The Iowa Model of Evidence-Based Practice to Promote Quality Care
- Anticipatory Guidance (AG) Model

Search Strategy



Synthesis of Evidence from Literature

- CG perceptions about transition
- CG values
- Instruments that measure transition readiness

Plan-Do-Study-Act

- PDSA cycle

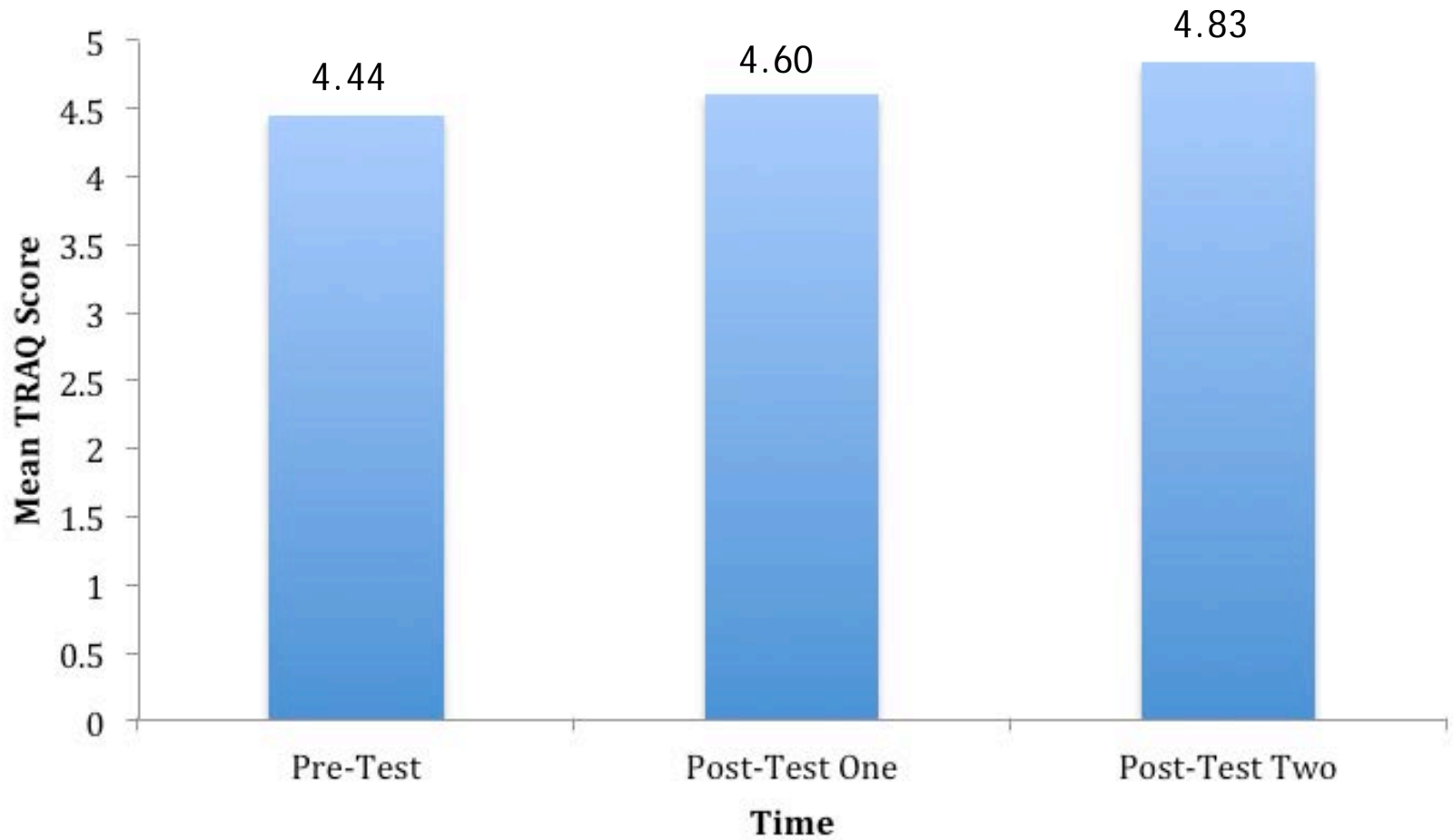


- Education group intervention
 - Understanding the Differences between Pediatric and Adult Health Care
 - Housing and Residential Resources
 - Vocational Resources
 - Caring for Yourself as a Caregiver

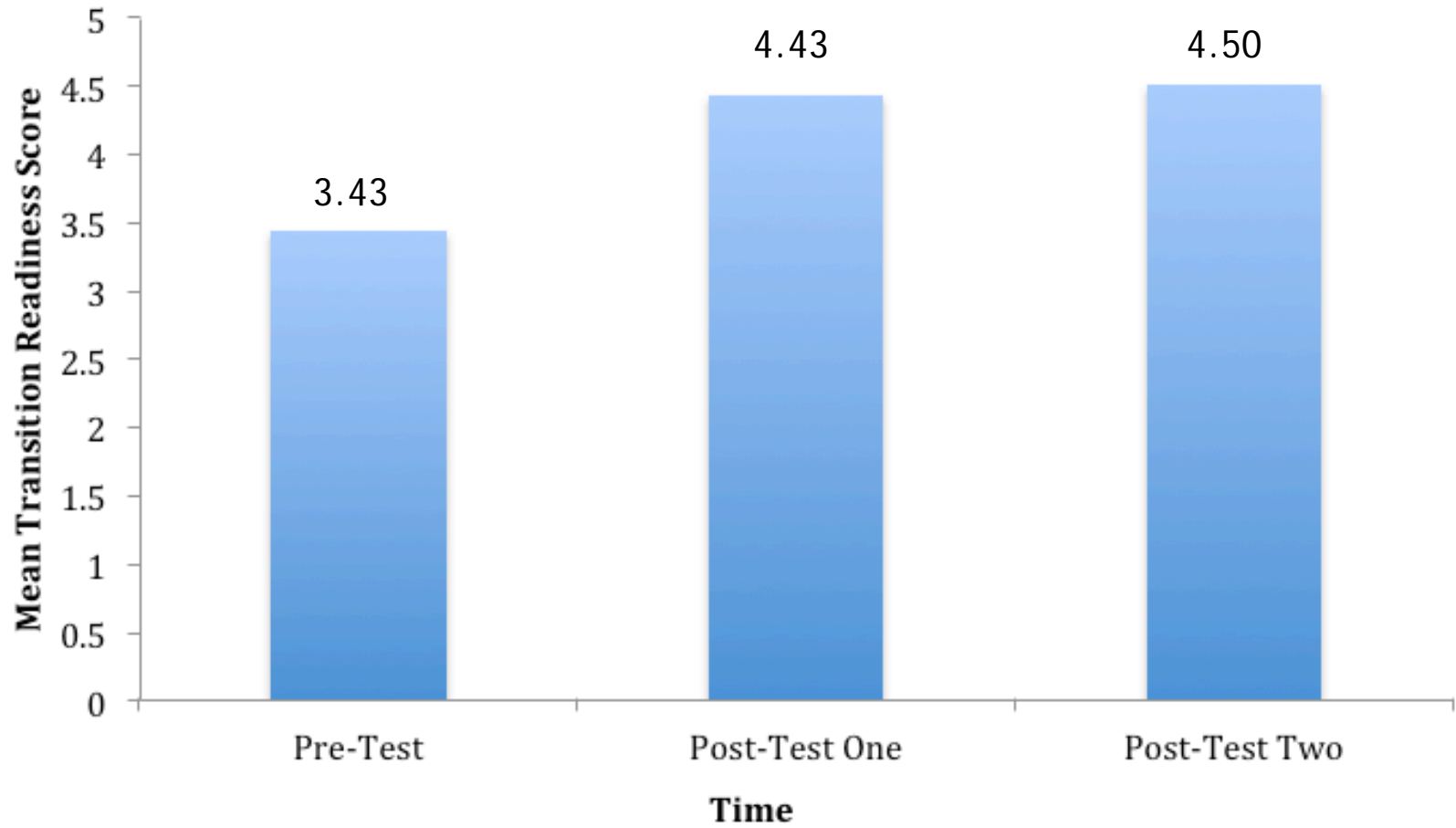
Outcome Measures

- Transition Readiness Assessment Questionnaire (TRAQ)
- Process Measure Questions

Results: TRAQ



Results: Process Measure Questions



Results: Process Measure Questions: 1-Month Follow-Up Themes

- Lack of knowledge about adult health care resources
- Feelings of uncertainty about continuing to care for adolescent at home
- Knowing how adolescent will qualify for educational and vocational resources
- Need to care for myself as caregiver to better care for my child
- Planning for the future

Conclusions

- Education intervention addressed and improved transition readiness
- Demonstrated:
 - Importance of early transition process
 - CG involvement needed
 - Small group discussion successful
 - Need for a formal transition program
 - Importance of interprofessional collaborative process

Conclusions

- Establishes groundwork to continue ongoing education interventions
- Promotes interprofessional collaboration
- Foundation for development of future studies

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