Managing Transition from Pediatric to Adolescent to Adult HIV Care

Allyson McKenney, MD
Ilana Cohen
Julie Parent
Disclosure

• Dr. McKenney received speaker fees from Johnson & Johnson.
United Nations: Adolescent Stats

Malawi: Predicted to have **11.5 million adolescents** by 2050 (23% of total population)

Continuum of Care

PMTCT  Infant  Pediatrics  Adolescent  Transition  Adult
Continuum of HIV

- PMTCT
- Infant
- Pediatrics
- Adolescent
- Transition
- Adult
Continuum of HIV

PMTCT | Infant | Pediatrics | Adolescent | Transition | Adult
Continuum for HIV Infected Individuals

- Adult
- Transition
- Adolescent
- Pediatric
- Infant
- PMTCT
Continuum for HIV Infected Individuals

- Transition
- Adolescent
- Pediatric
- Infant
- PMTCT
Continuum for HIV Infected Individuals

- Transition
- Adolescent
- Pediatric
- Infant
- PMTCT
Continuum for HIV Infected Individuals

- Transition
- Adolescent
- Pediatric
- Infant
- PMTCT
Need for Transition:

• First generation of perinatally infected children to enter adulthood

• Many years of unrestricted virus replication before ART was readily available

• Stunting, HIV encephalopathy, learning disabilities, and missed school, leads to difficulty matching peers in performance and standardized test scores
Need for Transition:

• First generation of perinatally infected children to enter adulthood

• Many years of unrestricted virus replication before ART was readily available

• Stunting, HIV encephalopathy, learning disabilities, and missed school, leads to difficulty matching peers in performance and standardized test scores

• Disadvantaged to enter the work force

• Partner disclosure: How do you explain to sexual partners that you were born with a STD you did not get sexually?

• Child bearing: Developing strategies to ensure their babies are part of an HIV-free generation
What happens in Adolescents?

- Worse adherence to antiretroviral therapy (ART)
- Lower rates of viral load suppression
- Lower retention in care than adults living with HIV
- Higher mortality due to AIDS-related deaths

**Figure 2.2**

Estimated number of AIDS-related deaths among children aged 0–4, younger adolescents aged 10–14, older adolescents aged 15–19 and young people aged 20–24, 2000–2012


What happens in early Adulthood?

• Viremia, low CD4 counts, and sexual health diagnoses are more common in older than younger PLHIV ¹.

• Lost-to-follow-up among vertically HIV-infected youth in Adult units was more frequent among patients with detectable viral load and low CD4 counts ².

• The immunological and virological status were significantly worse two years after transfer to adult clinic compared to pre-transfer ³.

• Male gender and early start of ART appear as possible risk factors for worse virological outcome after transfer ³.

¹ Nielan, IAS CIPHER Transition Workshop 2016
² Rojo, IAS CIPHER Transition Workshop 2016
³ Mbiya, IAS CIPHER Transition Workshop 2016
90% diagnosed
90% on treatment
90% virally suppressed
90% virally suppressed

Psychosocial Support
Background: Malawi

• 16 million people
  - 24% are adolescents

• HIV prevalence = 10.8%

• HIV rates among young people (10-25 years):
  - Girls 4.5%
  - Boys 2.7%
Baylor College of Medicine – Children’s Foundation Malawi Centre of Excellence:

- 3500 active patients
- 1,200 adolescents
- 97% estimated perinatally infected
BIPAI Teen Club Model: Malawi

- Weekend clinics offering comprehensive services, ART refills and psychosocial support
- 135+ Teen Clubs in Malawi
- Baylor Teen Club with 800 teens
Teen Club Outcomes:

**Viral Suppression**:
- General Clinic: 81%
- Adolescents: 77%

*Adherence*:
- General Clinic: 83%
- Adolescents: 77%

*Good adherence = 95-105% by pill count at last clinic visit*

** Viral Suppression = <150 copies detected**
Is Support During Adolescents Enough for a Successful Transition?
Is Support During Adolescents Enough for a Successful Transition? NO!!!!!
Keys to successful Transition:

- Involve the youth
- Psychosocial Support
- Holistic approach (what are they concerned about)
- Transition as a process
Issues Important to Youth:

• No wait time

• Transport Costs

• Friends

• Preparation for Life
Transition Training ($T^2$) Program:

- Pilot Program in 2013 with a small grant from the Peace Corps
- Young adults 18-24 years from Baylor and other partner organizations
- Graduated from secondary school
- 25-30 participants
- Developed by our youth and 2 volunteers (Peace Corps development officer and a social worker)
Transition Training (T²) Tool Box: Self care

- Increasing biological and scientific knowledge of HIV and ARTs
- Communication techniques for disclosures to partners, friends, and family
- Informed decisions about reproductive health and contraception
- Introduction to local Adult HIV care centres
- Positive living through role modeling
Transition Training (T²) Tool Box: Life Skills for Employment and Education

• Career portfolio development
• Networking with local professionals
• Leadership training
• Income generating skills
• Education opportunities in Malawi
• Introduction to computers
• **MY LIFE STORY (10 minutes)**

Tell the group "Let us think about our own futures, our own life stories." Ask participants to close their eyes, get comfortable, and imagine their lives. Narrate the following, allowing enough time between each question for reflection:

"This time next year, whom will you be living with? Who will your friends be? Will you have a special boyfriend/girlfriend? What will you be doing with your spare time?"

1. "Now, imagine yourself in five years. (Ask some of the questions from above) "Will you be in school? Will you be married? Will you be employed or searching for work? What would your goals be if you knew you would not fail?"
# T² Mock Interview Scorecard

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. CV &amp; Cover Letter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is resume professional and neat?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Is resume free of errors?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Does resume highlight skills?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>II. Appearance &amp; Pose</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is interviewee punctual?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Professional dress?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Confident and poised?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Good posture?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Eye contact?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Appropriate handshake?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III. Skill Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does interviewee answer content of each question?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Does interviewee “sell” their skills?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Does interviewee reference items on his/her resume?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Straightforward, honest responses?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>IV. Delivery &amp; Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertive and confident tone?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clear and audible voice?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Professional and mature manner?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Does interviewee avoid distracting mannerisms and phrases? (“ums”, tapping, playing with hair, etc.)?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:** /20
Transition Training (T²): Results

Participation from January 2013-March 2017:

- 10 sessions
- 281 participants
  - 133 male
  - 148 females
- Average Age: 20 years
Transition Training (T^2) Results:

2013-2015 Life Skills and Self-Care: Pre and Post Test/Knowledge Gain (Averages)
Transition Training (T²) Results:

Post Participation Employment and Education
2013-2015 Graduates: Total 100

- **Education**: Re-enrolled secondary school - 27 (19 M, 2 F)
- **Education**: University - 3 (1 M, 2 F)
- **Employment**: Job - 12 (8 M 4 F)
- **Employment**: Income Generating - 1 M
- **Employment**: Musician - 1 M
- **Internship**: International NGO - 2 F
- **Internship**: Local Business - 3 (2 M, 1 F)
- **Mentorship**: Full-time Peer Supporter - 3 (2 M, 1 F)
- **Mentorship**: Camp Hope Leaders in Training - 30 (15 M, 15 F)
- **Mentorship**: T2 Computer Training - 3 M
- **Other**: 15 (computer training, English, repeating sessions)
Transition Training (T²) Results:

Adherence and Viral Load Suppression 6 m – 1.5 years after Participation

- **Adherence***:
  - General Clinic: n= 2835, 79%
  - Adolescents: n= 1501, 81%
  - T2 Graduates: n= 153, 85%

- **Viral Suppression**
  - General Clinic: n= 2520, 77%
  - Adolescents: n= 1355, 77%
  - T2 Graduates: n= 168, 86%

*Good adherence = 95-105% by pill count at last clinic visit

**Viral Suppression = <150 copies detected**
Transition Training (T²) Conclusions:

• Transition programs focusing on psychosocial support are paramount for aiding young adults living with HIV

• Participation in such programs can influence improved adherence and viral load suppression

• Transition Programs are crucial for decompressing crowded adolescent programs

• Transition program graduates become a resourceful pool of mentors for younger ALHIV, increasing long-term sustainability of adolescent programs
Special Thanks:

• Makumbo Bwanali, T² Coordinator

• Julie Parent and Ilana Cohen, T² Developers

• Baylor Adolescent and Psychosocial Team

• T² Participants
Turning Failure into Success:
Current Concepts of 2\textsuperscript{nd} and 3\textsuperscript{rd} Line ART in Pediatrics and Adolescents

- Faculty Discussion and Questions from the Audience
- For questions please use the available microphones or question cards
Thank you

- Please complete the evaluation form and hand it to the staff at the exit
- Collect your Certificate of Attendance after 12:00 at the exit
Johnson & Johnson