

Guideline: **HEeADSSS Assessment**

Background/ Overview

Health professionals will be able to utilise the HEeADSSS framework for psychosocial interview to establish trust and rapport. The interview should be conducted in a conversational communication style. HEeADSSS framework provides a guide for interviewing to ensure areas important to the health and development of young people are covered. It should not be used as checklist. Risk and protective factors for the young person will be identified through the HEeADSSS interview. This enabled the health professional to formulate a plan of care in partnership with the young person.

Purpose

This guideline will assist CMH staff in completing a psychosocial assessment of young people using the HEeADSSS framework.

Scope of Use

This guideline is applicable to CMH staff that have completed the HEeADSSS training provided by the Centre for Youth Health.

Roles and Responsibilities

Health professionals using the HEeADSSS guidelines as a framework for interviewing or communicating with young people should have attended the HEeADSSS workshop (run by the Centre for Youth Health or similar) on how to utilise the framework.

Guideline

Counties Manukau Health currently has the youngest population of any DHB, with higher numbers and proportions of the child and youth population. This youthful population brings challenges but also the potential to nurture Tamariki (children) and Rangitahi (youth) with secure cultural identity and whai painga (values) in tune with whaanau ora.

The HEeADSSS framework provides a guide to assist health professionals in evaluating young people's developmental stage, risk taking behaviour, risk and protective factors for them and the environment around them.

Ideally, all young people under the care of CMH should have a comprehensive psychosocial history included as part of their investigation and management. This needs to be repeated/updated at regular intervals as situations evolve.

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Step	Action
1.	Prepare the environment to ensure privacy and safety for the young person and staff member. NB: At this point consideration should be given as to whether you plan to see young person on their own and an explanation provided to the caregiver if present.
2.	Engage the young person and establish trust through: <ul style="list-style-type: none"> • Explaining the purpose of the assessment. • Explaining rights when receiving care. • Obtaining informed consent from the young person. • Explaining confidentiality to the young person including the three safety exceptions, that is, young person harming themselves, young person harming somebody else or if someone is harming them.
3.	Use the following questions as a guideline for the assessment: (NOTE – there are no standardised set questions – you need to ask developmentally and culturally appropriate questions around each area). Home – Explore home situation, family life, relationships and stability: <ul style="list-style-type: none"> • Where do you live? Who lives with you? Is there other family nearby? • What is your family’s cultural background? Share your Whakapapa. Is church an important part of your family? • What language is spoken at home? • What are the relationships like at home? • Who are you closest with at home? • Who can you talk to at home? • Is there anyone new at home? • Has someone left the family home recently? • Have you moved recently? • Have you ever run away from home? • Are there any fights at home? If so, what do you and your family argue about the most? Education/Employment - Explore sense of belonging at school/ work and relationships with teachers/peers/workmates; changes in performance: <ul style="list-style-type: none"> • What do you like/not like about school (work)? • What are you good at/not good at? • Have there been any changes at school (work) recently? • Have you changed schools (work) recently? • What are your future plans? • Tell me about your friends at school. • Is school a safe place for you? Why? • Have you ever been excluded or stood down from school? • Has there been a period of time that you have not attended school? • How well do you get along with the teachers at school? • Do you feel as though you belong in your school?

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	<ul style="list-style-type: none"> • Are there any adults at school that you could talk to about something important? <p><u>Eating and Exercise</u> - Explore how they look after themselves; eating and sleeping patterns:</p> <ul style="list-style-type: none"> • What do you usually eat for breakfast/lunch/dinner? • Sometimes when people are stressed they can overeat or under-eat – do you ever find yourself doing either of these? What do you like and not like about your body? • Have there been any recent changes in your weight? In your dietary habits? • How much exercise do you do each day? • What do you think is a healthy diet? <p>If concerns:</p> <ul style="list-style-type: none"> • Do you worry about your weight? • Does it ever seem that your eating is out of control? • Have you ever made yourself sick on purpose to control your weight? • What would it be like for you if you were to gain/lose 5 kg? <p><u>Activities and Peer Relationships</u> – Explore their social and inter-personal relationships, risk taking behaviour, as well as attitudes about themselves:</p> <ul style="list-style-type: none"> • What do you and your friends do for fun? • What do you and your family do for fun? • Do you participate in any sports or other activities? • Do you regularly attend a church group, club or other organised activity? • Do you have any hobbies? • Do you read for fun? • How much TV do you watch each night? • What about video games? • What music do you like listening to? • What are some of the things you like about yourself? <p><u>Drug Use/Cigarettes and Alcohol</u> – Explore the context of substance use (if any) and risk taking behaviours:</p> <ul style="list-style-type: none"> • Many young people your age are starting to experiment with cigarettes/drugs/alcohol. Have any of your friends tried these? • How about you, have you tried any? If yes explore further, how much, how often, how you take them. • What effects does drug taking, smoking or alcohol use have on you? What sort of things do you and your friends do when you take drugs/drink? • Has your use increased recently? • How do you pay for the cigarettes/drugs/alcohol? • Does anyone else in your family use tobacco? Alcohol? Or other drugs? • Is there any history of alcohol or drug problems in your family? • Do you use drugs or alcohol when you are alone? (Consider
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	<p>completing the Substance and Choices Scale www.sacsinfo.com).</p> <p><u>Sexuality</u> – Explore their knowledge, understanding, experience, sexual orientation and sexual practices:</p> <ul style="list-style-type: none"> • Many young people your age become interested in relationships and romance. Have you been in any romantic relationships or gone out with anyone? • Tell me about the people you have had relationships with. • Have any of your relationships been sexual relationships? • Are your sexual activities enjoyable? • What does the term “safe sex” mean to you? • How many sexual partners have you had? • Have you ever been pregnant or worried that you might be? • What contraception do you use? • Do you use condoms? • Have you ever had a sexually transmitted infection or worried that you may have had a sexually transmitted infection? • Have you ever been forced or pressured into doing something sexual you did not want to do? • Have you ever been touched sexually in a way you did not want? <p><u>Suicide/Self-Harm/Depression/Mood</u> – Explore risk of mental health problems, strategies for coping and available support:</p> <ul style="list-style-type: none"> • Do you feel sad or down more than usual? • Do you find yourself crying more than usual? • Are you bored all the time? • Sometimes when people feel down they feel like hurting or even killing themselves. Have you ever felt that way? If yes, how did you try to harm/kill yourself? • Have you ever thought about hurting someone else? • Does it seem that you have lost interest in things you used to really enjoy? • Do you find yourself spending less time with friends? • Would you rather be by yourself most of the time? • Have you started using alcohol or drugs to help you relax, calm down or feel better? • Ask the young person to rate their mood from 1-10 and explore the answer. • How well do you usually sleep? <p><u>Safety</u> – Explore risk taking behaviours and environment:</p> <ul style="list-style-type: none"> • Have you ever had a serious injury? • Do you always wear a seatbelt in the car? • Have you ever ridden with a driver that was drunk or high? • Do you use safety equipment for activities? • Is there any violence in your home? • Is there violence in your school? Neighbourhood? Among friends? • Have you ever felt like you need to carry a knife, gun, or weapon to protect yourself? ▪ Do you feel safe at home and/or in your neighbourhood?
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4.	Document whether the young person's developmental stage is early, middle or late adolescence.
5.	Summarise the assessment findings with the young person. Check with teenager which adults they trust and reinforce your role as a support and ensure they have contact details for yourself or appropriate professional.
6.	Ascertain what onward referrals may be needed for the young person and discuss them with the young person. Gain consent from the young person and where appropriate from the family/Whanau for any onward referrals.
7.	Prepare and forward appropriate referrals. File copies of referrals in the Clinical Record.
8.	Document the detail of the HEeADSSS assessment, onward referral and any additional information regarding risks and resiliency's for the young person in the Clinical Record.

References

Chown, P., Kang, M., Sanci, L., Newman, V., Bennett, D. L. (2008). Adolescent health: Enhancing the skills of General Practitioners in caring for young people from culturally diverse backgrounds, GP resource kit (2nd Edition). NSW Centre for the Advancement of Adolescent Health and Transcultural Mental health Centre. Sydney

Klein, D.A., Goldenring, J.M., Adelman, W.P (2014) HEEADSSS 3.0; The psychosocial interview for adolescents updated for a new century fuelled by media. *Contemporary Paediatrics*. 16-28

Definitions/Description

Terms and abbreviations used in this document are described below:

Term/Abbreviation	Description
HEeADSSS	Assessment with the headings: Home Education/Employment Eating and Exercise Activities and Peer Relationships Drug Use Sexuality Suicide/Self-Harm Safety

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Associated Documents



Note: This guideline must be read in conjunction with the following policies and protocols:

Other documents relevant to this guideline are listed below:

NZ Legislation & Standards	Health Practitioners Competence Assurance Act 2003.
CM Health Documents	Suicide Risk Assessment . Child Abuse and Neglect Policy. Child Abuse and Neglect Procedure. Family Violence Intervention Procedure. Documentation in the Clinical Record Procedure. Informed Consent (Children and Youth). Standard Precautions Policy. Tikanga Best Practice.
Other related documents	Centre for Youth Health (2014). HEeADSSS training and participant manual.

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