Medical history

<table>
<thead>
<tr>
<th>Specific elements</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to any hospital, Intramuscular or IV injections, tattoos</td>
<td>Search for communicable infections (HIV, hepatitis)</td>
</tr>
<tr>
<td>Malaria</td>
<td>Possible explanation for hypersplenism and element to consider if fever</td>
</tr>
<tr>
<td>Contact with tuberculosis</td>
<td>Stratification of the risk of tuberculosis (latent or active)</td>
</tr>
<tr>
<td>Traditional medicine treatment</td>
<td>Explanation of scars, exploration of previous disease</td>
</tr>
<tr>
<td>Previous sexual intercourse and sexually transmitted infections</td>
<td>Propose screening</td>
</tr>
<tr>
<td>History of pregnancy, miscarriage or abortion</td>
<td>Exploring sexual health taking into account the age</td>
</tr>
<tr>
<td>Traditional ritual including modification of genitals</td>
<td>Search for possible female genital mutilation</td>
</tr>
<tr>
<td>Parents are relatives from the same family</td>
<td>Search for congenital disease</td>
</tr>
<tr>
<td>Cardiovascular (hypertension, diabetes, hypercholesterolemia, stroke, heart attack, sudden death)</td>
<td>Stratification of cardiovascular risk</td>
</tr>
<tr>
<td>Genetic diseases</td>
<td>Further explorations if suspicion</td>
</tr>
<tr>
<td>General elements (HEADSSS approach)</td>
<td>Specific elements to look for</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| **Home**                          | • Evaluate living conditions in the country and remaining contacts  
• Spoken languages, confession, religious practices (e.g. fasting)  
• Reason for migration  
• Evaluate the migration journey  
• Legal status  
• Current socio-legal care (tutor?) |
| **Education and Employment**      | • Time spent at school back home  
• Degree of literacy  
• School registration  
• Spoken languages  
• Previous Jobs / Previous Adult Exploitation  
• Professional project, children's dreams, parents' expectations |
| **Eating**                        | • Food intake and appetite back home  
• Poorly tolerated food now?  
• Skills for cooking independently |
| **Activities**                    | • Sports  
• Hobbies (music, reading ...)  
• Musical Instrument  
• Activities related to religion / spirituality |
| **Drugs**                         | • Experimentation/Consumption of alcohol, cannabis or other products  
• Circumstances of first use and current substance use  
• Positive and negative effects of substance use/encountered dangers |
| **Sexuality**                     | • Gender identity  
• Sexual orientation  
• Prior sexual intercourse (whether or not consented, Education on sexuality...)  
• Knowledge and use of a condom / contraception |
| **Suicide**                       | • Signs of depression  
• Anxiety symptoms (fear, panic attacks, phobias, physical manifestations of anxiety)  
• Assessing sleep quality  
• Exploring a need for psychological support (PTSD...) |
| **Safety**                        | • Extreme sports or activities  
• Accidents on public roads  
• Fights at home or school  
• Risky bicycle or motor vehicle use (without helmet ...)  
• Sense of security in the new country (mafia network, settlement of family accounts...) |
| **Spirituality**                  | • Religions, rituals  
• Presence of a community? |
| **Social Media**                  | • Telephone or internet relations with the family  
• Discriminations? |
Transition towards adult care for young migrants: a puzzle with different pieces

Medical professionals in adolescent medicine
- Explaining and anticipating the transition to the adult care structures (GPs, hospital outpatient clinic...)

Adult care world / Mental health caregivers
- Prepared transition with adolescent medicine units and the patient

Teachers / School health professionals
- School life elements
- Draft of professional project

Social workers / educators
- Elements from living environment
- Interaction and community life with other young people

Minors Protection Service
- Explanations given

Community Interpreters and cultural mediators
- Elements of cultural mediation
- Informal exchanges
- Emotional feedback of young people about meetings with different professionals

Community and sport associations
- Knowledge of the «field» / discussion with the adolescent

Lawyers
- Recommendation about legal situation