

# GPSTR ST1/ST2 Specialty Guide

## PAEDIATRICS

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GPSTR Doctor:

DATE OF COMMENCEMENT	
CONSULTANT/S	
DATE OF COMPLETION	

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**NOTES**

## NOTES

## INTRODUCTION & TRAINING AIMS

The Derby GP Training Paediatrics ST1 and ST2 posts at DCGH provide jobs giving an ideal mix of experience for a future GP.

This guide is designed to help you identify the clinical learning opportunities within the post.

The Paediatrics teaching staff will be able to help you define and remedy any gaps in your knowledge or experience.

They will provide you with a series of clinical assessments (see page 6). You are responsible for making sure these take place and that they are properly documented.

The Paediatrics team have kindly agreed to ensure that you will be able to attend the GP Training Half Day Release Teaching Sessions. At times this will inevitably clash with your on-call responsibility.

Apart from the Wednesday afternoon GP Training sessions you should try to attend the in-house educational meetings which are usually at lunch time.

It may be of value to you to consider taking the DCH (Diploma in Child Health) which is considered a valuable qualification for seeing children in General Practice. Further information can be found on the Royal College of Paediatrics website.

### WORK-BASED LEARNING—IN SECONDARY CARE

The Derby training scheme provides placements of 4 months in a Paediatric department, which will give exposure to acutely ill children, young people, and those who have been admitted to hospital for specialist treatments.

Specialist care is, however, mainly provided in outpatient clinics

and increasingly in primary care settings – particularly for children and young people who have rare conditions, require specialist treatments or have proven difficult to be managed by their GP.

Outpatient clinics are ideal places for the GP registrar to see concentrated groups of children and young people with health problems. Educational programmes provided in the hospitals are often of value for doctors who are training to be GPs and it is important that that education reflects the needs of those doctors equally with those of “career” paediatricians.

It is recommended that you make every effort to spend some time in the Paediatric outpatient department. The opportunities to do this should be discussed with your clinical supervisor at the earliest opportunity and included in your personal educational plan (To be recorded on the E-portfolio)

You will also gain valuable experience in the Children’s Emergency Department and on the wards.

Some areas of this curriculum will be covered at the Child Health Surveillance Course in your third year of training. Other “gaps” in knowledge can be “plugged” during your experience in General Practice

Children and young people make up around a quarter of the population of the United Kingdom. Their vulnerability, combined with their inability, when young, to articulate what they are feeling, poses a challenge for everyone involved in health and social care. Their needs must be met as effectively as for adult services

General practitioners (GPs) have an important role in the care of children and young people, in partnership with other members of the primary healthcare team and, when appropriate, specialist colleagues.

## WEB RESOURCES

### **Children First for Health**

Based at Great Ormond Street Hospital in London:  
[www.childrenfirst.nhs.uk/about/index.html](http://www.childrenfirst.nhs.uk/about/index.html)

### **Department of Health**

*National Service Framework for Children, Young People and Maternity Services*

[www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/ChildrenServices/ChildrenServicesInformation/fs/en](http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/ChildrenServices/ChildrenServicesInformation/fs/en)

### **Great Ormond Street Hospital for Children NHS Trust (GOSH) and UCL Institute of Child Health (ICH)**

The website contains a wealth of information for parents, patients and health professionals.

[www.ich.ucl.ac.uk/](http://www.ich.ucl.ac.uk/)

### **Scottish Executive**

*Health for All Children 4: guidance on implementation in Scotland 2005*  
Health promotion:

[www.scotland.gov.uk/Publications/2005/04/15161325/13312](http://www.scotland.gov.uk/Publications/2005/04/15161325/13312)

Screening and detecting problems:

[www.scotland.gov.uk/Publications/2005/04/15161325/13324](http://www.scotland.gov.uk/Publications/2005/04/15161325/13324)

### **Teenage Health Freak**

Teenage Health Websites Limited is the brainchild of Drs Ann McPherson and Aidan Macfarlane, writers of the original Diary of a Teenage Health Freak series. The worldwide success of the diaries identified a demand for cringe-free health information specific to teenagers.

[www.teenagehealthfreak.org](http://www.teenagehealthfreak.org)

### **Youth Health Talk**

The DIPEX charity has produced a unique, award-winning website aimed at patients, their carers, family and friends, doctors, nurses and other health professionals. Their aim is to cover the 100 main illnesses and conditions, as well as covering areas such as immunisation, rare diseases, skin conditions, infertility, chronic illness and many, many more.

[www.youthhealthtalk.org](http://www.youthhealthtalk.org)

<ul style="list-style-type: none"> <li>• Reducing the risk of teenagers getting pregnant or acquiring sexually transmitted infections</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Provide access for young people to confidential contraceptive and sexual health advice services that are tailored to meet their needs</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

## PRACTICAL SKILLS

The examination of the newborn child	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
The six-week check	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Basic life support of infants, children and young people	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Know how to perform a thorough but appropriately focused paediatric examination with the minimum amount of distress to the child and parent	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Know the significance of the findings of such an examination	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

In the UK there are approximately:

- 12 million children and young people (more than the entire population of many European countries)
- Just over 6 million are young people aged between 10 and 19 years
- 600,000 live births a year
- 1 million children with mental health disorders
- 400,000 children and young people in need
- 320,000 disabled children and young people
- 59,700 looked-after children and young people

## KEY MESSAGES

- General practitioners have an important role in the care of children and young people.
- Most care for children and young people is delivered outside the hospital setting.
- There is good evidence that providing high quality care in primary care delivers improved outcomes in the health of children and young people.
- A child's and young person's experiences in their early years have a crucial impact on their future life chances.
- Promoting health in children and young people can be included in all contacts with a child, a young person and their family, and should be targeted particularly at the vulnerable and socially excluded.
- Safeguarding children and young people requires all general practitioners to be effective when dealing with child abuse.
- General practitioners should recognise and respond to the needs of children and young people in special circumstances, through referral and joint working.
- It should be recognised that the needs of young people aged 10 to 19 are different from those of children under the age of 10, particularly in terms of their health problems, consent, confidentiality and communication issues.

Children aged four and under visit their GP on average six times a year and school age children and young people two or three times.

The consulting rate for minor illness is the highest of any patient age group.

Families are the main providers of care for children and young people, and general practice in the UK has strongly supported the child and family unit.

The care of children and young people is not a 'special interest' but is a central foundation of UK general practice.

## ASSESSMENTS

### RECORDING ASSESSMENTS

All assessments should be recorded in your e-portfolio. This is your responsibility although your Clinical Supervisor and Educational Supervisor will also have to complete assessments on your e-portfolio. The e-portfolio forms a continuous record of your progress and will be submitted to the Deanery to "sign you off" at the end of your training. If you are having technical problems with the e-portfolio please contact the e-portfolio Enquiries/Help.

### WORKPLACE BASED ASSESSMENTS

A series of workplace based assessments are also needed. These are similar to the foundation post assessments you may have already done.

During your 4 month post you will need to do the following Assessments:

## CLINICAL MANAGEMENT SKILLS *continued*

*Health promotion and disease prevention:*

Areas where healthy choices make a big difference in children's and young people's lives include:

<ul style="list-style-type: none"> <li>• Prenatal behaviour and diagnosis</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Breastfeeding</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Healthy diet and exercise for children and young people and their families</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Recognise inappropriate eating habits such as the development of anorexia nervosa or bulimia and be able to make appropriate referrals if specialist help is required</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

Social and emotional wellbeing:

<ul style="list-style-type: none"> <li>• Keeping children and young people safe: child protection, accident prevention</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Immunisation</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Avoiding smoking, avoiding the use of volatile substances and other drugs, and minimising alcohol intake</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

*continued ...*

## CLINICAL MANAGEMENT SKILLS *continued*

Psychological/behavioural problems: enuresis, encopresis, bullying, school refusal, behaviour problems including tantrums	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Chronic disease: asthma, diabetes, arthritis, learning disability	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Neonatal problems: birth-marks, feeding problems, heart murmur, sticky eye, jaundice	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Sensory deficit especially deafness	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Epilepsy	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Mental health problems such as attention deficit hyperactivity disorder, depression, eating disorders	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Substance misuse and self-harm, autistic spectrum disorder and related conditions	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Recognising normal growth, dealing with faltering growth and failure to thrive by having a thorough understanding of normal development, and being able to recognise delayed development in childhood and adolescence	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

- ⇒ **2 x Mini-cex** (Clinical Examination exercises)
- ⇒ **2 x CBDs** (Case-based Discussions)
- ⇒ **1 x MSF** (Multi-source Feedback )  
5 Clinicians only
- ⇒ **2 DOPS** (Direct Observation of Procedures)

Your consultant will also need to complete a **Clinical Supervisor's Report** which he/she will discuss with you before submitting.

**Remember: “The E-portfolio is King”  
You must keep a copy of all assessments as they will be needed in the future**

## HOSPITAL JOB ASSESSMENTS

You will be contacted by the Deanery (via your E-portfolio) to complete an on-line assessment of your hospital post. (Bristol on-line Survey) This is mandatory and is a requirement of training.

## SKILLS

The GP Curriculum is keen to divide skills into three categories.

- ⇒ **Communication Skills**
- ⇒ **Clinical Management Skills**
- ⇒ **Practical Skills**

There is obviously considerable overlap.



## COMMUNICATION SKILLS

**Adopt a family-centred approach** in dealing with patients, their families and their problems. This requires the following:

Effective communication and engagement (listening to and involving children and young people, and working with parents, carers and families)	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
An understanding of the importance of supporting parents and having the skills, noting that the role of fathers in parenting their children and teenagers is frequently overlooked. Their contribution to their child's development and wellbeing is important. All GPs should be able to support fathers and have the skills for engaging with fathers as well as mothers	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Develop and apply the primary care consultation to bring about an effective doctor, patient, family relationship to enable parents or carers, children and young people to: <ul style="list-style-type: none"> <li>Participate in their own care planning and delivery</li> <li>Be routinely involved and supported in making informed decisions and choices about their care, taking into account their age and development, increasing autonomy with age, and the need for confidentiality balanced with the parents' need for information</li> <li>Achieve concordance, including active listening and shared decision-making with children, young people and parents</li> </ul>	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/> Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/> Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

## CLINICAL MANAGEMENT SKILLS *continued*

Core knowledge needed—how to diagnose and manage the following:

Conditions which may present early and in an undifferentiated way and to recognise a seriously ill child and intervene urgently when necessary	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Child abuse, deprivation	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Meningitis	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Pyrexia, febrile convulsions	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Otitis media	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Viral exanthems (rashes)	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Gastroenteritis	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Urinary tract infection	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Cough, dyspnoea, wheezing including respiratory infections, bronchiolitis	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Constipation, abdominal pain (acute and recurrent)	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

## CLINICAL MANAGEMENT SKILLS *continued*

Being aware that consultations about children may be a presentation of a mother's psychological problems (e.g. depression) and being aware of the effect that postnatal depression may have on her children	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Recognising the significance of non-attending	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Understanding that children and young people failing to attend appointments (in primary or secondary care) may trigger concern, given that they are reliant on their parent or carer to take them to the appointment	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Being conscious that failure to attend can be an indicator of a family's vulnerability, potentially placing the child's welfare in jeopardy	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Acknowledging that failure to attend can be an indicator that services are difficult for families and young people to access or considered inappropriate, and need reviewing	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Being aware that children under the age of 14 attending unaccompanied may be significant	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

## COMMUNICATION SKILLS *continued*

Give information on medicines to children, young people and parents in a clear way	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Provide longitudinal continuity of care as determined by the needs of the patient and family	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Understanding the problems with transitions from child to adolescent and from adolescent to adult	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
This applies to all children but especially the vulnerable	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Support young people with a chronic disease and their parents	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>
Treat children and young people equitably and with respect for their beliefs, preferences, dignity and rights	Unsure <input type="checkbox"/> Satisfactory <input type="checkbox"/> Confident <input type="checkbox"/>

## CLINICAL MANAGEMENT SKILLS

<p>Reconcile the health needs of patients and their families, and of the community in which they live, in balance with available resources. This requires:</p> <ul style="list-style-type: none"> <li>Understanding the legal context of child and adolescent care</li> <li>Understanding the organisation of care, care pathways and local systems of care</li> <li>Assessing needs using appropriate frameworks</li> </ul>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p> <p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p> <p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand the impact of disability on the child, young person and their family</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand the role of the GP in dealing with common behavioural problems</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand the importance of the health care needs of the paediatric population and the socio-economic and cultural features of the community that might affect health</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand the importance of the workload issues raised by the paediatric problems, especially the demand for urgent consultation and the mechanisms for dealing with this safely and fairly</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>

## CLINICAL MANAGEMENT SKILLS *continued*

<p>Understand the importance of the issues of confidentiality and consent and the importance of record-keeping and sharing information</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Utilise best available information concerning interventions to practice high quality evidence based medicine</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand and be able to describe the importance of recording significant events and their use in multidisciplinary and multi-agency audits</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand and be able to describe the importance of supporting parents who have special needs</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand and be able to describe the needs of children of parents with substance misuse, mental health or domestic violence problems, teenage mothers and those with severe chronic or short-term conditions that affect their capacity to parent their children; some may need referral for multi-agency assessment and support services, this may include referral to the health visitor for a comprehensive family needs assessment to understand and address the impact of the parent's needs on the children's health and development</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>
<p>Understand and be able to describe the role of other members of the Primary Health Care team e.g. Health Visitors, Speech therapists, etc. in ensuring the health and wellbeing of children in the community</p>	<p>Unsure <input type="checkbox"/></p> <p>Satisfactory <input type="checkbox"/></p> <p>Confident <input type="checkbox"/></p>