

Assessment of the ill/injured child and young person

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Children and Young People's Nursing



Overview

- Changes in contemporary healthcare
 - Diversion of hospital admissions
 - More children and young people (C & YP) presenting to primary care facilities with minor and occasionally major illness/injury
- Changes in the working hours (EWTD) of junior doctors
- Health care professionals need to be adequately prepared to assess and observe these C & YP
 - ability to make appropriate clinical decisions regarding the most suitable treatment process and location

Darzi Report (2007)

Module size and credits

- 20 credit module
- Level 3
- CPD
- 200 student hours
- Over 12 weeks
- First 3 cohorts sponsored by:



Entry Requirements

- Open to all health care professionals currently involved in the care of children and young people
- Evidence of ability to study at level 3 (degree level).
- Access to computer and broadband Internet



Special Features

- Includes Basic Life Support Update
- Utilisation of CIPeL (Centre for Interprofessional e-Learning) Learning Objects
- Collaboration with OCB Media in the development of online resources

- Purchase 6+ copies for only £8.99 each.
» [Click here to contact OCB Media directly with order requests](#)
Screenshots & Video [back to top]

A screenshot of a child's hand showing a rash, with the word "mottling" overlaid at the bottom. The screenshot is displayed in a window titled "Screenshot" with a close button (X).

- Chapters
- A general approach
 - The 3-minute Toolkit checklist)
 - How To (pract
 - Rashes
 - Dehydration
 - Difficulty in breathin
 - Fever
 - Head injury
 - Fitting
 - Abdominal pain

Extras [back to top]

FAEM Presentations [DOWNLOAD](#)

These 3 presentations were given in conjunction with a video presentation at the Faculty of Accident & Emergency Medicine Annual Scientific Conference in Leeds, November 18th, 2004.

Learning Outcomes

- Critically explore a variety of approaches to assessing the C & YP, the rationale for comprehensive history taking and the importance of thorough documentation
- Critically explore a range of methods and skills required to perform a holistic assessment of the C & YP
- Identify, utilise and critically analyse sources of current research/evidence in the implementation and evaluation of the holistic assessment of a child or young person

Learning Outcomes (cont)

- Collaborate with other members of the multi-disciplinary team in promoting the implementation of evidence-based care following the holistic assessment.
- Critically analyse the ethico-legal, national and local organisational factors that influence your role when undertaking a holistic assessment of a child or young person



Indicative Content

- Analysis of factors that influence the role of the practitioner
 - Political, National, Local and Organisational
- History Taking
- Bio–psycho–social approaches to assessing children and young people (to include)
 - Paediatric early warning systems (PEWS)
 - ABC Model of Assessment
 - SOAP Model of Assessment
 - Pain assessment
 - CAMHS assessment
- Physical examination
 - Models of examination
 - Inspection, palpation, percussion, auscultation skills
- Prioritising examination

Indicative content

- Review of anatomy, physiology and pathophysiology of common childhood illnesses and injuries
- Care pathways/clinical management plans
- Documentation/recording of data
- Communication/collaboration with other colleagues
- Ethico-legal issues
- Critical analysis
 - Patterns of Knowing
 - Models of reflection
 - Critical analysis tools
 - Decision making
 - Clinical reasoning
 - Threshold concepts

Teaching & Learning

- Blended learning strategies
 - Online problem based learning
 - Skills stations
 - Workshops
 - Clinical scenarios
 - Real children as mock patients
 - Objective Structures Clinical Examinations (OSCE)

Problem Based Learning

- Trigger
- Sophie is 5 years old and has developed a widespread rash over the last few hours. She is accompanied by her mother, who is very worried and wants some answers as soon as possible

- Course Tools**
- Course Content
- Announcements
- Assessments
- Assignments
- Calendar
- Chat
- Discussions
- Learning Modules
- Mail
- Media Library
- Web Links
- Who's Online

- Instructor Tools**
- Manage Course
- Assessment Manager
- Assignment Dropbox
- Grade Book
- Group Manager
- Tracking
- Notes
- Selective Release
- Grading Forms

ERASE
CLEAR SLIDE
IMPORT
SAVE
SCREEN GRAB
ENABLE



Archive : Stopped

Content

Web eBoard Share

Default Content Folder

Note: This folder does not have any slide content.

TALK

Connecting to server...
You have connected successfully!
You have entered 'Wimba live classroom'.
Your media format is WimbaMedia.
E says, "hello kerry"
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>> Audio has been disabled
>> Video has been disabled
>> Chat has been enabled
>> Chat has been disabled

chatlogger

People (14)

Wimba
people teach people

Exit - Lobby - Help

To: Main Room

Page

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View Records

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Clinical days

- Weeks 8-12
- At Coventry University
- 2 days focusing on assessment skills
- 2 days – mock OSCE
- Last day – Objective Structured Clinical Examinations



Methods of Assessment

- Coursework 1 OSCE – ill child
- Coursework 2 OSCE – injured child

Evaluations from Cohort 1

Keep:

- Interprofessional learning
 - Most of us 'gelled well'
 - Good to learn with from and about each others roles
- Children as mock patients
 - But some changes in terms of how they are involved are required

Response:

- Great to see so many clinicians from different backgrounds
- True interprofessional learning took place
- Supportive atmosphere
- Children weren't involved enough by some of the lecturers
- There were children of all ages for students to get plenty of experience assessing them, unfortunately this wasn't always encouraged

Evaluations from Cohort 1

Lose:

- Some felt the PBL was too vague
- Chat room facility for online discussions
- CAMHS – a few felt uncomfortable having teenagers role playing scenarios
- A few felt - too many children on first two days

Response:

- however this was purposeful to encourage broader thinking
- Unfortunately contract with web conferencing software ended – now have new more interactive web classroom
- These teenagers were both over 15 and had consented (as well as their father's consent) and both really enjoyed learning about CAMHS
- It was hoped that the students would take the opportunity to assess as many children as possible

Evaluations from Cohort 1

Change

- Taught lectures at the beginning
- Online PBL to the middle of the course
- Need clear learning objectives i.e. structured approach
- Feedback from online group discussions
- Ensure adhere to the 'system' i.e. respiratory during the online sessions
- Change the OSCE marking grid – with clear pass and fail points (module team evaluation)

Response

- June cohort – ran through summer so 4 week break in the middle of the module, later modules – different vacations
- Structured approach was introduced in week 2
- Online discussions/PBL – student focused
- Trigger wasn't necessarily meant to link in with the system, these 2 parts of the programme ran separately
- Problems for markers with the old marking sheet as no clear fail points e.g. ABC

**Any
Questions?**

