

GP Curriculum statements – 8 Care of Children and Young People

Learning Outcomes that could be delivered in Secondary care (Linked to Competency areas in the Curriculum)

Learning Outcome	Competency Area
<p>1. Be able to take a focused paediatric history and skilfully, sensitively and confidently examine well and unwell adolescents, children and neonates, flexibly adapting their approach for different ages and cultural backgrounds</p>	<ul style="list-style-type: none"> • Communication and consultation skills Practising holistically • Data gathering and interpretation
<p>2. Be able to promptly recognise, assess, and instigate urgent management for, the acutely unwell or seriously ill child, and when necessary provide basic life support</p>	<ul style="list-style-type: none"> • Data gathering and interpretation Making a diagnosis / making decisions • Clinical management • Managing medical complexity • Working with colleagues and teams
<p>3. Be familiar with the epidemiology of paediatric outpatients, the natural history and management of conditions encountered, the significance of non-attending, and the importance of good communication and co-ordination between general practitioner, hospital specialist, and other professionals involved in child education and welfare (<i>see Appendix Communication and consultation skills</i>)</p>	<ul style="list-style-type: none"> • Clinical management • Managing medical complexity, Working with colleagues and teams, Community orientation
<p>4. Be familiar with the commoner conditions that may lead to hospitalisation of children, less common but “important not to miss” conditions that usually require hospitalisation, common neonatal problems, and the range of skills required to manage these, including communication, teamwork, prescribing and dose calculations in paediatric practice (<i>see Appendix 2</i>)</p>	<ul style="list-style-type: none"> • Communication and consultation skills Data gathering and interpretation, Making a diagnosis / making decisions • Clinical management • Managing medical complexity, Working with colleagues and teams

<p>5. Be able to recognise the normal child and the considerable range of normality, and to use this knowledge to prevent harm by avoiding unnecessary investigations or anxiety in children or their families</p>	<ul style="list-style-type: none"> • Communication and consultation skills Practising holistically • Data gathering and interpretation Managing medical complexity
<p>6. Be familiar with normal growth and development, developmental principles and concepts including key milestones, dissociation and global developmental delay, and be able to recognise failure to thrive and delayed development</p>	<ul style="list-style-type: none"> • Data gathering and interpretation Making a diagnosis / making decisions Clinical management, • Managing medical complexity
<p>7. Be able to recognise, describe and document presentations, symptoms and signs that should raise the possibility of child abuse or neglect, referring to senior colleagues and/or other health or social care agencies where appropriate</p>	<ul style="list-style-type: none"> • Communication and consultation skills, Practising holistically, • Data gathering and interpretation, Making a diagnosis / making decisions • Working with colleagues and teams Community orientation
<p>8. Understand the principle of paramountcy in child protection and how this may override the traditional family focus of the generalist practitioner</p>	<ul style="list-style-type: none"> • Managing medical complexity • Maintaining an ethical approach
<p>9. Be aware of the presentation and commoner causes of developmental delay and learning disability, the importance of early recognition and prompt provision of help, and the role of hospital and community paediatric services in supporting these children and their families</p>	<ul style="list-style-type: none"> • Data gathering and interpretation, Making a diagnosis / making decisions, Clinical management, • Working with colleagues and teams, • Community orientation
<p>10. Recognise the potential opportunities to promote health in all contacts with children and young adults, and be familiar with the core components and philosophy of the Child Health Promotion Programme</p>	<ul style="list-style-type: none"> • Practising holistically, • Managing medical complexity