## Paediatrics Placement: Quick Guide

The UWE Physician Associate Paediatrics placement consists of a total of **90 hours**, in which the PA student should spend time on the Paediatric wards, Paediatric clinics, Paediatric assessment units, and the Neonatal and Paediatric intensive care units.

Students will typically undertake their Paediatric placements in their second year of training and will be expected to learn about topics including (but not limited to) the patient’s journey in paediatrics, common paediatric presentations, and they should develop their skills in paediatric assessment and management.

Paediatrics Placement Learning Outcomes:

**KNOWLEDGE**

***By the end of their training/placement, a PA would need to know about?***

* The normal developmental milestones for childhood – so you can identify what is abnormal
* The normal values for heart rate, respiratory rate and blood pressure for different ages in childhood
* What the appropriate next steps if there are any safeguarding concerns
* The normal fluid requirements in childhood and feeding problems (eg. intolerances and absorption difficulties)
* Recognise and understand the approach and initial management to children admitted with common acute and chronic illnesses (i.e. pyrexia and febrile convulsions, vomiting, gastroenteritis, urinary tract infection, rash, abdominal pain and constipation, common neonatal problems, asthma, DM, epilepsy, mental health problems)
* Appreciate other roles; health visitor, child and adolescent psychiatry, midwives (in neonatal period), child care services, community Paediatricians

**SKILLS**

***By the end of their training/placement, a PA would need skills in?***

* How to take a detailed history of a paediatric patient
* How to approach and interact with a child to obtain a useful examination
* The process of an examination of the new-born child and the six-week check
* Recognise acutely ill patients and know when to call for help
* Accurate documentation of results of a paediatric history, examination, investigation and ongoing management plans
* Determine the appropriate investigations of children with common acute illnesses

**ATTITUDES**

***By the end of their training/placement a PA would need to have attitudinal, higher and organisational learning in?***

* Attention to detail and a systematic and comprehensive approach to the assessment and management of paediatric patients
* Recognise the ways of effective communication with patients, parents, and healthcare professionals in the context of a multidisciplinary team
* Appreciation of patient confidentiality and rights
* Awareness of how a ‘Physician-PA’ team can work in practice and how PAs can function within multi-professional teams
* Awareness of the PAs professional and clinical competence boundaries in order to work most effectively under supervision and safety for the patient

Placement Assessments:

On placement, students are required to maintain a yearly portfolio of evidence. This is a pass/fail assessment marked by the programme team and contains a record of formative learning experiences, student reflections, and end of rotation supervisor sign offs. **Students are required to ensure signature verification is completed by all assessors/supervisors.**

Supervisors should meet with the students at the start of the rotation and then again at the end to perform a formative end of placement review (this contains a review of all rotation tasks and multisource feedback):

**PAEDIATRICS PLACEMENT: TASKS FOR COMPLETION:**

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| **Minimum Tasks Required** | **Context** |
| Start of placement meeting | Set learning plan/goals with student. |
| **2** Mini-CEXs | Observation with detailed feedback to student focusing on development, as per form. |
| **2** Case-based discussions | Discussion with feedback to student for development, as per form. |
| **2** Multisource feedback | Focus on feedback and professional development from MDT. |
| End of placement supervisor review with student | Meeting with student to review placement progress and personal and professional development, focusing on feedback and areas for further development, as per form. |