

Royal College of Paediatrics and
Child Health



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Paediatrics and Child Health

Leading the way in Children's Health

Diploma in Child Health (DCH)

Syllabus

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General clinical competences

Development

- understand the variations in relationship between physical, emotional, intellectual and social factors and their influence on development and health
- be familiar with the patterns of normal development from birth to adulthood
- be able to identify abnormal patterns of development
- understand the need for further assessment and investigation and how to access these
- know and understand the principles of screening and monitoring
- be able to assess and monitor development using appropriate tools
- recognise that child neglect or abuse might affect a child's development
- know the causes of neuro-disability, how disability might affect clinical examination and assessment and understand the need for a multi-disciplinary approach to management

Emotional development

- know the factors which influence healthy emotional development
- understand the emotional impact of illness and hospitalisation on children and their families
- recognise the importance of parenting skills
- recognise and know the principles of managing common behavioural problems and emotional disorders
- understand the emotional dimensions of eating disorders

Social development

- know the factors that influence social development
- understand the impact of autistic spectrum disorders on social development

Educational development

- know the factors which influence intellectual development
- understand the impact of learning difficulty on social and emotional behaviour

- know about the processes of formal statutory assessment of children with possible special educational needs and other educational strategies to support learning and development

Growth and Nutrition

- understand the relevance of nutritional requirements for healthy and sick children
- understand the range of factors, biological, psychological and social which influence normal growth and puberty
- understand the relationship between nutritional status and disease
- be able to monitor growth using appropriate tools
- understand the effects of foetal growth restriction on long-term health
- understand the effects of obesity on long-term health
- know about the principles of dietary supplementation
- understand interventional strategies involved in weight reduction
- understand the basic physiology of breast-feeding
- recognise common breast-feeding problems and refer appropriately
- be able to advise a mother about the benefits and risks associated with infant feeding
- recognise cultural and religious issues related to nutrition
- understand the effects of malnutrition on clinical outcomes
- understand the role the nutritional support team, i.e. specialist nurses, dieticians, psychologists, pharmacists, speech and language therapists, in managing feeding and nutrition in paediatrics

Adolescence

- understand the variations in relationship between physical, emotional, intellectual and social factors and their influence on adolescent development
- understand the different health needs of adolescents
- know about normal and abnormal pubertal development
- recognise risk-taking behaviours, particularly those which pose a threat to chronic disease management
- be aware of clinical presentation of adolescents with eating disorders
- understand and respond appropriately to episodes of self-harm in adolescents

- know about national policies for reduction of teenage pregnancy
- know about contraceptive and sexual health issues and where appropriate advice might be sought
- be aware of issues relating to gender and sexual identity
- understand the principles and legal aspects of consent and confidentiality
- know about issues around transition from paediatric to adult care in adolescents with chronic conditions

Speciality-specific competences

Behavioural paediatrics

- know about normal emotional and behavioural development and how it may affect the child and family at different stages
- be able to look at behaviour as a form of communication and to take this into account when interviewing, examining and assessing children
- have begun to develop an approach to the assessment of behaviour problems that uses observation as well as history-taking
- have begun to develop strategies and skills to support and engage parents of children with emotional or mental health difficulties
- know about the effects of developmental difficulties and physical diseases on behaviour and vice versa
- know about the multidisciplinary role of Child and Adolescent Mental Health Services (CAMHS)
- understand when to refer to CAMHS or paediatrics
- know the principles of managing common behaviour problems such as temper tantrums, breath-holding attacks, sleep problems, the crying baby, oppositional behaviour, enuresis and encopresis, school refusal and bullying
- be aware of common causes of admission to hospital due to psychological distress such as self-harm, somatic symptoms of distress
- know about the signs and symptoms that indicate serious conditions such as Attention Deficit Hyperactivity Disorder (ADHD), autistic spectrum disorders and depression
- know about the effects of substance abuse

Cardiology

- demonstrates the skill of Basic Life Support
- be able to differentiate between central and peripheral cyanosis
- be able to measure and interpret correctly blood pressure
- recognise the importance of examining femoral pulses in all children

- knows the causes of common heart murmurs, be able to identify an innocent cardiac murmur and when to refer
- know the cardiac and non-cardiac causes of palpitations and syncope and know when to refer
- be aware of the causes of heart failure and when to refer for assessment
- be aware of cardiac and non-cardiac causes of chest pain

Child Protection / Safeguarding and promoting welfare of children

- understand the effects of family composition, socio-economic factors and poverty on the health of babies, children and young people
- be able to recognise increased needs in children who are fostered, adopted or in residential care
- recognise where families are distressed and need help to prevent abuse of children or young people
- be able to recognise and outline the management of children in need of protection
- know about the resources that may be available from health and other agencies, including the voluntary sector, to support families in need
- have an understanding of how the different disciplines and agencies should collaborate over child protection issues
- be familiar with the different categories of abuse: physical, emotional, sexual, neglect, fabrication or falsification/induction of illness in a baby, child or young person
- recognise features in the presentation where child protection may be an issue, for example where there are patterns of injury, delay in presentation, inconsistencies in the history
- understand the emotional impact of abuse on the child, family and on professionals
- recognise the importance of noting all observations of the child's demeanour and interactions with parents or carers
- be able to record clearly the results of an examination of a baby, child or adolescent using body charts

- recognise the importance of keeping accurate records of all findings and communications with the child, family members, and all other professionals in cases where abuse is suspected
- know the local guidelines and follow the procedures for cases where child abuse is suspected

Child Public Health

- be aware of the key determinants of child health and well-being
- be aware of available outcome measures which are used to monitor the health of a child population
- know about national and local education and social services
- know about current government policies which relate to children
- be aware of the principles of health promotion and health education and of current health promotion activities carried out in the community
- understand the causes of outbreaks of infection, its investigation and control
- understand the principles of public health needs assessment
- understand how healthcare services relate to education and social services
- know about screening and surveillance programmes and about conditions currently screened for. Be able to explain specific screening issues to parents
- know the role of health promotion programmes, for example, to prevent dental decay, smoking, accidents, obesity, sudden infant death; be able to advise parents on avoiding risks for children

Dermatology

- be able to recognise different birthmarks
- have the knowledge and skills to be able to recognise, investigate and manage common skin complaints
- know the common treatments for eczema and acne and the reasons for treatment failure
- be aware of the different potencies of steroids and of their side effects
- understand the impact of severe dermatological problems on children
- recognise when to consult a dermatologist

Diabetes and Endocrinology

- be able to recognise the early features of a child or young person presenting with diabetes and know the principles of the management
- know about the long term complications of diabetes and about ways to reduce the risks of these occurring
- be aware of the potential complications relating to diabetic ketoacidosis and understand the principles of treatment
- know the causes, complications and treatment of hypoglycaemia

Ambiguous genitalia

- be aware of the causes of this presentation
- understand the features of congenital adrenal hyperplasia and its early management
- be aware of the psychological implications of ambiguous gender on the child and family

Short and tall stature

- know the causes of short stature or slow growth and the characteristics of these conditions
- know when short stature needs to be investigated and be able to discuss appropriate investigations and treatment
- know about the causes of tall stature

Delayed and early puberty

- know the normal stages of puberty
- know the causes of early and delayed puberty
- recognise when the cause may be pathological rather than physiological
- know common presentations associated with normal puberty (premature thelarche, adrenarche and menarche)

Thyroid disorders

- be able to assess thyroid status
- know the causes and treatment of hypothyroidism
- know about the national screening program for hypothyroidism
- be able to recognise thyrotoxicosis and discuss the principles of management of the condition

Polyuria and polydipsia

- know the causes of polyuria and polydipsia and be able to select patients who may require investigation
- be able to advise parents about habit drinking

Obesity

- be able to recognise obesity and advise young people and their families about strategies to control or prevent weight gain
- understand the consequences of obesity on health and well-being in the short and long term
- be aware of the presentation of Type 2 diabetes during childhood
- recognise features in the presentation which suggest serious pathology

Gastroenterology and Hepatology

- have the knowledge and skills to be able to assess and initiate management of patients presenting with gastroenterological problems in acute and outpatient setting
- know the causes of acute abdominal pain, recognise conditions which require urgent intervention e.g. intussusception, appendicitis and recognise when to request a surgical opinion
- know the causes of the symptoms of acute diarrhoea and vomiting, know about oral rehydration therapy, recognise features in the presentation which suggest serious pathology e.g. haemolytic uraemic syndrome, appendicitis, intestinal obstruction
- know the causes of neonatal and childhood jaundice and when to refer

- know the causes of upper and lower gastrointestinal bleeding and assess the severity of the condition
- know the causes of abdominal distension and recognise when a surgical opinion is required
- know the presenting features of congenital abnormalities including tracheo-oesophageal fistula, malrotation, bowel atresias, Hirschsprungs disease, abdominal wall defects, diaphragmatic hernia
- know and recognise the range of signs and symptoms associated with gastro-oesophageal reflux and oesophagitis and demonstrate knowledge of management
- know the possible biological, psychological and social contributing factors in chronic or recurrent abdominal pain and demonstrate knowledge of management
- know the causes of chronic diarrhoea and/or vomiting, be aware of the characteristics of bulimia and demonstrate knowledge of management
- know the causes of malabsorption including coeliac disease and cystic fibrosis and its consequences, recognise the role of the dietician and to liaise appropriately
- know the causes of malnutrition including organic and non-organic causes, be familiar with the consequences of malnutrition, be able to assess nutritional status
- be familiar with management of simple constipation with and without soiling, know about predisposing conditions e.g. hypothyroidism, neurodisability, psychosocial problems
- know the causes of iron deficiency anaemia including poor diet, bleeding and malabsorption, understand factors which predispose to dietary iron deficiency anaemia, be aware of the consequences of the condition, be able to manage iron deficiency anaemia
- know the causes of the crying baby and the management of infantile colic

Genetics and Dysmorphology

- understand the scientific basis of chromosomal disorders and inheritance
- be able to construct a family tree and interpret common patterns of inheritance

- know about the features of common chromosome disorders e.g. Down's, Turner's
- know the basis of prenatal screening and diagnosis, the conditions for which they are used and the ethical dilemmas they pose
- understand the risks of and cultural issues posed by consanguinity
- have an understanding of the ethical dilemmas and the implications of pre-symptomatic or carrier testing in children
- be able to recognise features suggesting dysmorphic or genetic syndromes and to identify associated anomalies
- know the processes involved in establishing and presenting the diagnosis to parents
- know what to do when the diagnosis of Down's syndrome is suspected at delivery or on the postnatal wards
- be aware of environmental factors which may affect pre-natal development, e.g. alcohol and drugs

Haematology and Oncology

- have the knowledge and skills to be able to assess patients presenting with common haematological or oncological presentations
- know and understand the causes of anaemia, understand the investigations which may clarify the diagnosis, be able to manage iron deficiency anaemia, understand the hereditary basis and clinical features of sickle cell anaemia and the thalassaemias and long-term implications for families
- know the principles of cancer treatment and impact on the family and multidisciplinary nature of care including role of specialist nurses and palliative care teams
- know the causes of purpura and bruising, recognise features in the presentation which suggest serious pathology or child abuse
- understand the hereditary basis of haemophilia and other coagulation disorders
- recognise and understand the clinical manifestations of acute leukaemias and common lymphomas
- know about the clinical presentation of solid tumours such as nephroblastoma and neuroblastoma

Infection and Immunology

- know the causes of vulnerability to infection
- appreciate the occurrence of maternal to foetal transmission of infection and the clinical manifestations of these infections
- be aware of common infections of the foetus, newborn, and children in Britain and important worldwide infections, e.g. TB, HIV, hepatitis B, malaria, polio
- be able to follow agreed local or national guidelines on notification of communicable diseases
- examination and assessment of a febrile child; recognise features in the presentation which suggest serious or unusual pathology, be able to identify features suggestive of a life-threatening illness needing urgent treatment
- understand the rationale for prescribing common antimicrobials
- know the indications for antimicrobial prophylaxis
- understand the mechanisms of drug resistance
- understand nosocomial infections and the basic principles of infection control
- recognise common exanthemata, recognise features in the presentation which suggests serious or unusual pathology
- understand passive and active immunisation, understand the principles and the rationale behind the national immunisation policy for children in Britain, know the indications, contraindications and complications of routine childhood immunisations, be able to advise parents about immunisations
- know the common offending foods in food intolerance/allergy, be aware of the investigations that are available and of their limitations, know the features of cows milk protein intolerance and its management, know the management of anaphylaxis guidelines
- be able to recognise the early features of septic shock
- be aware of the differential diagnoses and know nationally agreed guidelines on the management of meningococcal disease

Metabolic medicine

- demonstrate knowledge of Electrolyte & Acid-Base Balance
- recognize the clinical and biochemical features of electrolyte and acid base disturbances

- know the common clinical presentations of metabolic disease including encephalopathy, neurodevelopmental regression, muscle weakness, visceromegaly and failure to thrive
- know the routine neonatal screening tests for metabolic disease and be able to explain them to parents
- know the inheritance patterns of common genetically determined metabolic disorders
- know about the educational and social implications of metabolic disorders and the importance of organising support in the community for special diets and other risks

Musculo-skeletal medicine

- know how to take an appropriate history and perform musculoskeletal examination and assessment
- know the causes of joint swelling and be able to identify joint swelling on clinical examination
- know the causes of joint or bone pain
- know the differential diagnosis of a limp
- be aware of serious causes of back pain
- be aware of the causes of unequal limb length, know how to measure limb length
- be aware of normal variations of limb development e.g. Bow legs and knock knees, know criteria for referral
- recognise features in the presentation which suggest serious pathology, e.g. inflammation, malignancy, infection and vasculitis
- recognise when to request the opinion of paediatric rheumatologists or orthopaedic surgeons
- be aware of conditions that predispose to musculo-skeletal deformities, for example kyphosis and scoliosis
- be aware of the presentation of both chronic fatigue syndrome and generalised idiopathic pain syndromes
- understand the role of other professionals involved in the care of children with musculo-skeletal conditions

- understand the disease associations of rheumatological conditions, in particular juvenile idiopathic arthritis and eye disease

Neonatology

- be able to examine the newborn baby appropriately and with sensitivity and communicate with parents
- be able to perform an accurate assessment of the baby at birth and initiate appropriate resuscitation when required
- know and understand the effects of antenatal and perinatal events on outcome
- understand the implication of long term maternal illness on the foetal and newborn baby
- know and understand the pathophysiology of the effects of prematurity including long-term sequelae of prematurity and impact on the family and community
- be able to recognise and outline the management of common disorders in the newborn
- understand the principles and importance of nutrition in the neonatal period
- understand the principles of prescribing for newborn babies and breast-feeding mothers
- understand the support networks for families and babies from socially disadvantaged families
- know the range of screening tests used including universal Newborn Hearing Screening Programme
- know about the developmental dysplasia of the hip, be able to examine newborn hips effectively
- know the common minor congenital abnormalities
- understand physiological jaundice and breast milk jaundice and recognise early presentation of neonatal hepatitis and biliary atresia
- understand the ethical principles involved in the dying baby and know about terminal care and bereavement counselling
- demonstrates early recognition and understands the importance of timely treatment in sepsis

- understand neonatal seizures or abnormal neurological status including the floppy baby
- understand the importance of breast feeding

Nephro-urology

- have the knowledge and understanding of fluid and electrolyte imbalance and blood pressure in children with kidney problems
- have an understanding of the implications for families of children with chronic kidney problems
- understand the principles of prescribing in children with renal disease
- understanding of upper and lower urinary tract symptoms and complications of urinary tract infection; understands the principles of investigations, treatment and future prevention; recognise features in the presentation which suggest serious or significant pathology
- know the causes of haematuria and proteinuria, recognise features in the presentation which suggest serious or significant pathology
- understand the principles of managing enuresis
- know when surgical referral is required for circumcision, impalpable testes, hypospadias or suspected urinary tract obstruction
- be able to examine the genitalia appropriately and with sensitivity, assess and manage vulvovaginitis

Neurology and Neurodisability

Neurodisability

- understand definition and concepts of disability and what this means for the child and family
- be familiar with the common causes of disability, disordered development and learning difficulties
- be able to take a neuro-developmental history
- be able to perform a reliable assessment of neuro-developmental status at key stages, including the newborn period, the first year of life, nursery age and school entry

- know the causes of speech and language delay and know when to refer to a specialist
- be aware of local services/disability allowances
- understand the need for multidisciplinary team input in the care of the disabled child and be aware of the work of the child development team and centre
- understand the need to work with other services as required including education, social services, child protection, and respite care facilities
- be aware of how agencies work together to address how children with health and medical needs are managed at school
- understand principles of hearing and visual development, recognise presenting features of visual or hearing impairment, knows when and how to refer for specialist visual or hearing assessment
- knows how to detect squint

Neurology

- be able to examine the nervous system, including examination of cranial nerves, of a child and young person
- know the common causes of seizures in newborn babies and children
- be aware of fits, faints and “funny turns” and know when to refer to a specialist
- know the common causes of headaches and recognise when it may indicate serious pathology. Be able to teach children and young people to keep headache diary
- understand the principles and use of neuro-radiological imaging
- be able to assess the child or young person with complex disabilities who is unwell and be aware of the range of diagnostic possibilities, including chest infection, aspiration, gastro-oesophageal reflux, oesophagitis, constipation, hip and joint problems, dental problems etc know when and where to get help
- be able to recognise the early signs of meningitis and encephalitis
- know about the prophylactic therapy for contacts with meningitis
- be aware of the long term effects of severe head injury
- know about antenatal diagnosis of neural tube defects

Ophthalmology

- be able to examine the eye and recognise common abnormalities such as squint, ptosis, red eye, absent red reflex in newborn to rule out retinoblastoma and cataract, abnormal eye movement and proptosis
- be able to take a relevant history for a child with suspected visual impairment and implications for child and families including community support
- be aware of the treatments for common eye infections including orbital cellulitis

Palliative care

- know about terminal care and bereavement counselling and be able to communicate sympathetically with children, young people and parents
- be aware about the local opportunities for respite care, including hospice availability
- recognise loss and grief and their effects on the health and well-being of children, families and professionals
- have an understanding of the need for respect of the wishes of the child or young person, particularly when these are different from those of the family and health professional

Pharmacology and Therapeutics

- know how to find out information necessary for safe prescribing through use of paediatric formularies and pharmacy liaison
- know the approved indications for prescribing drugs in common paediatric problems
- be able to make reliable and accurate calculations in order to be able to prescribe safely drugs for babies, children and young people
- be aware of possible drug interactions when more than one drug is prescribed
- know about the licensing of medicines for paediatric patients and unlicensed and off-label use
- be able to write legible, clear and complete prescription

Respiratory Medicine, with Ear, Nose and Throat

Asthma

- be familiar with the current British Thoracic Society guidelines for both acute exacerbation as well as long term management of Asthma
- be able to assess the severity of an Asthma attack in a child or young person and be able to institute appropriate emergency treatment
- know about patterns of Asthma, exacerbating factors and be able to institute age-appropriate individualised management plans
- be able to teach children and young people how to use a peak flow meter and diary
- be able to teach and assess inhaler technique, teach care of spacer
- be aware of the long term complications of medications used for asthma

Other Respiratory conditions

- know the causes of acute stridor, understand the potentially life threatening nature of this condition- recognise any underlying chronic airway problem, recognise when to seek help
- be aware of non-respiratory causes of recurrent/chronic chestiness including aspiration that may be associated with neuromuscular and skeletal disorders
- recognise respiratory tract infections and know how to treat
- know and understand the pathophysiology of cystic fibrosis and understand the principles of treatment

Ear, Nose and Throat

- know the common causes of earache and ear discharge
- recognise acute otitis media and know how to treat
- know the risk factors for otitis media with effusion (glue ear), recognise an abnormal ear drum, recognise when to treat with antibiotics, recognise when to refer to audiology specialists or ENT surgeons
- be familiar with hearing assessment and hearing screening programmes including Universal Newborn Hearing Screening Programme. Be able to

recognise abnormal audiogram and tympanogram and discuss likely causes of abnormality

- know the common causes of nose-bleeds, sore throat or mouth and recognise features in the presentation which suggest serious pathology
- know the causes of snoring and obstructive sleep apnoea and be aware of complications of this presentation. Recognise when referral to an ENT surgeon is appropriate
- know the causes of cervical lymphadenopathy and recognise when investigation and surgical intervention is needed
- be aware of the differential diagnoses of neck swellings
- recognise and manage allergic rhinitis. Recognise when to refer to an ENT surgeon

Paediatric surgery

- know the common causes of acute abdominal pain, acute scrotal pain and intestinal obstruction and recognise important clinical features that indicate surgical emergency
- know the common disorders of umbilicus namely umbilical hernia and umbilical granuloma. Recognise when to refer to the paediatric surgeon
- know the causes of groin and scrotal swellings and recognise when surgical intervention is needed
- be able to recognise undescended testes, retractile testes, hypospadias, phimosis and paraphimosis, balanitis and balanoposthitis in boys and imperforate hymen and labial adhesions in girls. Recognise when to refer to the paediatric surgeon
- be aware of tongue-tie, congenital torticollis and non-synostotic plagiocephaly (positional plagiocephaly). Recognise when investigation and surgical intervention is needed

General competences

Knowledge and understanding

- understand the duties and responsibilities of a doctor in the safeguarding of babies, children and young people
- understand the duties and responsibilities of a doctor to support and enable parents and carers to be effective in caring for their children
- appreciate the scientific base relevant to clinical practice in paediatrics
- know the aetiology and patho-physiology of common and serious childhood conditions
- understand the promotion of health and the management of ill-health in babies, children and adolescents
- understand the specific health issues, diseases and disorders related to these stages of growth and development
- recognise the mental health components of all paediatric illness
- recognise the effects that school and other social settings may have on childhood illness and vice versa
- understand the factors that affect a child's level of anxiety about illness, treatment or examination
- recognise the impact on parents and the rest of the family of acute or chronic illness, hospitalization or the death of a child
- understand the importance of effective strategies for the management of pain
- understand the importance of agreed management plans for individual patients
- know about the agencies, both statutory and voluntary, that can provide support to children and their families in coping with their health problems
- understand the limitations of their competence and know where and when to ask for help, support or supervision

Skills

- to be able to communicate effectively with babies, children, young people and their families

- be able to take a history accurately and sensitively that routinely includes biological, psychological, educational and social factors in the child and the family
- be able to examine children and young people accurately and sensitively in appropriate settings
- be able to assess symptoms and signs accurately
- recognise presentations of common disorders
- recognise case histories which suggest serious or unusual pathology
- recognise the diseases and host characteristics which make certain presentations life-threatening
- be able to assess the developmental level of children and young people
- be able to formulate an appropriate differential diagnosis
- be able to assess and initiate management of patients appropriately
- be able to initiate appropriate investigations
- understand their role in managing the consequences of chronic illness for a child and family
- develop the ability to approach new situations which require good clinical judgement with an analytic and informed approach
- be able to use guidelines appropriately
- demonstrate the ability to work in multi-disciplinary teams and with colleagues from a wide range of professional groups
- be able to prescribe safely and write legible prescriptions, using appropriate medications in correct doses
- keep accurate, legible and relevant medical records
- show effective time management skills in their professional roles
- be able to use information technology effectively in clinical practice and audit
- be able to prioritise tasks in personal and professional contexts, for example, in medical emergencies

Values and attitudes

- understand and follow the principle that all decisions are to be made in the best interests of the child or young person in their care
- understand the need for compassion and respect for children, young people and their families

- understand the responsibility of doctors to consider all aspects of a child's well-being including biological, psychological and social factors
- be aware of and sensitive to the way in which cultural and religious beliefs affect approaches to treatment and care and respond respectfully to the expressed needs of patient and carer
- understand factors which influence children, young people and parents or carers in their approach to following prescribed management and treatment plans
- develop strategies to help children, young people and their families to follow these plans
- be aware of the ways in which their personal experiences, values and attitudes might affect their professional practice and know when to refer a case to another doctor

Teaching and research

- demonstrate an understanding of the principles and practice of effective teaching and learning in clinical contexts
- understand the difference between research and audit
- understand when to use simple statistical tests and their interpretation
- know how clinical guidelines are produced and how they might be used appropriately within the context of clinical practice

Personal Commitment to Professional Standards

- demonstrate that they are up-to-date in their practice and endeavour to promote evidence-based medicine where possible
- be familiar with local and national clinical guidelines and protocols in paediatric practice
- demonstrate an understanding of and respect for legal and ethical issues relating to consent and confidentiality in paediatrics, including *Gillick* competence
- be aware of religious and cultural beliefs that parents might hold about the treatment of their children, to know how to respond in these cases, when to seek support and where to find legal and ethical guidelines to support their practice

- understand the need for honesty and the procedures to follow where there is concern about the professional practice of a colleague which might be putting the health of patients at risk
- demonstrate a commitment to the highest standards of care and ethical and professional behaviour within their speciality and within the medical profession as a whole

Communication skills in paediatrics

- demonstrate skills to involve both the child and parents or carers when both are present in consultations
- demonstrate courtesy to families, colleagues and members of the multi-disciplinary team at all times
- understand the need to conduct a consultation in such a way that a child or young person and their family feel able to talk about difficult or emotional issues
- demonstrate how to communicate a diagnosis and prognosis effectively to children, where appropriate, young people and their families
- show patience and sensitivity in their communications with children and their families and a particular ability to explore their individual perspectives of a problem
- know how to respond appropriately and where to find assistance in cases where a child or family may not all speak English
- understand the need to respond to babies, disabled children or young people who may not be able to express themselves verbally and who might be in pain or distress
- have developed appropriate responses and empathy for children, young people and their families experiencing difficulty and distress, for example, in the case of a child who is dying
- understand the limitations of their competence at this stage of their training and that they should seek help in managing sensitive and complex situations