

Teaching about children's rights to Paediatricians



The clinical interface and communication with young people

Questions



- ⌘ How can we work with young people for teaching and learning?
- ⌘ How can we engage children and young people as participants?
- ⌘ How can we assess a child's competence to give consent?
- ⌘ Are we able to balance children's rights and parents' rights?

Timing



⌘ 1315 - 1415 Presentations

⌘ 1415 - 1530 Group work

⌘ 1530 - 1545 Commentary

⌘ 1545 - 1615 TEA

Teaching about children's rights to Paediatricians



Diploma in Adolescent Health
Autumn 2006
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Diploma in Adolescent Health



⌘ Background

⌘ Overview

⌘ Teaching methods - communication with young people (+ systems)

⌘ Early evaluation

Diploma in Adolescent Health



⌘ Secondary Care Trust

- ⊗ deprived, compact urban communities close to Newcastle - North Tyneside
- ⊗ mixed, large rural area - Northumberland
- ⊗ Dietitians, Doctors, Nurses

⌘ Clinical Psychologist - Gail Dovey-Pearce

- ⊗ Young Person's Diabetes Clinic (16-25)
- ⊗ www.euteach.com

⌘ Adult Rheumatologist - Andrea Myers

- ⊗ Lots of paediatric training/connections - transition of YP with child-onset rheumatological conditions

⌘ Random Community Paediatrician

Aims



- ⌘ interdisciplinary learning
- ⌘ knowledge, skills and attitudes needed to work effectively with 16-25 year olds
- ⌘ contribute to design and delivery of adolescent health care
- ⌘ champions in the field of adolescent health

Module 4

Setting, communication skills, multidisciplinary working & networking

Day 1
Day 2
Day 3
Day 4

- Examine the characteristics of age-appropriate **settings** for adolescent inpatient and outpatient care
- Demonstrate proficiency in building a multi-disciplinary network & in **managing effective communication** within the network
- Describe and **practice** the core conditions and skills necessary for effective communication with adolescents
- Skilfully use the consultation to build a **working partnership** with the young person.
- Skilfully use the consultation to discuss difficult issues and assess **whole family groups**

Teaching methods



- ⌘ Patient journey poster - and presentation
- ⌘ Feedback on attending MDT
- ⌘ Role play - Developing a transition protocol: A Trust level strategic meeting
- ⌘ Discussion: involve families & YP in MDT
- ⌘ Reflect on effective communication following DOH Transitions Video
- ⌘ Calgary Cambridge and SCAG - video watch & role play with Med Studs (feedback from YP)
- ⌘ Advocacy - group activity (cf Rudolph)

Evaluation



⌘ 6 months

⌘ Very positive

⌘ Work projects started

⌘ Valued interprofessional aspect of course
the most 'opportunity to make links'