



**FACULTY OF  
PAEDIATRICS**

ROYAL COLLEGE OF  
PHYSICIANS OF IRELAND

HIGHER SPECIALIST TRAINING IN

# PAEDIATRICS

OUTCOME-BASED EDUCATION – OBE CURRICULUM



This curriculum of Higher Specialist Training in Paediatrics was developed in 2022 and undergoes an annual review by Dr Carol Blackburn, Dr Michael Boyle, Dr Jean Donnelly and Dr Orla Flanagan, National Specialty Directors, and by Dr Ann O’Shaughnessy, Head of Education, and by the Paediatrics Specialty Training Committee. The curriculum is approved by the Faculty of Paediatrics.

Version	Date Published	Last Edited By	Version Comments
1.0	01 July 2023	Mariangela Esposito	New OBE Curriculum

### *National Specialty Directors Foreword*

The Paediatric HST training scheme was developed to deliver expert paediatricians, capable and competent across the broad range of paediatric medical presentations, conditions and their management. The scheme also facilitates the development of subspecialty interests for trainees with opportunities to explore these areas of interest through approved subspecialty training positions in tertiary centres.

This 2023 revised edition of the curriculum has been reworked to reflect a new approach – the Outcomes Based approach to Education (OBE). This is a key initiative of RCPI across its training programmes which aims to enhance training at both BST and HST levels and align to international best practices.

The curriculum has been streamlined to offer goal setting in key elements of paediatric training. Target outcomes for these key areas were set via workshops with experienced consultant paediatricians, Specific lists of targets for each possible subspecialty have been removed in favour of encouraging more targeted outcome setting between trainees and trainers within sub-specialities for each trainee at the outset of a given rotation.

It is our expectation that the revised OBE structure of the curriculum will clarify and facilitate goal setting for trainees and their trainers and enhance the training experience.

*Dr Carol Blackburn, Dr Michael Boyle, Dr Jean Donnelly, Dr Orla Flanagan*

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## 1. INTRODUCTION

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*This section includes an overview of the training programme and of this curriculum document*

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### 1.1. Purpose of training

The purpose of this training programme is to equip the HST trainees the necessary knowledge and skills needed to deliver excellence in care as consultant Paediatricians.

This programme aims to deliver a broad scope and depth of both clinical and non-clinical training to paediatric HST Trainees.

### 1.2. Purpose of the curriculum

The purpose of the curriculum is to define the relevant processes, contents, outcomes and requirements to be achieved. The curriculum is structured to delineate the overarching goals, outcomes, expected learning experiences, instructional resources and assessments that comprise your Higher Specialist Training (HST) programme. It provides a feedback framework for successful completion of HST programme.

In keeping with developments in medical education and to ensure alignment with international best practice and standards, the Royal College of Physicians (RCPI) have implemented an Outcomes Based Education (OBE) approach. This curriculum design differs from traditional minimum based requirement designs in that the learning process and desired end-product of training (outcomes) are at the forefront of the design to provide the essential training opportunities and experiences to achieve those outcomes.

### 1.3. How to use the curriculum

Trainees and Trainers should use the curriculum as a basis for goal-setting meeting, delivering feedback and during appraisal processes.

Therefore, it is expected that both trainees and trainers will familiarise themselves with the curriculum and have a good working knowledge of it.

Each trainee is expected to engage with the curriculum by maintaining an ePortfolio in which assessments and feedback opportunities must be recorded. This portfolio should be updated contemporaneously during each training placement. The ePortfolio allows trainees to build up evidence to inform decisions on their progress at the annual reviews whilst also providing tools to support and identify further educational and development opportunities.

**Please note:** It is the responsibility of the Trainee to keep an up-to-date ePortfolio throughout the programme as it reflects their individual training experience and it documents that they have successfully met training standards as expected by the Medical Council.

### 1.4. Reference to rules and regulations

Please refer to the following sections within the Paediatrics HST Training Handbook for rules and regulations associated with this post. Policies, procedures, relevant documents and Training Handbooks can be accessed on the RCPI website following [this link](#).

## 2. EXPECTED EXPERIENCE

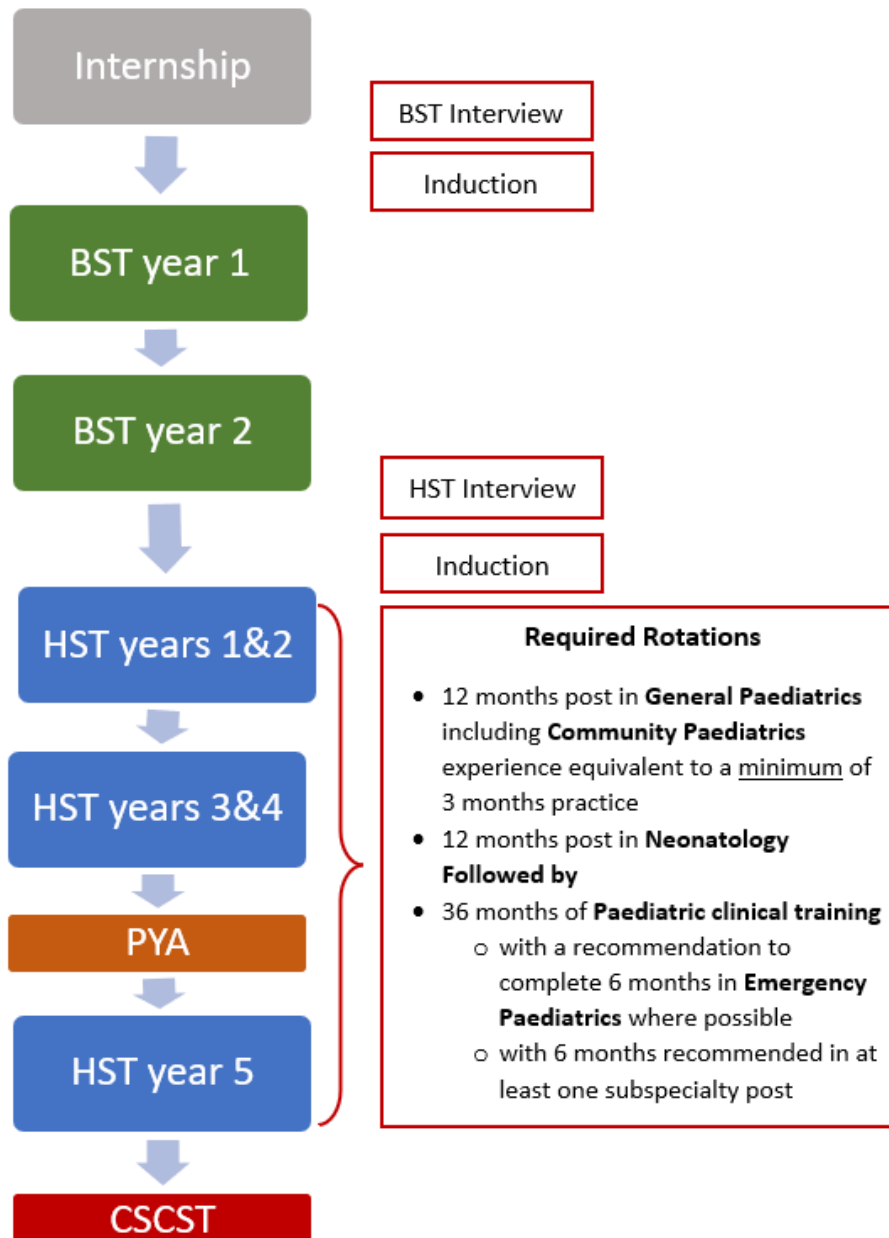
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*This section details the training experience that all Trainees are expected to complete over the course of the higher specialist training*

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## 2.1. Post structure

This graphic offers an overview of the overall RCPI training in Paediatrics from BST to CSCST.



Opportunities for Out of Programme Experience (OCPE) are available only in the last 2 years of the scheme, i.e. not prior to completing the first 3 clinical years on the scheme. Documentation and deadlines regarding OCPE are detailed in the Training Handbook available on the RCPI website ([here](#)).



**In order to complete the HST Training Programme in Paediatrics, Trainees are expected to observe the following rotation requirements.**

**Over the course of HST, Trainees are expected to complete:**

- 36 months experience in acute Paediatrics both in-patient and out-patient (these 36 months can be broken down into different, non-consecutive posts)
- Rotation experience should be gained in a variety of hospital settings, including regional posts
- At the start of each post, trainees are expected to fill out a Personal Goals form with their trainer and upload it on ePortfolio; the form should be agreed and signed by both Trainee & Trainer
- Regular participation in on-call rota

**In the first two years of HST, Trainees are expected to complete:**

- 12 months experience in a General Paediatrics accredited post
  - at least 3 months of these 12 in a Community Paediatrics accredited post
- 12 months experience in a Neonatology accredited post

**In the last three years of HST, Trainees are expected to complete:**

- A maximum of 12 months experience in any one Paediatric Subspecialty
  - these can be completed in different, non-consecutive posts
  - it is recommended to complete 6 months experience in Paediatric Emergency Medicine, which can be counted as part of the 12 months experience should this be a chosen subspecialty

## 2.2. Clinics list, Ward Rounds and Consultations

Attendance at Clinics, participation in Ward Rounds and Patient Consultations are required elements of all posts throughout the programme. The timetable and frequency of attendance should be agreed with the assigned trainer at the beginning of the post.

This table provides an overview of the expected experience a Specialist Registrar should gain regarding clinic attendances, ward rounds and consultations. All these activities should be recorded on ePortfolio using the relevant form.

PAEDIATRICS CLINICS			
Clinic	Timeline	Expected Experience	ePortfolio Form
General Paediatrics	In year 1 and year 2 of HST	Attend at least 1 per week	Clinics
Developmental	In year 1 and year 2 of HST	Attend 1 every week	Clinics
Community Paediatrics	In year 1 and year 2 of HST	As agreed with Trainer	
SPECIALITY SPECIFIC CLINICS			
Clinic	Timeline	Expected Experience	ePortfolio Form
To be agreed with Trainer	Year 3-5	Attend 1 of these clinics at least 1 per week, rotationally	Clinics
WARD ROUNDS and CONSULTATIONS			
Type	Timeline	Expected Experience	ePortfolio Form
Ward Rounds – Consultant-led	Over the 5 years of HST	At least 1 per week	Clinical Activities
Ward Rounds – SpR-led	Over the 5 years of HST	At least 1 per week	
Consultations	Over the 5 years of HST	At least 1 per week	

## 2.3. In-house commitments

Specialist Registrars are expected to attend a series of in-house commitments as follows:

- Attend at least **1 Grand Rounds per month**, over the course of 5 years of HST
- Attend at least **1 Journal Club per month**, over the course of 5 years of HST
- Attend **Radiology conference** where available, over the course of 5 years of HST
- Attend **MDT Meeting** where available, over the course of 5 years of HST
- Attend at least **1 Seminar per year**, over the course of 5 years of HST

- Attend at least **1 Lecture per year**, over the course of 5 years of HST

#### 2.4. Evaluations, Assessments and Examinations

Specialist Registrars are expected to:

- Complete all the workplace-based assessments
- **4 quarterly evaluations per training year** (1 evaluation per quarter)
- **1 end of post evaluation at the end of each post**
- **1 end of year evaluation at the end of each training year**

Specialist Registrars may attempt one or more examination at their discretion.

For more information on evaluations, assessment and examinations, please refer to the [Assessment Appendix](#) at the end of this document.

#### 2.5. Research, Audit and Teaching experiences

Specialist Registrars are expected to complete the following activities:

- Deliver **12 teaching sessions** (to include tutorials, lectures, bedside teaching, etc.) over the course of 5 years of HST
- Deliver **1 oral presentation**, per each year of HST
- Complete **1 Audit or Quality Improvement Project**, over the course of 5 years of HST
- Attend **1 National or International Meeting**, per each year of HST

In addition, it is recommended that trainees aim to

- Complete **1 research project**, over the course of 5 years of HST
- Complete **1 publication**, over the course of 5 years of HST

#### 2.6. Teaching attendance

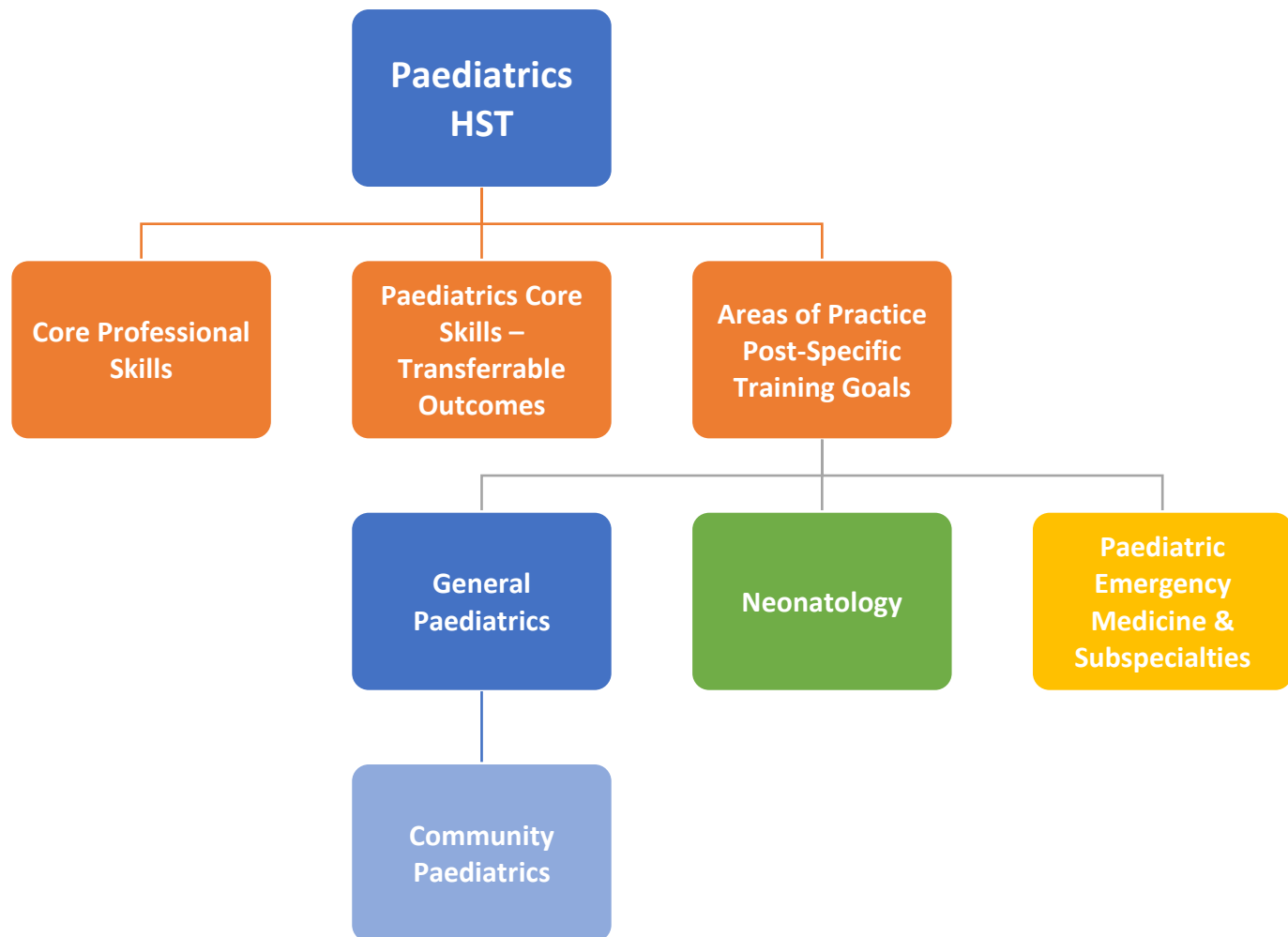
Specialist Registrars are expected to attend all the courses and study days as detailed in the [Teaching Appendix](#), at the end of this document.

## 2.7. Overview of Expected Experience

Experience Type	Expected	ePortfolio form
Rotation Requirements	Complete all requirements related to the posts agreed	n/a
Personal Goals	At the start of each post complete a Personal Goals form on ePortfolio, agreed with your trainer and signed by both Trainee & Trainer	Personal Goals
On-call Commitments	Partake in on-call commitments in Paediatrics for the full duration of the programme as dictated by the hospital employer and record attendance on ePortfolio	Clinical Activities
Clinics	Attend General Paediatrics, Community Paediatrics and Subspecialty Clinics as agreed with your trainer and record attendance per each post on ePortfolio	Clinics
Ward Rounds/Consultations	Gain experience in clinical handover and ward rounds as agreed with your trainer and record attendance per each post on ePortfolio	Clinical Activities
Deliver Teaching	Record on ePortfolio all the occurrences where you have delivered Tutorials (at least 4), Lectures (at least 4), and Bedside teaching (at least 4) over the course of HST	Delivery of Teaching
Research	Desirable Experience: actively participate in research, seek to publish a paper and present research at conferences or national/international meetings	Research Activities
Clinical Guidelines	Contribute to the development and writing of at least 1 Clinical Guidelines over the course of HST	Additional Professional Activities
Publication	Desirable Experience: complete 1 publication during the training programme	Additional Professional Activities
Presentation	Deliver 1 oral presentation or poster per each year of training	Additional Professional Activities
Audit	Complete and report on at least 1 audit or Quality Improvement (QI) over the course of HST	Audit and QI
Attendance at In-House Activities	Attend at least 1 Grand Rounds and 1 Journal Club per month, over the course of 5 years of HST. Attend Radiology conferences and MDT Meetings where available, over the course of 5 years of HST. Attend at least 1 Seminar per year and 1 Lecture per year over the course of 5 years of HST.	Attendance at In-House Activities
National/International Meetings	Attend 1 per year of training	Additional Professional Activities

Management Experience	Record Management experience where available	Management Experience
Teaching Attendance	Attend courses and Study Days as detailed in the <a href="#">Teaching Appendix</a>	Teaching Attendance
Examinations	Desirable Experience which can be recorded on ePortfolio	Examinations
Evaluations and Assessments	Complete a Quarterly Assessment/End of post assessment with your trainer 4 times in each year. Discuss your progress and complete the form	Quarterly Assessments/ End-of-Post Assessments
Workplace-based Assessment	Complete all the workplace-based assessment as agreed with your trainer, fill out and record the respective form on ePortfolio	CBD/DOPS/Mini-CEX/Feedback Opportunit
End of Year Evaluation	Prepare for your End of Year Evaluation by ensuring your portfolio is up to date and your End of Year Evaluation form is initiated with your trainer.	End of Year Evaluation

## 2.8. Overview of Curriculum Sections and Areas



### 3. CORE PROFESSIONAL SKILLS

*This section of the curriculum outlines the 3 Pillars of Professionalism and the 8 Domains of Good Professional Practice as indicated by the Medical Council.*



EIGHT DOMAINS OF GOOD PROFESSIONAL PRACTICE

**Patient Safety and Quality of Patient Care**

Patient safety and quality of patient care should be at the core of the health service delivery that a doctor provides. A doctor needs to be accountable to their professional body, to the organisation in which they work, to the Medical Council and to their patients thereby ensuring the patients whom they serve receive the best possible care.

**Clinical Skills**

The maintenance of Professional Competence in the clinical skills domain is clearly specialty-specific and standards should be set by the relevant Post-Graduate Training Body according to international benchmarks.

**Professionalism**

Medical practitioners must demonstrate a commitment to fulfilling professional responsibilities by adhering to the standards specified in the Medical Council's "Guide to Professional Conduct and Ethics for Registered Medical Practitioners".

**Scholarship**

Medical practitioners must systematically acquire, understand and demonstrate the substantial body of knowledge that is at the forefront of the field of learning in their specialty, as part of a continuum of lifelong learning. They must also search for the best information and evidence to guide their professional practice.

**Relating to Patients**

Good medical practice is based on a relationship of trust between doctors and society and involves a partnership between patient and doctor that is based on mutual respect, confidentiality, honesty, responsibility and accountability.

**Communication and Interpersonal Skills**

Medical practitioners must demonstrate effective interpersonal communication skills. This enables the exchange of information, and allows for effective collaboration with patients, their families and also with clinical and non-clinical colleagues and the broader public.

**Collaboration and Teamwork**

Medical practitioners must co-operate with colleagues and work effectively with healthcare professionals from other disciplines and teams. He/she should ensure that there are clear lines of communication and systems of accountability in place among team members to protect patients.

**Management (including self-management)**

A medical practitioner must understand how working in the health care system, delivering patient care and how other professional and personal activities affect other healthcare professionals, the healthcare system and wider society as a whole.



### 3.1. Partnership

#### Communication and interpersonal skills

- Facilitate the exchange of information, be considerate of the interpersonal and group dynamics, and have a respectful and honest approach
- Engage with patients and colleagues in a respectful manner
- Actively listen to the thoughts, concerns, and opinions of others
- Consider data protection, duty of care and appropriate modes of communication when exchanging information with others

#### Collaboration

- Collaborate with patients, their families, and your colleagues to work in the best interest of the patient, for improved services and to create a positive working environment
- Work cooperatively with colleagues and team members to deliver an excellent standard of care
- Seek to build trust and mutual respect with patients
- Appropriately share knowledge and information, in compliance with GDPR guidelines
- Take on-board available, relevant feedback

#### Health Promotion

- Communicate and facilitate discussion around the effect of lifestyle factors on health and promote the ethical practice of evidence-based medicine
- Seek up-to-date evidence on lifestyle factors that:
  - negatively impact health outcomes
  - increase risk of illness
  - positively impact health and decrease risk factors
- Actively promote good health practices with patients individually and collectively

#### Caring for patients

- Take into consideration patient's individuality, personal preferences, goals, and the need to provide compassionate and dignified care
- Be familiar with
  - Ethical guidelines
  - Local and national clinical care guidelines
- Act in the patient's best interest
- Engage in shared decision-making and discuss consent



## 3.2. Performance

### **Patient safety and ethical practice**

- Put the interest of the patient first in decisions and actions
- React in a timely manner to issues identified that may negatively impact the patient's outcome
- Follow safe working practices that impact patient's safety
- Understand ethical practice and the medical council guidelines
- Support a culture of open disclosure and risk reporting
- Be aware of the risk of abuse, social, physical, financial, and otherwise, to vulnerable persons

### **Organisational behaviour and leadership**

- The activities, personnel and resources that impact the functioning of the team, hospital, and health care system
- Understand and work within management systems
- Know the impacts of resources and necessary management
- Demonstrate proficient self-management

### **Wellbeing**

- Be responsible for own well-being and health and its potential impact on the provision of clinical care and patient outcomes
- Be aware of signs of poor health and well-being
- Be cognisant of the risk to patient safety related to poor health and well-being of self and colleagues
- Manage and sustain your own physical and mental well-being

### 3.3. Practice

#### **Continuing competence and lifelong learning**

- Continually seek to learn, improve clinical skills and understand established and emerging theories in the practice of medicine
- Meet career requirements including those of the medical council, your employer, and your training body
- Be able to identify and optimise teaching opportunities in the workplace and other professional environments
- Develop and deliver teaching using appropriate methods for the environment and target audience

#### **Reflective practice and self-awareness**

- Bring awareness to your actions and decisions and engage in critical appraisal of your own work to drive lifelong learning and improve practice
- Pay critical attention to the practical values and theories which inform everyday practice
- Be aware of your own level of practice and your learning needs
- Evaluate and appraise your decisions and actions with consideration as to what you would change in the future
- Seek to role model good professional practice within the health service

#### **Quality assurance and improvement**

- Seek opportunities to promote excellence and improvements in clinical care through the audit of practice, active engagement in and the application of clinical research and the dissemination of knowledge at all levels and across teams
- Gain knowledge of quality improvement methodology
- Follow best practices in patient safety
- Conduct ethical and reproducible research

## 4. PAEDIATRICS CORE SKILLS – Transferrable Outcomes

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*This section includes the Paediatrics core skills that are applicable across the different areas of practice of Paediatrics.*

*These skills are captured by outcomes that the Trainee should achieve by the end of the higher specialist training.*

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### **Training Goal 1 – Paediatrics Core Skills in Assessment, Diagnosis and Management**

- OUTCOME 1 – ASSESS AND DIAGNOSE PAEDIATRIC ILLNESSES
- OUTCOME 2 – ASSESS AND MANAGE NUTRITIONAL STATUS AND GROWTH
- OUTCOME 3 – ASSESS A CHILD’S DEVELOPMENT
- OUTCOME 4 – MEDICAL MANAGEMENT OF PATIENTS INCLUDING COMORBIDITIES AND HEALTH SURVEILLANCE
- OUTCOME 5 – PRESCRIBE SAFELY
- OUTCOME 6 – DEMONSTRATE CONSIDERATION FOR THE PATIENT’S BACKGROUND
- OUTCOME 7 – DEMONSTRATE THE ABILITY TO COLLABORATE ON MANAGEMENT PLANS WITHIN THE TEAM AND MDT
- OUTCOME 8 – MANAGE PAEDIATRIC PROBLEMS IN PATIENTS WITH INTELLECTUAL AND PHYSICAL DISABILITIES
- OUTCOME 9 – DEMONSTRATE APPROPRIATE DECISION-MAKING SKILLS
- OUTCOME 10 – DEMONSTRATE CLINICAL PROBLEM SOLVING
- OUTCOME 11 – CARRY OUT APPROPRIATE FOLLOW-UP TO TASKS
- OUTCOME 12 – SUPERVISE OTHER TEAM MEMBERS AS APPROPRIATE
- OUTCOME 13 – RECOGNISE AND MANAGE THE ACUTELY UNWELL OR DETERIORATING CHILD
- OUTCOME 14 – RECOGNISE RED FLAGS IN MEDICAL EMERGENCIES AND TAKE APPROPRIATE ACTION
- OUTCOME 15 – DEMONSTRATE EFFECTIVE TEACHING SKILLS IN THE CLINICAL WORKPLACE
- OUTCOME 16 – USE EVIDENCE-BASED PRACTICE
- OUTCOME 17 – EFFECTIVE TIME MANAGEMENT

### **Training Goal 2 – Paediatrics Core Skills in Communication**

- OUTCOME 1 – CLEARLY AND CONCISELY WRITE DOCUMENTATION MANAGEMENT PLANS
- OUTCOME 2 – WRITE APPROPRIATELY TO FAMILIES, GPs AND OTHERS
- OUTCOME 3 – COMMUNICATE WITH THE PATIENT APPROPRIATELY
- OUTCOME 4 – COMMUNICATE WITH FAMILIES APPROPRIATELY
- OUTCOME 5 – GIVE FEEDBACK TO NCHD COLLEAGUES
- OUTCOME 6 – GIVE FEEDBACK TO PEERS
- OUTCOME 7 – ENGAGE IN FEEDBACK CONVERSATIONS WITH COLLEAGUES
- OUTCOME 8 – PRESENT CASES
- OUTCOME 9 – COMMUNICATE DIFFICULT AND CHALLENGING DIAGNOSES

## Training Goal 1 – Paediatrics Core Skills in Assessment, Diagnosis and Management

**By the end of HST** the Trainee is expected to become proficient in the assessment, diagnosis and management of the most common paediatric cases. Proficiency in this training goal, can be demonstrated by mastering core clinical skills, such as safe prescribing, but also professional skills such as team working, decision making and time management.

### **OUTCOME 1 – ASSESS AND DIAGNOSE PAEDIATRIC ILLNESSES**

For the Trainee to be able to assess and diagnose paediatric illnesses competently.

### **OUTCOME 2 – ASSESS AND MANAGE NUTRITIONAL STATUS AND GROWTH**

For the Trainee to systematically assess the nutritional status and the growth of the patient adopting the appropriate evaluation method and to manage these accordingly.

### **OUTCOME 3 – ASSESS A CHILD’S DEVELOPMENT**

For the Trainee to accurately assess the developmental status of a patient by monitoring and screening the different areas of development.

### **OUTCOME 4 – MEDICAL MANAGEMENT OF PATIENTS INCLUDING COMORBIDITIES AND HEALTH SURVEILLANCE**

For the Trainee to manage patients presenting with comorbidities and to regularly perform screening and surveillance for early identification of illnesses and/or comorbidities.

### **OUTCOME 5 – PRESCRIBE SAFELY**

For the Trainee to develop ability to prescribe, review and monitor appropriate therapeutic interventions relevant to clinical practice including non-pharmacological therapies and preventative care.

### **OUTCOME 6 – DEMONSTRATE CONSIDERATION FOR THE PATIENT’S BACKGROUND**

For the Trainee to show awareness of potential communication problems with people of different cultural, social and ethnic backgrounds and to implement strategies to prevent barriers and/or misunderstandings.

### **OUTCOME 7 – DEMONSTRATE THE ABILITY TO COLLABORATE ON MANAGEMENT PLANS WITHIN THE TEAM AND MDT**

For the Trainee to adopt professional behaviours that foster collaboration with the team and the multidisciplinary team, with specific regard to management plans.

### **OUTCOME 8 – MANAGE PAEDIATRIC PROBLEMS IN PATIENTS WITH INTELLECTUAL AND PHYSICAL DISABILITIES**

For the Trainee to manage paediatric problems in patients with intellectual and physical disabilities.

### **OUTCOME 9 – DEMONSTRATE APPROPRIATE DECISION-MAKING SKILLS**

For the Trainee to make informed, timely and effective decisions at the appropriate level of responsibility in their clinical practice.

### **OUTCOME 10 – DEMONSTRATE CLINICAL PROBLEM SOLVING**

For the Trainee to reach a solution in a problematic scenario by availing of their background knowledge, by collecting all the information available, and by applying critical thinking. Be able to

discuss the logic behind action-taking and reflect on potential performance improvement for the future.

**OUTCOME 11 – CARRY OUT APPROPRIATE FOLLOW-UP TO TASKS**

For the Trainee to demonstrate proper identification of tasks and follow-ups as required.

**OUTCOME 12 – SUPERVISE OTHER TEAM MEMBERS AS APPROPRIATE**

For the Trainee to supervise and guide other team members as appropriate to their level of responsibility.

**OUTCOME 13 – RECOGNISE AND MANAGE THE ACUTELY UNWELL OR DETERIORATING CHILD**

For the Trainee to recognise and manage early signs of patient deterioration.

**OUTCOME 14 – RECOGNISE RED FLAGS IN MEDICAL EMERGENCIES AND TAKE APPROPRIATE ACTION**

For the Trainee to recognise, assess and manage potential life-threatening emergencies.

**OUTCOME 15 – DEMONSTRATE EFFECTIVE TEACHING SKILLS IN THE CLINICAL WORKPLACE**

For the Trainee to design and deliver effective teaching sessions availing of the appropriate teaching methods and resources.

**OUTCOME 16 – USE EVIDENCE-BASED PRACTICE**

For the Trainee to make decisions based on evidence-based practice, i.e. by using the best available, most updated and valid evidence, both in the medical and professional fields.

**OUTCOME 17 – EFFECTIVE TIME MANAGEMENT**

- a. Clinical time management: for the Trainee to manage time efficiently in clinical situations of pressure and stress, to delegate tasks appropriately.
- b. Personal time management: for the Trainee to organise their workload realistically, prioritising the most important and time-sensitive tasks.

## Training Goal 2 – Paediatrics Core Skills in Communication

**By the end of HST** the Trainee is expected to become proficient in the following paediatric communication outcomes. Proficiency in this training goal, can be demonstrated by communicating clearly, effectively and empathetically both in writing and orally, in a variety of clinical settings with colleagues, multidisciplinary team members, patients, families and third parties (agencies, social services, etc.) – where necessary.

### **OUTCOME 1 – CLEARLY AND CONCISELY WRITE DOCUMENTATION MANAGEMENT PLANS**

For the Trainee to be able to outline management plans which are accurate, complete and concise.

### **OUTCOME 2 – WRITE APPROPRIATELY TO FAMILIES, GPs AND OTHERS**

For the Trainee to demonstrate the ability to write notes and documents and letters that are clear, complete and considerate of the audience.

### **OUTCOME 3 – COMMUNICATE WITH THE PATIENT APPROPRIATELY**

For the Trainee to communicate clearly and empathetically with the patient at an age-appropriate level, maintaining confidentiality and considering the appropriate family involvement.

### **OUTCOME 4 – COMMUNICATE WITH FAMILIES APPROPRIATELY**

For the Trainee to communicate clearly and empathetically with families about clinical issues, in order to provide accurate information and educational support while appreciating patient's and families' background, needs, preferences and involvement in the decision-making process.

### **OUTCOME 5 – GIVE FEEDBACK TO NCHD COLLEAGUES**

For the Trainee to provide feedback on clinical and professional skills to NCHD colleagues, ensuring that the feedback is timely, concerns specific events/aspects and is formulated constructively.

### **OUTCOME 6 – GIVE FEEDBACK TO PEERS**

For the Trainee to provide formal and informal feedback on clinical and professional skills to peers ensuring that the feedback is discussed timely, it concerns specific events/aspects and is formulated constructively.

### **OUTCOME 7 – ENGAGE IN FEEDBACK CONVERSATIONS WITH COLLEAGUES**

For the Trainee to seek formal and informal feedback opportunities from colleagues at different levels.

### **OUTCOME 8 – PRESENT CASES**

For the Trainee to present clinical cases to colleagues as to offer a clear view of the patient's condition, including all the facts required to formulate a management plan.

### **OUTCOME 9 – COMMUNICATE DIFFICULT AND CHALLENGING DIAGNOSES**

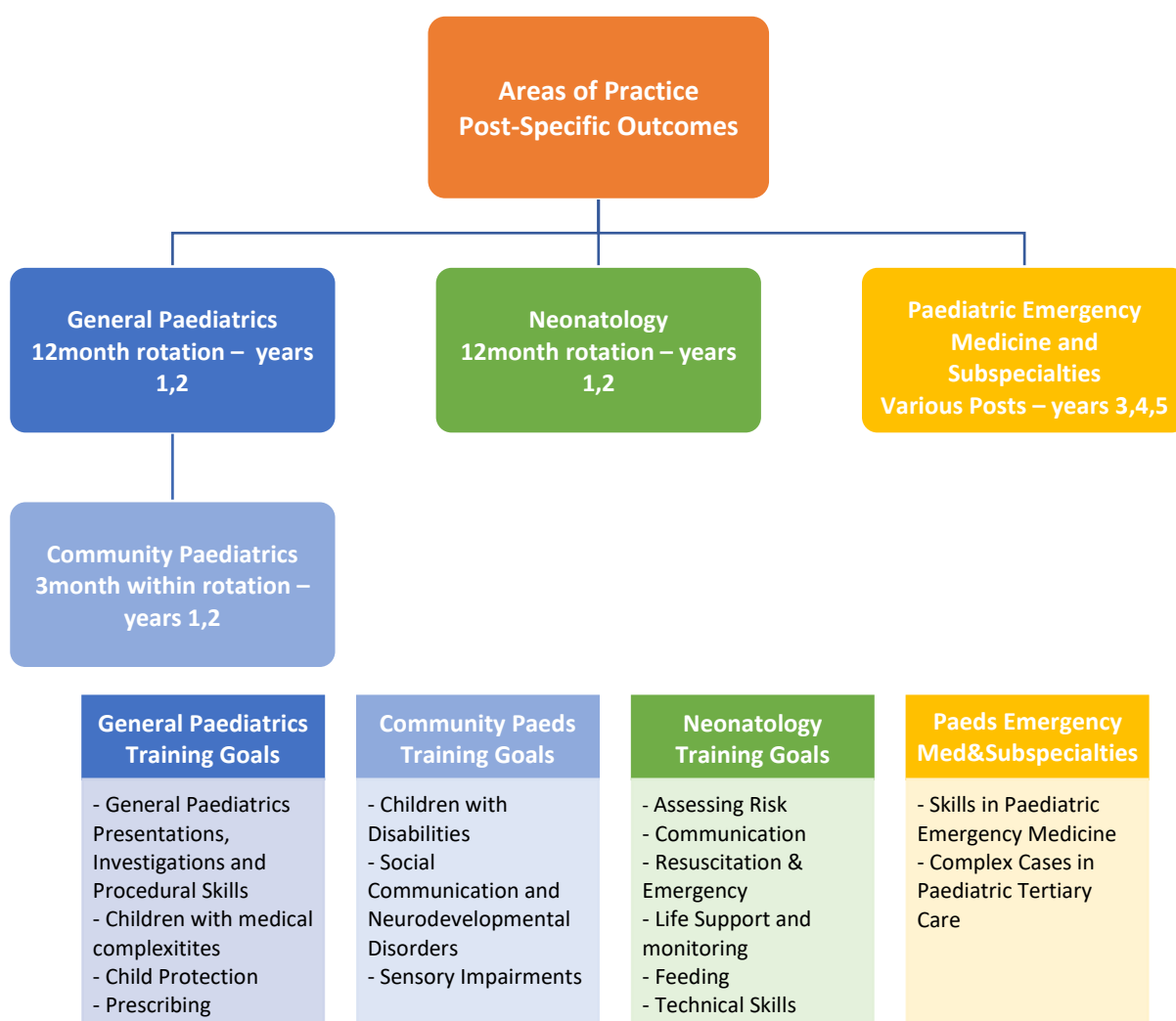
For the Trainee to break bad news to patients and/or families making sure to use plain language, avoid euphemisms, respect the patient's and or family's need for time to elaborate the information or to reiterate the information. Most importantly, for the Trainee to be empathetic and compassionate while delivering the bad news, creating an environment of support and trust.

## 5. AREAS OF PRACTICE – Post-Specific Outcomes

*This section includes a description of the goals and outcomes related to the different Areas of Practice in Paediatrics HST.*

*The Areas of Practice are: General Paediatrics, Community Paediatrics, Neonatology, Paediatric Emergency Medicine & Paediatrics Subspecialties.*

*Each area of practice is related to a post rotation, and each training goals includes outcomes specific to the experiential learning to be achieved in the different posts.*



## 5.1. Area of Practice – General Paediatrics

### **Training Goal 1 – General Paediatrics Presentations, Investigations and Procedural Skills**

- OUTCOME 1 – DIAGNOSE COMMON PAEDIATRIC PRESENTATIONS
- OUTCOME 2 – MANAGE THE ACUTELY UNWELL CHILD
- OUTCOME 3 – MANAGE THE CHRONICALLY UNWELL CHILD
- OUTCOME 4 – PERFORM GENERAL PAEDIATRIC INVESTIGATIONS
- OUTCOME 5 – PERFORM GENERAL PAEDIATRIC PROCEDURAL SKILLS

### **Training Goal 2 – Developmental Paediatrics**

- OUTCOME 1 – TAKE A COMPREHENSIVE DEVELOPMENTAL HISTORY AND ASSESSMENT
- OUTCOME 2 – RECOGNISE RED FLAGS ASSOCIATED WITH THE DEVELOPMENTAL DELAY
- OUTCOME 3 – FORMULATE A DIAGNOSTIC PLAN AND CLEARLY COMMUNICATE IT
- OUTCOME 4 – MANAGEMENT OF CHILDREN WITH LIFE-LIMITING CONDITIONS
- OUTCOME 5 – RECOGNISE NATURAL PROGRESSION OF THE UNDERLYING AETIOLOGY AND ANTICIPATORY MANAGEMENT
- OUTCOME 6 – AWARENESS OF IMPLICATION OF GENETIC DIAGNOSIS
- OUTCOME 7 – REFER FOR SPECIALIST INPUT WHEN NECESSARY

### **Training Goal 3 – Assess and Manage Patients with Medical Complexities**

- OUTCOME 1 – COORDINATE CARE OF CHILDREN WITH COMPLEX MEDICAL ISSUES AND DISABILITIES
- OUTCOME 2 – MANAGE A CHILD WITH MEDICAL COMPLEXITIES

### **Training Goal 4 – Child Protection**

- OUTCOME 1 – UNDERSTAND CHILD PROTECTION RISKS
- OUTCOME 2 – RECOGNISE THE SIGNS OF CHILD MALTREATMENT AND IDENTIFY PATHWAYS FOR ESCALATION



## Training Goal 1 – General Paediatric Presentations, Investigations and Procedural Skills

**By the end of the first two years of HST** the Trainee is expected to complete a 12month rotation in General Paediatrics. Over the course of this rotation, the Trainee is expected to become proficient in diagnosing the most common paediatric presentations.

### **OUTCOME 1 – DIAGNOSE COMMON PAEDIATRIC PRESENTATIONS**

For the Trainee to understand the pathophysiology of the presentation, recognise the clinically significant signs and symptoms and be able to provide a differential diagnosis for, common paediatric presentations.

### **OUTCOME 2 – MANAGE THE ACUTELY UNWELL CHILD**

For the Trainee to assess the acutely unwell child, initiate care and respond to difficult cases demonstrating initiative appropriate to the situation.

### **OUTCOME 3 – MANAGE THE CHRONICALLY UNWELL CHILD**

For the Trainee to provide care and understand how to access services to manage chronically unwell children.

### **OUTCOME 4 – PERFORM GENERAL PAEDIATRIC INVESTIGATIONS**

For the Trainee to select appropriate investigation and procedures to avoid unnecessary discomfort.

### **OUTCOME 5 – PERFORM GENERAL PAEDIATRIC PROCEDURAL SKILLS**

For the Trainee to perform common paediatric procedures, including, but not limited to:

- Lumbar Puncture
- Venipuncture
- IV Line Placement

## Training Goal 2 – Developmental Paediatrics

**By the end of the first two years of HST** the Trainee is expected to have completed a 3month rotation in Community Paediatrics and to have gained proficiency in the core skills of Community Paediatrics. Proficiency in this training goal, can be demonstrated mastering core clinical skills, such as developmental history taking, but also professional skills such as interdisciplinary team working and complex communication.

### **OUTCOME 1 – TAKE A COMPREHENSIVE DEVELOPMENTAL HISTORY AND ASSESSMENT**

For the Trainee to be able to take a comprehensive history of the patient and to complete an assessment of their growth and development.

### **OUTCOME 2 – RECOGNISE RED FLAGS ASSOCIATED WITH THE DEVELOPMENTAL DELAY**

For the Trainee to be able to recognise the red flags associated with the developmental delay, initiate subsequent investigations required and identify the management necessary.

### **OUTCOME 3 – FORMULATE A DIAGNOSTIC PLAN AND CLEARLY COMMUNICATE IT**

For the Trainee to formulate a diagnostic plan, including investigations -when necessary, and clearly communicate a diagnostic formulation, identification of goals and management plan to family, primary care team (GP, PHM, Social Work) and secondary care teams (CDNT, CAMHS, Hospital Specialists, etc.)

### **OUTCOME 4 – MANAGEMENT OF CHILDREN WITH LIFE-LIMITING CONDITIONS**

For the Trainee to manage children with life-limiting conditions and implement anticipatory care planning.

### **OUTCOME 5 – RECOGNISE NATURAL PROGRESSION OF THE UNDERLYING AETIOLOGY AND ANTICIPATORY MANAGEMENT**

For the Trainee to recognise the natural progression of underlying aetiology and manage anticipatory care planning (e.g., EP, cerebral palsy, muscular dystrophy, trisomy 21)

### **OUTCOME 6 – AWARENESS OF IMPLICATION OF GENETIC DIAGNOSIS**

For the Trainee to demonstrate awareness of the implication of genetic diagnosis and of how genetic disorders can affect a child's development.

### **OUTCOME 7 – REFER FOR SPECIALIST INPUT WHEN NECESSARY**

For the Trainee to refer specialists when necessary (e.g., complex tone management, feeding, orthopaedics, genetics, CAMHS, palliative care, etc.)

### Training Goal 3 – Assess and Manage Patients with Medical Complexities

**By the end of the first two years of HST** the Trainee is expected to complete a 12month rotation in General Paediatrics and to become proficient in coordinating the care of patients with medical complexities. This requires proficiency in planning and assessment, including the coordination of future visits or referrals to ensure that treatment plans are carried out. In addition, the management of such patients requires acting as a point of reference for the child and family and for sharing information with professionals and families.

#### **OUTCOME 1 – COORDINATE CARE OF CHILDREN WITH COMPLEX MEDICAL ISSUES AND DISABILITIES**

For the Trainee to coordinate the care of children with complex medical conditions and disabilities in the acute and community settings.

#### **OUTCOME 2 – MANAGE A CHILD WITH MEDICAL COMPLEXITIES**

For the Trainee to manage a child with medical complexities using a systematic approach in the acute and community setting.

### Training Goal 4 – Child Protection

**By the end of the first two years of HST** the Trainee is expected to complete a 12month rotation in General Paediatrics and to become proficient in child protection, specifically of children with developmental disorders, disabilities, complex behavioural presentations who are at risk of abuse or are being abused. Proficiency in this goal can be gained by demonstrating strong skills in working with multiple agencies, social care within the legal framework.

#### **OUTCOME 1 – UNDERSTAND CHILD PROTECTION RISKS**

For the Trainee to understand child protection risks, considering that children with disabilities and/or complexities are more exposed to risk, including medical neglect.

#### **OUTCOME 2 – RECOGNISE THE SIGNS OF CHILD MALTREATMENT AND IDENTIFY PATHWAYS FOR ESCALATION -WHEN NECESSARY**

For the Trainee to recognise different types of neglect and abuse (physical, sexual and emotional) and to be able to manage, report and refer appropriately, considering the legal aspects of abuse in Ireland.

## 5.2. Area of Practice – Community Paediatrics

### **Training Goal 1 – Assess and Manage Patients with Physical Disabilities**

**OUTCOME 1 – DIAGNOSE AND MANAGE INTELLECTUAL DISABILITY, PHYSICAL DISABILITIES AND SOCIAL COMMUNICATION DELAY**

**OUTCOME 2 – DEMONSTRATE COMPETENCE IN NAVIGATING DISABILITY SERVICES**

**OUTCOME 3 – UNDERSTAND ROLES AND RESPONSIBILITIES OF THE CDNT**

**OUTCOME 4 – IDENTIFY AND MANAGE COMORBIDITIES ASSOCIATED WITH INTELLECTUAL DISABILITY AND ASD**

**OUTCOME 5 – UNDERSTAND THE IMPACT OF SOCIAL DEPRIVATION AND DISABILITY ON FAMILIES**

### **Training Goal 2 – Assess and manage Patients with Social and Neurodevelopmental Disorders**

**OUTCOME 1 – ASSESS AND MANAGE PATIENTS DIAGNOSED WITH ASD**

**OUTCOME 2 – ASSESS AND MANAGE PATIENTS WITH ATTACHMENT DIFFICULTIES**

**OUTCOME 3 – ASSESS AND MANAGE PATIENTS WITH LEARNING DISABILITIES**

**OUTCOME 4 – ASSESS AND MANAGE PATIENTS WITH SPECIFIC LANGUAGE DIFFICULTIES**

### **Training Goal 3 – Assess and Manage Patients with Sensory Impairments**

**OUTCOME 1 – TREAT AND MANAGE PATIENTS WITH VISUAL IMPAIRMENT**

**OUTCOME 2 – TREAT AND MANAGE PATIENTS WITH SENSORINEURAL IMPAIRMENT**

## Training Goal 1 – Assess and Manage Patients with Disabilities

**By the end of the first two years of HST** the Trainee is expected to have completed a 3month rotation in Community Paediatrics and to become proficient in the assessment and management of paediatric disabilities. Proficiency in this training goal, can be demonstrated by diagnosing and managing specific disabilities, but also, understanding the different roles and responsibilities involved in care planning, and the wider impact of disabilities.

### **OUTCOME 1 – DIAGNOSE AND MANAGE INTELLECTUAL DISABILITY, PHYSICAL DISABILITIES AND SOCIAL COMMUNICATION DELAY**

For the Trainee to assess intellectual disability, physical disabilities and social communication delay using the appropriate diagnostic criteria and manage disabilities accordingly.

### **OUTCOME 2 – DEMONSTRATE COMPETENCE IN NAVIGATING DISABILITY SERVICES**

For the Trainee to demonstrate competence in navigating the disability services from local health services to specific specialist support.

### **OUTCOME 3 – UNDERSTAND ROLES AND RESPONSIBILITIES OF THE CDNT**

For the Trainee to understand the roles and responsibilities of the Children Disability Network Team (CDNT) involved and interdisciplinary working.

### **OUTCOME 4 – IDENTIFY AND MANAGE COMORBIDITIES ASSOCIATED WITH INTELLECTUAL DISABILITY AND ASD**

For the Trainee to identify and manage co-occurring conditions with intellectual disabilities and autism spectrum disorder.

### **OUTCOME 5 – UNDERSTAND THE IMPACT OF SOCIAL DEPRIVATION AND DISABILITY ON FAMILIES**

For the Trainee to understand and show awareness of the impact of disability on families in terms of social deprivation, psychological effects and economic challenges.

## Training Goal 2 – Assess and manage Patients with Social and Neurodevelopmental Disorders

**By the end of the first two years of HST** the Trainee is expected to have completed a 3month rotation in Community Paediatrics and to become proficient in the assessment and management of patients with social and neurodevelopmental disorders. Proficiency in this training goal, can be demonstrated by diagnosing and managing specific disorders along with comorbidities, using a multidisciplinary planning method.

### **OUTCOME 1 – ASSESS AND MANAGE PATIENTS DIAGNOSED WITH ASD**

For the Trainee to screen cases of patients diagnosed with autism spectrum disorder and refer for the multidisciplinary assessment, while managing comorbidities.

**OUTCOME 2 – ASSESS AND MANAGE PATIENTS WITH ATTACHMENT DIFFICULTIES**

For the Trainee to assess and manage patients with attachment difficulties by developing a multidisciplinary treatment plan that may include therapy, special education services, family counselling, parenting education etc.

**OUTCOME 3 – ASSESS AND MANAGE PATIENTS WITH LEARNING DISABILITIES**

For the Trainee to assess and manage patients with learning disabilities using the appropriate assessment tools and a multidisciplinary approach.

**OUTCOME 4 – ASSESS AND MANAGE PATIENTS WITH SPECIFIC LANGUAGE DIFFICULTIES**

For the Trainee to assess and manage patients with specific language difficulties and developmental language disorders, with a multidisciplinary approach.

### Training Goal 3 – Assess and manage Patients with Sensory Impairments

**By the end of the first two years of HST** the Trainee is expected to have completed a 3month rotation in Community Paediatrics becoming proficient in identifying when a young person may be at risk of developing a vision or hearing impairment, and in the management of such conditions. Proficiency in this training goal, can be demonstrated by interpreting results and managing patients accordingly while working with specialist colleagues.

**OUTCOME 1 – TREAT AND MANAGE PATIENTS WITH VISUAL IMPAIRMENT**

For the Trainee to treat and manage patients with visual impairment using a multidisciplinary approach.

**OUTCOME 2 – TREAT AND MANAGE PATIENTS WITH SENSORINEURAL IMPAIRMENT**

For the Trainee to investigate and manage patients with suspected hearing impairment using a multidisciplinary approach.

## 5.3. Area of Practice – Neonatology

### Training Goal 1 – Assessing Risk in Neonatology

- OUTCOME 1 – PERFORM A ROUTINE CARE OF A NEWBORN
- OUTCOME 2 – PERFORM A NEWBORN EXAMINATION
- OUTCOME 3 – UNDERTAKE ONGOING NEONATAL HEALTH CHECKS AND VACCINATION
- OUTCOME 4 – ASSESSMENT AND SPECIAL INVESTIGATIONS OF CONDITIONS

### Training Goal 2 – Communication in Neonatology

- OUTCOME 1 – PERFORM A PRENATAL CONSULT WITH A PATIENT EXPECTED TO DELIVER A BABY PREMATURELY
- OUTCOME 2 – PERFORM COLLABORATIVE PRENATAL COUNSELLING
- OUTCOME 3 – DELIVER NEWS OF ADVERSE OUTCOMES OR SYNDROME DIAGNOSIS

### Training Goal 3 – Resuscitation and Emergency in Neonatology

- OUTCOME 1 – GAIN RESUSCITATION EXPERIENCE
- OUTCOME 2 – COMPLETE THE NEONATAL RESUSCITATION PROGRAM

### Training Goal 4 – Prescribing in Neonatology

- OUTCOME 1 – ROUTINE PRESCRIBING
- OUTCOME 2 – PRESCRIBING PARENTERAL NUTRITION AND ADMINISTRATION
- OUTCOME 3 – APPROPRIATE USE OF CARDIOVASCULAR MEDICATIONS

### Training Goal 5 – Life support and patient monitoring in Neonatology

- OUTCOME 1 – DEMONSTRATE A WORKING KNOWLEDGE OF ICU EQUIPMENT
- RESPIRATORY**
- OUTCOME 2 – UNDERSTAND VENTILATION SKILLS
  - OUTCOME 3 – UNDERSTAND HIGH-FLOW NASAL CANNULA (HFNC)
  - OUTCOME 4 – UNDERSTAND CONVENTIONAL AND HIGH-FREQUENCY OSCILLATION (HFO) – DESIRABLE
- CARDIAC SUPPORT**
- OUTCOME 5 – RECOGNISE CONGENITAL HEART DISEASE PRESENTATIONS
  - OUTCOME 6 – RECOGNISE LOW BLOOD FLOW STATES
  - OUTCOME 7 – PRESCRIBE MEDICATIONS TO SUPPORT BLOOD PRESSURE UNDER SUPERVISION

### Training Goal 6 – Feeding in Neonatology

- OUTCOME 1 – DEMONSTRATE KNOWLEDGE OF FEEDING PROTOCOLS
- OUTCOME 2 – PRESCRIBE PARENTERAL NUTRITION
- OUTCOME 3 – ASSESS, DIAGNOSE AND MANAGE GASTROINTESTINAL CONDITIONS

### Training Goal 7 – Technical and Procedural Skills in Neonatology

- OUTCOME 1 – PERFORM INTUBATIONS
- OUTCOME 2 – PERFORM UMBILICAL VENOUS CATHETER
- OUTCOME 3 – PERFORM UMBILICAL ARTERIAL CATHETER
- OUTCOME 4 – PERFORM PERIPHERALLY INSERTED CENTRAL CATHETER LINE
- OUTCOME 5 – PERFORM IV CANNULATION
- OUTCOME 6 – PERFORM CHEST DRAINS AND/OR NEEDLE ASPIRATION – DESIRABLE

## Training Goal 1 – Assessing Risk in Neonatology

**By the end of the first two years of HST** the Trainee is expected to have completed a 12month rotation in Neonatology, becoming proficient in assessing risk in newborns. Proficiency in this training goal, can be demonstrated by performing routine care, examination, ongoing checks and special investigation of conditions.

### OUTCOME 1 – PERFORM ROUTINE CARE OF A NEWBORN

For the Trainee to perform routine care of a newborn, screening for neonatal disease by examination and investigation.

### OUTCOME 2 – PERFORM A NEWBORN EXAMINATION

For the Trainee to perform a thorough physical examination of a newborn, that includes every body system, carefully checking for signs of problems or complications.

### OUTCOME 3 – UNDERTAKE ONGOING NEONATAL HEALTH CHECKS AND VACCINATION

For the Trainee to undertake postnatal check-ups and ongoing health checks, including vaccination planning.

### OUTCOME 4 – ASSESSMENT AND SPECIAL INVESTIGATIONS OF CONDITIONS

For the Trainee to perform an assessment and specific interventions of conditions of a newborn such as therapeutic hypothermia in hypoxic ischaemic encephalopathy.

## Training Goal 2 – Communication in Neonatology

**By the end of the first two years of HST** the Trainee is expected to have completed a 12month rotation in Neonatology, becoming proficient in communication skills specific to neonatology. Proficiency in this training goal, can be demonstrated by communicating clearly and empathetically with the pregnant patient in the context of prenatal consultation, prenatal counselling and when delivering news of adverse outcomes or syndrome diagnosis.

### OUTCOME 1 – PERFORM A PRENATAL CONSULT WITH A PATIENT EXPECTED TO DELIVER A BABY PREMATURELY

For the Trainee to perform prenatal consultation with a patient expected to deliver a baby prematurely, providing clear explanations, acknowledging the person's experience and wishes, and providing realistic and honest answers to questions.

### OUTCOME 2 – PERFORM COLLABORATIVE PRENATAL COUNSELLING

For the Trainee to perform a collaborative prenatal counselling, applying basic principles of patient-centred communication, non-directive counselling, patient education and shared decision making, while maintaining a multidisciplinary team approach.

### OUTCOME 3 – DELIVER NEWS OF ADVERSE OUTCOMES OR SYNDROME DIAGNOSIS

For the Trainee to compassionately deliver news of adverse outcomes or syndrome diagnosis to families, making sure to use clear language, avoiding euphemisms, respecting the patient's and or family's need for time to elaborate the information or to reiterate the information.



### Training Goal 3 – Resuscitation and Emergency in Neonatology

**By the end of the first two years of HST** the Trainee is expected to have completed a 12month rotation in Neonatology, becoming proficient in neonatal resuscitations and emergencies. Proficiency in this training goal, can be demonstrated by receiving supervision while delivering resuscitation and by completing the Neonatal Resuscitation Program.

#### **OUTCOME 1 – GAIN RESUSCITATION EXPERIENCE**

For the Trainee to gain experience in resuscitation by delivering a resuscitation with the Trainer's supervision and/or by receiving feedback from other staff regarding proficiency in resuscitation.

#### **OUTCOME 2 – COMPLETE THE NEONATAL RESUSCITATION PROGRAM**

For the Trainee to successfully complete the Neonatal Resuscitation Program which conveys an evidence-based approach of newborns at birth to ensure a trainee has the appropriate skills to deal with a deteriorating baby.

### Training Goal 4 – Prescribing in Neonatology

**By the end of the first two years of HST** the Trainee is expected to have completed a 12month rotation in Neonatology, becoming proficient in different aspects of prescribing in neonatology. Proficiency in this training goal can be demonstrated by prescribing routinely, parental nutrition and cardiovascular medications.

#### **OUTCOME 1 – ROUTINE PRESCRIBING**

For the Trainee to gain experience in routine prescribing.

#### **OUTCOME 2 – PRESCRIBE PARENTERAL NUTRITION AND ADMINISTRATION**

For the Trainee to recognise when to prescribe parental nutrition and to administrate it.

#### **OUTCOME 3 – APPROPRIATE USE OF CARDIOVASCULAR MEDICATIONS**

For the Trainee to appropriately prescribe cardiovascular medications, such as inotropes.

## Training Goal 5 – Life support and patient monitoring in Neonatology

**By the end of the first two years of HST** the Trainee is expected to have completed a 12month rotation in Neonatology, becoming proficient in life support and patient monitoring. Proficiency in this training goal, can be demonstrated by developing familiarity with the settings, mechanism and uses of neonatal life support.

### **OUTCOME 1 – DEMONSTRATE A WORKING KNOWLEDGE OF ICU EQUIPMENT**

For the Trainee to demonstrate a working knowledge of ICU equipment such as transport incubators, cerebral function monitors, and resuscitaires.

### **RESPIRATORY**

#### **OUTCOME 2 – UNDERSTAND VENTILATION SKILLS**

For the Trainee to be familiar with initial settings for ventilating various categories of newborns, e.g., preterm, meconium aspiration, birth asphyxia, sepsis, etc.

#### **OUTCOME 3 – UNDERSTAND HIGH-FLOW NASAL CANNULA (HFNC)**

For the Trainee to be familiar with the physiological mechanism of action and the use of high-flow nasal cannula.

#### **OUTCOME 4 – UNDERSTAND CONVENTIONAL AND HIGH-FREQUENCY OSCILLATION (HFO) – DESIRABLE**

For the Trainee to gain experience in the use of high-frequency oscillation (HFO) – this is a desirable outcome.

### **CARDIAC SUPPORT**

#### **OUTCOME 5 – RECOGNISE CONGENITAL HEART DISEASE PRESENTATIONS**

For the Trainee to recognise congenital heart disease presentations.

#### **OUTCOME 6 – RECOGNISE LOW BLOOD FLOW STATES**

For the Trainee to recognise low blood flow states e.g., sepsis, NEC, large PDA, etc.

#### **OUTCOME 7 – PRESCRIBE MEDICATIONS TO SUPPORT BLOOD PRESSURE UNDER SUPERVISION**

For the Trainee to prescribe medications to support blood pressure under supervision.

## Training Goal 6 – Feeding in Neonatology

**By the end of the first two years of HST** the Trainee is expected to have completed a 12month rotation in Neonatology, becoming proficient in neonatal feeding. Proficiency in this training goal, can be achieved by demonstrating knowledge of feeding protocols, management of parental nutrition and of gastrointestinal conditions.

### OUTCOME 1 – DEMONSTRATE KNOWLEDGE OF FEEDING PROTOCOLS

For the Trainee to demonstrate knowledge of feeding protocols and be able to guide optimum nutrition in a special care setting.

### OUTCOME 2 – PRESCRIBE PARENTERAL NUTRITION

For the Trainee to prescribe parenteral nutrition, administration, and indications.

### OUTCOME 3 – ASSESS, DIAGNOSE AND MANAGE GASTROINTESTINAL CONDITIONS

For the Trainee to assess, diagnose and manage gastrointestinal conditions such as Necrotising enterocolitis, etc.

## Training Goal 7 – Technical and Procedural Skills in Neonatology

**By the end of the first two years of HST** the Trainee is expected to have completed a 12month rotation in Neonatology, becoming proficient in technical and procedural skills specific to neonatology. Proficiency in this training goal, can be achieved by performing a set number of procedures.

**Please note:** for the outcomes included in this subsection, the numeric minimum requirements are only indicative. Achieving the number of procedures indicated does not equate to achieving full proficiency in the procedure. The Trainee is expected to obtain feedback from their Trainer who would advise whether proficiency is achieved, or additional training is necessary.

### OUTCOME 1 – PERFORM INTUBATIONS

For the Trainee to perform a minimum of 4 intubations over the course of the 12month rotation.

### OUTCOME 2 – PERFORM UMBILICAL VENOUS CATHETER

For the Trainee to perform a minimum of 4 UVC over the course of the 12month rotation.

### OUTCOME 3 – PERFORM UMBILICAL ARTERIAL CATHETER

For the Trainee to perform a minimum of 4 UAC over the course of the 12month rotation.

### OUTCOME 4 – PERFORM PERIPHERALLY INSERTED CENTRAL CATHETER LINE

For the Trainee to perform a minimum of 4 PICC over the course of the 12month rotation.

### OUTCOME 5 – PERFORM IV CANNULATION

For the Trainee to perform a minimum of 50 IV cannulation over the course of the 12month rotation.

### OUTCOME 6 – PERFORM CHEST DRAINS AND/OR NEEDLE ASPIRATION – DESIRABLE

For the Trainee to perform chest drains and/or needle aspiration of a pneumothorax, peripheral arterial line, (lumbar puncture, urinary catheter). This is a desirable outcome, there are opportunities to achieve some of these procedures during the General Paediatrics rotation or Subspecialty rotations.

## 5.4. Area of Practice – Paediatric Emergency Medicine & Subspecialties

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*This section of the curriculum includes the Area of Practice to whom a Trainee should be exposed in years 3,4,5 of higher specialist training.*

*Trainees are expected to complete 12month post in one or more Paediatric Subspecialty including Tertiary Paediatrics. When a Tertiary Paediatrics post is completed, Trainees should complete one additional subspecialty rotation to be agreed with their Trainers.*

*A 6month post in Paediatric Emergency Medicine is recommended, where possible.*

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## Paediatric Emergency Medicine

### Training Goal – Core skills in Paediatric Emergency Medicine

#### OUTCOME 1 – TRIAGE

#### OUTCOME 2 – MANAGE ACUTE UNDIFFERENTIATED PRESENTATIONS

#### OUTCOME 3 – RECOGNISE PATTERNS OF SIGNS AND SYMPTOMS

#### OUTCOME 4 – DIFFERENTIATE MEDICAL EMERGENCIES FROM OTHER CARE

#### OUTCOME 5 – TEAM MEMBER

#### OUTCOME 6 – LEAD TEAM IN RESUSCITATION AND TRAUMA

#### OUTCOME 7 – PERFORM PROCEDURAL AND TECHNICAL SKILLS PROFICIENTLY

#### OUTCOME 8 – PERFORM COMPLETE HANDOVER OF PATIENTS

### Training Goal – Core skills in Paediatric Emergency Medicine

**Over the course of years 3,4,5 of HST** it is recommended that Trainees complete a 6month rotation in Paediatric Emergency Medicine – where possible. There are several clinical skills to be acquired in this post, proficiency in this training goal can be achieved by demonstrating understanding of the utility of triage , recognise patterns of illness presentations , formulate differential diagnoses systematically, manage resuscitation and trauma.

#### OUTCOME 1 – TRIAGE

For the Trainee to understand the triage process, its role in Paediatric Emergency Medicine and demonstrate the ability to triage their own patients by prioritizing care in a challenging environment.

#### OUTCOME 2 – MANAGE ACUTE UNDIFFERENTIATED PRESENTATIONS

For the Trainee to manage acute undifferentiated illnesses and injuries presenting to the emergency department, including medical and surgical emergencies.

#### OUTCOME 3 – RECOGNISE PATTERNS OF SIGNS AND SYMPTOMS

For the Trainee to recognise seasonality and cluster of signs for the most common acute presentations, including, but not limited to:

- Fever
- Sepsis
- Respiratory tract infections
- Asthma
- Bronchiolitis
- Head injuries
- Gastroenteritis
- Diabetic ketoacidosis

- Seizures
- Child protection

**OUTCOME 4 – DIFFERENTIATE MEDICAL EMERGENCIES FROM OTHER CARE**

For the Trainee to differentiate the acutely unwell with an intercurrent illness from the acutely deteriorating child with an emergency requiring immediate action, in a systematic way, utilizing clinical acumen and existing clinical guidelines.

**OUTCOME 5 – TEAM MEMBER**

For the Trainee to competently play a role as a team member in the structured assessment and management of a child requiring resuscitation, including requested procedures.

**OUTCOME 6 - LEAD TEAM IN RESUSCITATION AND TRAUMA**

For the trainee to acquire the skills to effectively lead a team in resuscitating and stabilising an ill or injured patient.

**OUTCOME 7 – UNDERSTAND PROCEDURAL AND TECHNICAL SKILLS PROFICIENTLY**

For the Trainee to be able to Understand procedural and technical skills, including, but not limited to the following:

- airway management
- intraosseous access
- exposure to ultrasound
- basic airway skills
- structured approach to trauma management
- radiology interpretation
- chest x ray
- infection
- lumbar puncture

**OUTCOME 8 – UNDERSTAND COMPLETE HANDOVER OF PATIENTS**

For the Trainee to Understand a complete handover of patients to the appropriate service, following a standard protocol for handover.

## Paediatric Subspecialties and Paediatrics Tertiary Care

### Training Goal 1 – Paediatric Subspecialties

**OUTCOME 1 – ASSESS, INVESTIGATE AND MANAGE PAEDIATRIC SUBSPECIALTY CASES**

**OUTCOME 2 – COORDINATE CARE AND LIAISE APPROPRIATELY WITH THE RELEVANT SUBSPECIALTY**

### Training Goal 2 – Complex Cases in Paediatric Tertiary Care

**OUTCOME 1 – ASSESS, INVESTIGATE AND MANAGE COMPLEX UNDIFFERENTIATED PATIENT**

**OUTCOME 2 – COORDINATE MDT, LIAISE PROGRESSING CARE OF THE COMPLEX PATIENT**

### Training Goal 1 – Paediatric Subspecialties

**Over the course of years 3,4,5 of HST**, Trainees can complete a maximum of 12months in one Paediatric Subspecialty.

#### **OUTCOME 1 – ASSESS, INVESTIGATE AND MANAGE PAEDIATRIC SUBSPECIALTY CASES**

For the Trainee to be able to assess, investigate and manage Paediatric Cases in the Different Subspecialties.

#### **OUTCOME 2 – COORDINATE CARE**

For the Trainee to coordinate care, liaising appropriately with the relevant MDT.

### Training Goal 2 – Complex Cases in Paediatric Tertiary Care

**Over the course of years 3,4,5 of HST**, Trainees are expected to complete 12month post in one or more Paediatric Subspecialties including Tertiary Paediatrics. When a Tertiary Paediatrics post is completed, Trainees should complete **one additional subspecialty rotation to be agreed with their Trainers**.

#### **OUTCOME 1 – ASSESS, INVESTIGATE AND MANAGE COMPLEX UNDIFFERENTIATED PATIENT**

For the Trainee to be able to assess, investigate and manage complex undifferentiated patients.

#### **OUTCOME 2 – COORDINATE MDT, LIAISE PROGRESSING CARE OF THE COMPLEX PATIENT**

For the Trainee to coordinate the MDT in the management of complex patients and liaising in the management of complex patients 'progressing care.



### Suggested Paediatric Subspecialties

Training Outcomes which are subspecialty specific can be agreed with the Trainer.

- Allergy
- Allergy/Pulmonology
- Cardiology
- Dermatology
- Child Protection
- Child Psychiatry
- Endocrinology and DM
- Gastroenterology/Hepatology
- General & Allergy
- General & Community Paediatrics
- General & Developmental Paediatrics
- General & Respiratory
- General/GI
- Haematology
- Immunology
- Infectious Diseases
- Nephrology
- Neurodevelopmental
- Neurology
- Medical Oncology
- Metabolic
- PICU
- Palliative Medicine
- Psychiatry
- Respiratory
- Respiratory and Endocrinology
- Rheumatology
- Rehabilitation

## 6. APPENDICES

## 6.1. Assessment Appendix

### Workplace-Based Assessment and Evaluations

The expression “workplace-based assessments” (WBA) defines all the assessments used to evaluate trainees’ daily clinical practices employed in their work setting. It is primarily based on the observation of trainees’ performance by trainers. Each observation is followed by a trainer’s feedback, with the intent of fostering reflective practice.

#### Relevance of Feedback for WBA

Although “assessment” is the keyword in WBA, it is necessary to acknowledge that feedback is an integral part and complementary component of WBA. The main purpose of WBA is to provide specific feedback for trainees. Such feedback is expected to be:

- **Frequent:** the opportunities to provide feedback are preferably given by directly observed practice, but also by indirectly observed activities. Feedback is expected to be frequent and should concern a low-stake event. Rather than being an assessor, the trainer is an observer who is asked to provide feedback in the context of the training opportunity presented at that moment.
- **Timely:** preferably, the feedback should be a direct conversation between trainer and trainee in a timeframe close to the training event. The trainee should then record the feedback on ePortfolio in a timely manner.
- **Constructive:** the recorded feedback would inform both trainee’s practice for future performance and committees for evaluations. Hence, feedback should provide trainees with behavioural guidance on how to improve performance and give committees the context that leads to a rating, so that progression or remediation decisions can be made.

#### Types of WBAs in use at RCPI

There is a variety of WBAs used in medical education. They can be categorised into three main groups: *Observation of performance; Discussion of clinical cases; Feedback; Mandatory Evaluations.*

As WBAs at RCPI we use *Observation of performance* via MiniCEX and DOPS; *Discussion of clinical cases* via CBD; *Feedback* via Feedback Opportunity.

*Mandatory Evaluations* are bound to specific events or times of the academic year, for these at RCPI we use: Quarterly Evaluation/End of Post Evaluation; End of Year Evaluation; Penultimate Year Evaluation; Final Year Evaluation.

#### Recording WBAs on ePortfolio

It is expected that WBAs are logged on an electronic portfolio. Every trainee has access to an individual ePortfolio where they must record all their assessments, including WBAs. By recording assessments on this platform, ePortfolio serves both the function to provide an individual record of the assessments and to track trainees’ progression.

#### Formative and Summative Feedback

The Trainee can record any WBA either as formative or summative with the exception of the *Mandatory Evaluations* (Quarterly/End of Post, End of Year, Penultimate Year, Final Year evaluations). If the WBA is logged as formative, the trainee can retain the feedback on record, but this will not be visible to an assessment panel, and it will not count towards progression. If the WBA

is logged as summative it will be regularly recorded and it will be fully visible to assessment panels, counting towards progression.

<b>WORKPLACE-BASED ASSESSMENTS</b>	
<b>CBD   Case Based Discussion</b>	<p>This assessment is developed in three phases:</p> <ol style="list-style-type: none"> <li>1. Planning: The trainee selects two or more medical records to present to the trainer who will choose one for the assessment. Trainee and trainer identify one or more training goals in the curriculum and specific outcomes related to the case. Then the trainer prepares the questions for discussion.</li> <li>2. Discussion: Prevalently, based on the chosen case, the trainer verifies the trainee's clinical reasoning and professional judgment, determining the trainee's diagnostic, decision-making and management skills.</li> <li>3. Feedback: The trainer provides constructive feedback to the trainee.</li> </ol> <p>It is good practice to complete at least one CBD per quarter in each year of training.</p>
<b>DOPS   Direct Observation of Procedural Skills</b>	<p>This assessment is specifically targeted at the evaluation of procedural skills involving patients in a single encounter.</p> <p>In the context of a DOPS, the trainer evaluates the trainee while they are performing a procedure as a part of their clinical routine. This evaluation is assessed by completing a form with pre-set criteria, then followed by direct feedback.</p>
<b>MiniCEX   Mini Clinical Examination Exercise</b>	<p>The trainer is required to observe and assess the interaction between the trainee and a patient. This assessment is developed in three phases:</p> <ol style="list-style-type: none"> <li>1. The trainee is expected to conduct a history taking and/or a physical examination of the patient within a standard timeframe (15 minutes).</li> <li>2. The trainee is then expected to suggest a diagnosis and management plan for the patient based on the history/examination.</li> <li>3. The trainer assesses the overall trainee's performance by using the structured ePortfolio form and provides constructive feedback.</li> </ol>
<b>Feedback Opportunity</b>	<p>Designed to record as much feedback as possible. It is based on observation of the trainees in any clinical and/or non-clinical task. Feedback can be provided by anyone observing the trainee (peer, other supervisors, healthcare staff, juniors). It is possible to turn the feedback into an assessment (CDB, DOPS or MiniCEX)</p>
<b>MANDATORY EVALUATIONS</b>	
<b>QA   Quarterly Assessment</b>	<p>As the name suggests, the Quarterly Evaluation recurs four times in the academic year, once every academic quarter (every three months).</p>
<b>EOP   End of Post Assessment</b>	<p>It frequently happens that a Quarterly Evaluation coincides with the end of a post, in which case the Quarterly Evaluation will be substituted by completing an End of Post Evaluation. In this sense the two evaluations are interchangeable, and they can be completed using the same form on ePortfolio.</p> <p>However, if the trainee will remain in the same post at the end of the quarter, it will be necessary to complete a Quarterly Evaluation. Similarly, if the end of a post does not coincide with the end of a quarter, it will be necessary to complete an End of Post Evaluation to assess the end of a post.</p> <p>This means that for every specialty and level of training, a minimum of four Quarterly Evaluation and/or End of Post Evaluation will be completed in an academic year as a mandatory requirement.</p>
<b>EOYE   End of Year Evaluation</b>	<p>The End of Year Evaluation occurs once a year and involves the attendance of an evaluation panel composed of the National Specialty Directors (NSDs); the Specialty Coordinator attends too, to keep records of and facilitate the meeting. The assigned trainer is not supposed to attend this meeting unless there is a valid reason to do so. These meetings are scheduled by the respective Specialty Coordinators and happen sometime before the end of the academic year (between April and June).</p>

<b>PYA  </b> <i>Penultimate Year Assessment</i>	The Penultimate Year Assessment occurs in place of the End of Year Evaluation, in the year before the last year of training. It involves the attendance of an evaluation panel composed of the National Specialty Directors (NSDs) and an External Member who is a recognised expert in the Specialty outside of Ireland; the Specialty Coordinator attends too, to keep records of and facilitate the meeting. The assigned trainer is not supposed to attend this meeting unless there is a valid reason to do so.
<b>FYE  </b> <i>Final Year Evaluation</i>	In the last year of training, the End of Year Evaluation is conventionally called Final Year Evaluation, however, its organisation is the same as an End of Year Evaluation.

## 6.2. Teaching Appendix

### Courses

- An Introduction to Health Research Methods (Year 1)
- Childhood Development Disorders (Year 2)
- Ethics for Paediatrics (Year 2)
- Ethics Foundation (Year 1)
- HST Leadership in Clinical Practice (year 3+)
- Mastering Communication (Year 1)
- Paediatric Food Allergy (if not completed during BST)
- Performing Audit (Year 1)
- Wellness Matter (Year 1-2)

### Study Days

Study days vary from year to year, they comprise a rolling schedule of hospital-provided topic-specific educational days and national/international events selected for their relevance to the Paediatrics HST curriculum.

Trainees are expected to attend the majority of the study days available and attend **at least 6 per training year.**