

Paediatric Disability Distance Learning Course Aims

Introduction to Childhood Disability and Clinical Assessment:

By the end of the Introduction to Childhood Disability, Development and Clinical Assessment course, you should be able to:

1. Reflect on your own practice, as well as the policies and practices where you work and be able to make positive changes as a result of your learning.
2. Understand concepts of disability and relate these to your work with disabled children and young people:
 - i. Be familiar with terminology of disability and theories of disability including how these have evolved over time.
 - ii. Understand the impact of cultural differences.
3. Carry out clinical assessment of potentially disabled children and young people:
 - i. Be able to take a detailed medical, family and developmental history.
 - ii. Be able to take a history of current developmental functioning across a range of domains.
 - iii. Be able to undertake a thorough physical examination and be aware of important red flags to look out for.
4. Carry out developmental assessment effectively:
 - i. Know important developmental milestones and influences affecting development.
 - ii. Know about different methods of assessment of development and understand their roles and limitations.
 - iii. Do basic developmental assessment and identify children who are following different developmental journeys than those expected for their age.
5. Communicate effectively with children, young people and their families:
 - i. Understand the principles of effective communication.
 - ii. Understand the impact on families of how we communicate new information.
 - iii. Know how to access expert tools and support to enable communication to be effective.
6. Evaluate and advise on screening and surveillance programmes relating to disability:
 - i. Understand principles of screening, surveillance and relevance of screening and surveillance to disability in order to make judgements and advise on screening and surveillance programmes.

Working with Families and Service Networks:

By the end of the Working with Families and Service Networks course you should be able to:

1. Communicate effectively with children, young people, parents and families:
 - i. Gain and maintain rapport with each child, young person, parent and carer.
 - ii. Elicit the needs, concerns and views of children, young people, their parents and carers.
 - iii. Gather accurate information.
 - iv. Maintain a smooth flow to the consultation.
 - v. Focus and direct the consultation.
 - vi. Involve children, young people and their families in all decisions about them.
 - vii. Agree outcomes that matter for the child, young person and their family and the actions to be taken to achieve these outcomes.
2. Communicate with other practitioners within health and across agencies:
 - i. Learn how to write a good report and letter.
 - ii. Work in a multidisciplinary health team and contribute to its management.
3. Evaluate local services from the child or young person and parent's point of view:
 - i. Have some understanding of disability from the perspectives of children, young people and parent carers.
4. Improve access to information for children, young people, parent carers and families:
 - i. Understand the importance of information for children, young people, parents and carers and help them access it.
 - ii. Work with the voluntary sector to support children, young people, parents and carers.
5. Critically evaluate local health services:
 - i. Understand how local health services for disabled children and young people work and about different care pathways and services in other areas.
6. Understand the roles of statutory and other services in relation to disability:
 - i. Understand the role of social care services and the ways in which they can support disabled children, young people and their families.
 - ii. Understand the role of education and how children and young people with special educational needs are assessed.
 - iii. Be aware of the local education services for disabled children and young people and the different education services available in other areas.
 - iv. Make a useful contribution to the interagency assessment of children and young people with special educational needs.
 - v. Understand the importance of coordinated care and take steps to improve care coordination for children and young people in your care.
 - vi. Advise families on resources available to them.

The Epilepsies:

By the end of the Epilepsies: Diagnosis, Description, Management and Disability course you should be able to:

1. Understand what the epilepsies are and are not, what causes them, how to accurately describe them and to integrate these elements into clinical practice:
 - i. Be able to distinguish epilepsies from other similar conditions.
 - ii. Understand some theories about the underlying mechanisms of epilepsies.
 - iii. Be able to classify most seizures, epilepsy syndromes and their aetiology, using the ILAE 2017 and 2022 classification systems.
2. Assess and manage children and young people with epilepsy:
 - i. Be able to investigate and start treatment appropriately.
 - ii. Be able to look for and manage conditions associated with epilepsies, working with the multidisciplinary team.
 - iii. Be aware of and know how to use protocols for managing status epilepticus.
3. Make informed judgements within this area of paediatric disability, knowing when to ask for help and when to refer on.
 - i. Understand the principles of drug treatment and when to refer for more specialised advice.
 - ii. Understand the principles of surgical management and which children and young people to refer.
4. Critically evaluate local health services and identify gaps.
5. Contribute to service development and present a case for this.
6. Provide effective, relevant and evidence-based advice for colleagues in education settings.

The Cerebral Palsies:

By the end of the Cerebral Palsies course, you should:

1. Understand the pathology and pathophysiology relating to the cerebral palsies and synthesise this into clinical practice.
 - i. Understand the different types of cerebral palsies and terminology relating to cerebral palsies.
 - ii. Understand the possible aetiological mechanisms of cerebral palsies and be able to counsel parents about these.
2. Understand how epidemiological principles apply in the field of the cerebral palsies and use this in other fields.
3. Assess and manage children and young people with cerebral palsies.
 - i. Be able to work in a multidisciplinary team in the management of children and young people with cerebral palsies, including associated impairments.
 - ii. Be able to help in the decision making about drug management.
 - iii. Understand the role of gait analysis orthopaedic surgery and neurosurgery.
4. Make informed judgements within this area of neurodisability, knowing when to ask for help and when to refer on.
5. Critically evaluate local health services.
6. Contribute to service development and present a case for this.
7. Provide effective advice to education.

Motor Disorders:

By the end of the Motor Disorders course, you should be able to:

1. Understand the pathology and pathophysiology relating to motor disabilities and synthesise this into clinical practice.
 - i. Have knowledge of common movement disorders.
 - ii. Have knowledge of the more common disorders affecting the spine, nerves and muscles.
 - iii. Be able to recognise the common ways in which affected children and young people present to medical service.
2. Assess and manage children and young people with motor disabilities.
 - i. Be able to predict and prevent at least some of their long-term effects.
 - ii. Understand ways to improve the quality of life of the affected children and young people and be able to help the families and/or carers.
3. Make informed judgements within this area of neurodisability, knowing when to ask for help and when to refer on.
4. Critically evaluate local health services.
5. Contribute to service development and present a case for this.
6. Provide effective advice to education services.

Intellectual Disabilities:

By the end of the Intellectual Disabilities course, you should be able to:

1. Understand the nature and aetiology of intellectual developmental disabilities and relate this to clinical practice.
 - i. Have an understanding of the principles of psychometric testing, when to use it, its limitations and scope for interpretation and misinterpretation.
 - ii. Have some knowledge of the aetiology of intellectual developmental disabilities and the role of genetics.
2. Assess and manage children and young people with intellectual developmental disabilities.
 - i. Be able to investigate appropriately.
 - ii. Be able to approach diagnosis and management of children and young people with different syndromes and to manage those without a diagnosis.
3. Contribute to service development and present a case for this using evidence-based methodology.
4. Make informed judgements within this area of neurodisability, knowing when to ask for help and when to refer on.
5. Provide effective advice to education.
6. Critically evaluate local health services relating to children and young people with intellectual developmental disabilities.

ADHD and specific developmental difficulties with learning and coordination: Hidden disabilities?:

After completing the ADHD and associated developmental differences course, you should be able to:

1. Understand the pathology and pathophysiology relating to ADHD and associated developmental differences and synthesise this into clinical practice.
 - i. Understand the relationship between the developmental differences.
 - ii. Understand the associated conditions and the outcomes.

2. Assess and manage children with ADHD and developmental differences.
 - i. Recognise the many ways in which affected children first present to medical services.
 - ii. Be able to approach assessment and management.
 - iii. Be sensitive of the effects on the child and family.
 - iv. Understand the issues around medication, including optimisation and measurement-based care and be able to advise appropriately on medication.

3. Contribute to service development.

4. Make informed judgements within this area of neurodisability, knowing when to ask for help and when to refer on.

5. Provide effective advice to education.

6. Critically evaluate local health services.

Autism, Speech, Language and Communication:

By the end of the Autism, Speech, Language and Communication Needs course, you should be able to:

1. Understand the nature of children's communication needs and relate these to the assessment and support of children, young people and their families and their participation in learning, activities and life skills.
2. Understand the nature and typical development of all aspects of communication, including non-verbal communication.
3. Understand different types of language and communication disorders.
4. Understand the concept of the autistic spectrum and what it includes.
5. Support the assessment and management of children and young people with speech, language and communication needs.
6. Be able to approach the evaluation of their language development.
7. Be aware of the different ways of assessing children with language disorders and communication conditions.
8. Be able to manage children and young people with communication needs as a member of a team and understand the various roles and responsibilities.
9. Be able to provide input as part of a team, into the assessment and management of autistic children and young people.
10. Make informed judgements within this area of neurodisability, knowing when to ask for help and when to refer on.
11. Provide effective advice to education, health and other services from the perspective of your specific role.
12. Critically evaluate local health and other services and contribute to service development.

Vision:

By the end of the Vision course, you should be able to:

1. Understand the pathology and pathophysiology relating to vision impairments and synthesise this into clinical practice:
 - i. Normal development of vision.
 - ii. The terms used to describe vision.
 - iii. Understand the broad range of conditions which may cause severe visual impairment in children.
 - iv. Understand how and when visual disorders are identified in childhood.
 - v. Understand the classification of visual impairment and the main ways of assessing acuity in children.
 - vi. Understand the basis of refractive errors and squint.

2. Assess and manage children and young people with vision impairments:
 - i. Be competent in the medical assessment of children and young people with possible vision impairments.
 - ii. Be alert to vision impairments in children and young people with multiple disabling conditions.
 - iii. Be aware of the particular difficulties experienced by the child or young person with multi-sensory impairment.
 - iv. Be able to contribute to a team managing children and young people with vision impairments.
 - v. Be able to work constructively with the education services for children and young people with vision impairments.

3. Make informed judgements within this area of neurodisability, knowing when to ask for help and when to refer on.

4. Critically evaluate local health services.

Hearing:

By the end of the Hearing course, you will be able to:

1. Understand the pathology and pathophysiology relating to hearing impairments and synthesise this into clinical practice:
 - i. Normal development of hearing.
 - ii. The terms used to describe hearing.

2. Assess and manage children and young people with hearing impairments:
 - i. Be competent in the medical assessment of children and young people with possible hearing impairments.
 - ii. Be alert to hearing impairments in children and young people with multiple disabling conditions.
 - iii. Be aware of the particular difficulties experienced by the child or young person with multi-sensory impairment.
 - iv. Be able to contribute to a team managing children and young people with hearing impairments.
 - v. Be able to work constructively with the education services for children and young people with hearing impairments.

3. Make informed judgements within this area of neurodisability, knowing when to ask for help and when to refer on.

4. Critically evaluate local health services.

Acquired Disabilities and Wider Needs:

By the end of the Acquired Disabilities and Wider Needs course, you should be able to:

1. Understand about a range of acquired disabilities and synthesise this new knowledge into clinical practice.
 - i. Understand the role of the disability paediatrician in the care of children and young people with non-neurological disability.
2. Make informed judgements within this area of disability, knowing when to ask for help and when to refer on.
3. Contribute to the management of challenging behaviours in disabled children and young people and know how to refer for specialist assessment and management appropriately.
4. Learn how sleep may be affected in disabled children and young people and develop an awareness of an approach to assessment of sleep disorders (neurological, respiratory and behavioural).
5. Understand the implications of pain management in disabled children and young people and how to help.
6. Be able to support children and young people with technological dependencies and their families.
7. Be able to participate in care for children and young people with life-limiting conditions, including end-of-life care.
8. Be able to discuss and prepare emergency health care plans for children and young people with the most complex needs.
9. Be able to help families with the death of their child in practical ways and in emotional support.
10. Critically evaluate local health services.

Links beyond the Disability Team:

By the end of the Links beyond the Child Development and Disability Team course, you will be able to:

1. Within the context of childhood disability, manage aspects of safeguarding, alternative parenting and transition to adult life, and liaise appropriately with other services:
 - i. Understand safeguarding needs relating to childhood disability and be able to contribute to the prevention, identification and management of the abuse of disabled children and young people.
 - ii. Understand the needs of disabled children and young people in the care of social services and be able to contribute to the welfare of disabled children and young people who are looked-after.
 - iii. Understand the needs of adopted disabled children and young people and be able to contribute to the adoption assessment process and follow up.
 - iv. Understand the challenges and opportunities facing disabled young people as they become adults and be able to contribute to the preparation of disabled young people for adult life.
 - v. Understand the needs of young people and their families at transition to adult services.

2. Advocate for and with disabled children and young people; communicate with children and young people with a spectrum of communication methods.
 - i. Understand and practice advocacy for disabled children and young people.
 - ii. Understand the importance of communication with disabled children and young people to seek out their ideas, wishes, feelings and promote their self-advocacy.

3. Critically evaluate local health services.