

A Framework of Competences for the Special Interest Module in Young People's Health

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1 Introduction

Who is this book for?

It is for doctors at Level 3 in their General Paediatric or Community Child Health training who wish to work towards an expertise in Young People's Health during Level 3 training. It is also there to guide tutors and educational supervisors.

Why do I need it?

This book gives you and your tutors' guidance about the competencies you need to cover **in addition** to the Framework of Competencies for Level 3 Training in General Paediatrics or Community Child Health. It gives you a clear picture of what you have to achieve by the end of this module of training in order to have expertise in this area.

How do I use the book?

You can sit down with the book on your own and use it to help you identify areas of practice that you need to work on and those areas in which you feel fairly confident. You can talk to your tutor about the balance of your experiences and look for ways to ensure you cover all areas you need to. It should be used by Schools and Educational Supervisors to ensure that a programme of training is developed in Level 3 which will allow the trainees to achieve these competencies. In determining this programme, liaison with the relevant CSAC is important. In the appendix, there is guidance for training in the module which the programme must adhere to.

Progression

Following completion of Level 3 training and the module, the CCT holder should be competent to take up a post as

- a) A General Paediatrician or a General Paediatrician with a Special Expertise in this area, or
- b) A Community Paediatrician or a Community Paediatrician with a Special Expertise in this area.

It is expected that there will be a requirement in paediatric services for consultants with special expertise provided by the module. Such posts will usually form part of a Regional Specialty Network including working with accredited sub-specialties in this area.

A note about the format of this document

This framework sets out the additional competencies which should be achieved by the end of Level 3 training. The trainee also has to achieve all the competencies in the Level 3 General Paediatric or Community Child Health Framework.

Assessment

The RCPCH Assessment Strategy (PMETB approved) for Level 3 Training will be used. Trainees working with their educational supervisors should ensure that the Assessment Strategy is tailored to cover the area of Special Expertise as well as General Paediatrics or Community Child Health and that learning and assessment are well documented within the e-portfolio.

Pilot

This special expertise module is being introduced as a pilot. The College will be seeking feedback from the Trainees, Educational Supervisors, Schools of Paediatrics, CSACs and potentially in future from Employ NHS Trusts and Regional Networks. This will look at:

1. Need for training in this module
2. Addition or omission of competencies unique to the module
3. Feasibility of delivering the module within Level 3 General Paediatric or Community Child Health training
4. Usefulness of the standards for training for the module.
5. Outcome of trainees undertaking the module
6. Need for revision of the competencies
7. Need for further assessment

Note on Terminology

Within this document the terms adolescent / adolescence and young people are used interchangeably to denote the period of life between 10 – 19 years.

2 General Competencies in Young People's Health

2.1 Knowledge and Understanding

By the end of Level 3 module in Young People's Health, trainees will:

- 2.1.1 understand the anthropology and concepts of adolescence
- 2.1.2 understand the position of adolescents within society and the influence of socioeconomic status, gender, culture and ethnicity on health and illness
- 2.1.3 identify and examine key policy documents relating to young people
- 2.1.4 be able to advocate for, and practice, early detection, intervention, and prevention of the major forms of injury and violence by and to young people

2.2 Communication Skills

By the end of Level 3 module in Young People's Health, trainees will:

- 2.2.1 be able to interpret behaviour as a form of communication and be able to respond to this appropriately when interviewing, examining and assessing young people
- 2.2.2 recognise the significance of not attending medical appointments, understand this behaviour in the context of young people's psychosocial development and be able to respond appropriately
- 2.2.3 be able to develop an effective relationship to allow young people to participate in their own care planning and delivery
- 2.2.4 develop specific skills in conducting consultations in such a way that a young person and their family feel able to talk about difficult, sensitive or complex emotional issues

3 Specific Clinical Competencies in Young People's Health

3.1 Development

By the end of Level 3 Training in Young People's Health, trainees will:

- 3.1.1 understand normal adolescent bio-psycho-social development and its impact upon health and illness
- 3.1.2 have specific skills in assessing the physical, psychological and social development of young people and be able to identify abnormal development
- 3.1.3 understand exploratory (or risk) behaviours and their relationship to adolescent development
- 3.1.4 understand biological development in adolescence and its relationship to psychosocial development
- 3.1.5 understand biological development in adolescence and consider how the pharmacokinetics may differ from younger children and adults

4 Specialty Specific Competencies in Young People's Health

4.1 Legal framework (Consent, Confidentiality, Ethics and Safeguarding)

Consent & confidentiality

By the end of Level 3 module in Young People's Health, trainees will:

- 4.1.1 understand, apply and provide guidance to other healthcare professionals on the principles and legal aspects of consent, assent and confidentiality in young people
- 4.1.2 understand practical issues related to delivery of confidential services for young people
- 4.1.3 have developed strategies to manage health care beliefs which are in conflict with either healthcare professionals or the family of a young person, when to seek support and where to find legal and ethical guidelines to support their work be able to follow the principles and legal aspects of obtaining informed consent in young people

Ethics and safeguarding in adolescence

By the end of Level 3 module in Young People's Health, trainees will:

- 4.1.4 understand specific issues relating to safeguarding for young people
- 4.1.5 be aware of the health needs and rights of vulnerable and exploited young people
- 4.1.6 be aware of and use an ethical framework for approaching adolescent health care, particularly in relationship to sexual and reproductive health issues

4.2 Health promotion and advocacy

By the end of Level 3 module in Young People's Health, trainees will:

- 4.2.1 have shown a commitment to a policy of advocacy for a healthy lifestyle in young people and for the protection of their rights
- 4.2.2 understand the concepts of exploratory behaviours, risk behaviours, resilience and protective factors in the context of adolescent development

4.3 Long term conditions & transition

By the end of Level 3 module in Young People's Health, trainees will:

- 4.3.1 recognize the interrelated impacts of long term conditions and/or disability and adolescent development
- 4.3.2 understand quality of life and ethical issues affecting a young person with a long term condition and/or disability
- 4.3.3 recognise the impact of long term conditions and/or disability on education/vocational developmental milestones
- 4.3.4 understand the implications of long term conditions and/or disability and related therapy for sexual function, sexual and reproductive health (including contraception, fertility, pregnancy and heredity issues)
- 4.3.5 be able to contribute to the team working in partnership with young people and their families to facilitate transition from paediatric to adult care for young people with long term conditions and/or disability
- 4.3.6 be aware of the evidence base to support transition
- 4.3.7 acknowledge the different cultures of paediatric and adult health care and the different perspectives of the key stakeholders including adult health care providers and primary care.
- 4.3.8 understand the physical, psychosocial, educational/vocational aspects of transition and the impact of Young People's development on these aspects
- 4.3.9 have developed skills in young person centred transition planning with the young person, parent, other professionals and agencies including education, social services and primary care
- 4.3.10 have developed skills in nurturing transition, resilience and self-management skill development in young people with long term conditions and/or disability
- 4.3.11 acknowledge the expertise of the individual young person with a long term condition and/or disability

4.4 Concordance / Adherence

By the end of Level 3 module in Young People's Health, trainees will:

- 4.4.1 understand factors which influence young people and parents or carers in their approach to following prescribed management and treatment plans
- 4.4.2 have developed strategies to help young people and their families to follow agreed management and treatment plans e.g. motivational interviewing
- 4.4.3 understand issues related to prescribing and use of medicines in young people including issues related to dose, risks & benefits

4.5 Young people friendly services

By the end of Level 3 module in Young People's Health, trainees will:

- 4.5.1 understand and detail the basic elements of young people friendly health services
- 4.5.2 be able to identify the key training needs for staff to be able to deliver young people friendly services
- 4.5.3 understand the relevant articles of the United Nations convention on the Rights of the Child to the entitlement of young people to participate in decisions that affect them and the duty of health care professional to uphold them
- 4.5.4 understand the need for multi-agency working, particularly with vulnerable young people
- 4.5.5 understand how to assess the youth friendliness of health services and the need for ongoing evaluation of services
- 4.5.6 be able to identify ways of involving young people in developing, running and evaluating services
- 4.5.7 be able to identify and employ strategies to implement young people friendly health services
- 4.5.8 be able to identify the benefits of community-based drop-in services for young people

4.6 Sexual & reproductive health

By the end of Level 3 module in Young People's Health, trainees will:

- 4.6.1 understand the need to provide access for young people to confidential contraceptive and sexual health advice services that are tailored to meet their needs
- 4.6.2 know about the range and epidemiology of normal sexual behaviour in adolescence
- 4.6.3 understand contraceptive and sexual health issues and know where appropriate advice might be sought
- 4.6.4 understand issues relating to gender and sexual identity in young people and the impact of physical health and emotional wellbeing
- 4.6.5 understand the laws relating to termination of pregnancy, sexually transmitted infections (STIs), consent, child protection and the Sexual Offences Act 2003
- 4.6.6 know how to take a history and provide services to vulnerable young people, and be aware of assessing and providing services to potential victims of sexual assault
- 4.6.7 identify specific adolescent issues related to the presentation, diagnosis, and management of STIs in young people
- 4.6.8 be able to demonstrate an understanding of the specific health needs of teenage parents
- 4.6.9 be able to demonstrate an awareness of diagnosis and management of common adolescent gynaecological problems

4.7 Self-harm and common mental health problems

By the end of Level 3 module in Young People's Health, trainees will:

- 4.7.1 understand and recognise the ways in which mental health problems and psychiatric disorders in adolescence may present including the common signs of mental health disorders in young people
- 4.7.2 know about the organisation of mental health services and their relationship to primary care and paediatric services
- 4.7.3 understand the psychosocial and safeguarding risk assessment when young people present after an episode of self harm
- 4.7.4 be able to recognise and know the principles of managing common emotional and behavioural problems, including depression, anxiety, ASD, ADHD.

4.8 Substance use and misuse

By the end of Level 3 module in Young People's Health, trainees will:

- 4.8.1 understand the value of substance use from a young person's viewpoint, and the consequences of substance use and misuse at the physical, cognitive, psychosocial and legal levels
- 4.8.2 be able to define the health professionals' role in preventing adolescent substance misuse at the individual and community levels
- 4.8.3 be able to communicate effectively with a young person about substance use and implement an appropriate intervention plan as needed

4.9 Weight and shape in adolescence: Eating Disorders & Obesity

By the end of Level 3 module in Young People's Health, trainees will:

- 4.9.1 be aware of the presentation of Type 2 diabetes during adolescence
- 4.9.2 be able to recognise features in the presentation of obesity which suggest serious pathology and initiate appropriate investigation
- 4.9.3 be able to describe the normal range of adolescent body shape, and place in context of cultural and social influences on body image
- 4.9.4 develop specific skills in the recognition, initial assessment and management of disordered eating in young people
- 4.9.5 be aware of the characteristics of common eating disorders and how to assess and diagnose them in young people
- 4.9.6 be able to recognise the signs and symptoms of acute malnutrition and be able to perform an assessment of physical risk
- 4.9.7 understand refeeding syndrome and be able to manage issues related to the refeeding of underweight young peoples
- 4.9.8 be aware of the legal and ethical frameworks in which treatment of eating disorders is carried out
- 4.9.9 understand the principles of developing a treatment plan for a young person with an eating disorder, and communicate effectively with all the people involved to implement it

4.10 Common medical problems & symptoms in adolescence

By the end of Level 3 module in Young People's Health, trainees will:

- 4.10.1 understand specific health issues and conditions of adolescence
- 4.10.2 understand normal and abnormal variations in common somatic symptoms in adolescence, including fatigue, headache, sleep problems, abdominal and musculoskeletal pain (including back pain)
- 4.10.3 recognise features in the presentation of chronic or recurrent abdominal pain that suggest the relative likelihood of different aetiologies, and be able to formulate an appropriate investigation and management plan
- 4.10.4 be able to recognise the presentation of both chronic fatigue syndrome and generalised idiopathic pain syndromes. Know how to explain the diagnosis to the young person and their family and contribute to ongoing management be able to manage and contribute as part of a team to the ongoing management of children and young people with somatisation disorders
- 4.10.5 identify strategies for the management of common somatic symptoms in adolescence
- 4.10.6 be able to describe a differential diagnoses for persistent fatigue in adolescence and know how to appropriately investigate
- 4.10.7 be aware of the key features of a management programme for a young person with CFS/ME and chronic idiopathic pain syndromes
- 4.10.8 be able to diagnose and manage common dermatological conditions affecting young people including an understanding of the psychosocial aspects

Appendix 1

Paediatric Standards Checklist

These standards were derived to assist in the assessment of the paediatric training standards in your deanery

Speciality: Special Study Module in Young People's Health

The Programme (which may consist of several posts) should provide:

1. Supervision	✓/✗
1.1. An educational supervisor that is a Paediatric Consultant trained in assessment and appraisal	
1.2. An educational supervisor who provides an average of 1 PA per 4 trainees per week of educational supervision	
1.3. Evidence that the assessment strategy is being delivered	
1.4. Trainers receive appropriate training on the delivery of the assessment strategy	
2. Other Personnel	
2.1. A minimum of 2 consultants with sufficient expertise and interest in Young People's health to support and supervise a trainee. (<i>Note this may include paediatricians and non-paediatricians without a formally recognised interest in Young People's health, but who have enough clinical contact with young people to be able to support the trainee</i>). Supervising consultants would ideally be members of the Young People's Special Interest Group of the RCPCH.	
2.2. Paediatric dietician, a psychologist or links with CAMHS, youth worker, speciality nurses working with young people with long term conditions and / or other professionals allied to medicine with expertise in young people's health	
3. Service requirements and facilities	
3.1. Specialty specific requirements of subspecialty department: A service which sees young people on an inpatient and/or outpatient basis	

<p>3.2. Specialty specific requirements of related clinical departments that are involved in delivery of the curriculum:</p> <p>Close links with clinics managing long term conditions, CAMHS and sexual health services.</p>	
<p>3.3. Specialty specific requirements of service departments relevant to delivery of curriculum (e.g. investigation departments, PAMs departments, surgery or anaesthesia):</p> <p>Not applicable</p>	
<p>3.4. Specialty specific requirements of clinical networks:</p> <p>Not applicable</p>	

<p>4. Educational activities and training</p>	
<p>4.1. Specialty specific clinical exposure required to provide sufficient learning opportunities(NB if giving workload data ensure it is explicit whether this is number per annum or number trainee would be expected to be exposed to over entire programme):</p> <p>See and manage newly diagnosed young people with common biopsychosocial disorders of adolescence (e.g. Eating and Weight disorders, CFS/ME, chronic idiopathic pain syndromes, Medically Unexplained Physical Symptoms, Self Harm, Substance Misuse)</p> <p>Attend two participation events with young people</p> <p>Attend at least four sexual health clinics</p> <p>Attend at least four sessions of any of the following psychological therapies (individual therapy, family therapy, cognitive behavioural therapy, psychodynamic therapy, motivational interviewing)</p> <p>Experience of at least two models of transition services e.g. transition clinic, MDT meeting. The trainee should have the opportunity to refer this learning back to their own area of interest.</p>	
<p>4.2. Specialty specific requirements for structured training opportunities to include courses:</p> <p>Complete appropriate sessions from all modules of the Adolescent Health Project to be decided with educational supervisor</p>	

<p>4.3. Specialty specific requirements for other experiential learning(excluding clinics and ward rounds):</p> <p>Experience of an eating disorders service/paediatric dietician/weight management programme seeing young people with eating disorders and weight management problems</p> <p>Experience of a service managing young people with CFS/ME and/or chronic idiopathic pain e.g. school meeting / home visit with CFS/ME worker</p> <p>Experience of a service providing assessment and management of young people who self harm e.g. observe a comprehensive risk assessment by a mental health professional</p> <p>Experience of an alcohol and substance misuse service seeing young people</p> <p>Experience of sexual health services for young people e.g. genitourinary medicine / sexual health clinic, family planning clinics, drop in or outreach service, unplanned pregnancy service</p> <p>Experience of a service for young people with learning disability, autistic spectrum disorders, ADHD and with common mental health problems affecting young people</p> <p>Experience of services for looked after children and care leavers</p> <p>Experience of the role of Youth Justice System e.g. Youth Offending Team, young people in secure accommodation</p>	
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<p>5. Working patterns</p>	
<p>5.1. Safe cover arrangements for paediatric department out of hours in line with RCPCH guidance</p>	
<p>5.2. Evidence of compliance with existing employment rules to working time</p>	
<p>5.3. Working intensity and pattern that is appropriate for learning</p>	
<p>5.4. Access to sub-specialty training time which allows achievement of the competencies throughout the programme</p>	
<p>5.5. This post forms part of a complete paediatric training programme which provides a minimum of 5 years of acute clinical experience, including out of hours</p>	

6. Specific Post requirements	
6.1. For specialty training this post should permit acquisition of all required clinical competencies. It is envisioned that this training will be spread over a period of 18 months during which time the trainee will also be working towards general paediatric or community competencies.	

<p>7. Enabled to learn new skills, necessary skills and curriculum coverage (speciality specific)</p> <p><i>This section can be used to highlight marker conditions to which trainee should be exposed or the numbers of cases/procedures that trainee will be expected to see/do. Ensure that it is clear whether any numbers are for whole training programme or per annum</i></p>	
<p>7.1. Specialty specific marker conditions trainee should be exposed to:</p> <p>Eating Disorders - 5</p> <p>Obesity - 5</p> <p>CFS/ME - 5</p> <p>Self Harm -10</p> <p>Alcohol and substance misuse - 5</p> <p>Teenage Pregnancy - 5</p> <p>Suspected Sexually Transmitted Infection - 5</p> <p>Long term conditions - 20</p> <p>Developmental disorders (ASD, ADHD) - 5</p> <p>Common mental health conditions excluding self harm - 5</p> <p>Medically Unexplained Physical Symptoms, Conversion Disorder - 5</p> <p>Acne - 5</p> <p>Pubertal disorders e.g. pubertal delay or precocious puberty - 5</p>	

8. Access to clinics and ward rounds and long term care of patients	
<p>8.1. <i>Specialty specific numbers and types of clinics expected to attend (including outreach clinics):</i></p> <p>See and review at least 100 young people with acute or long term health conditions including 5 in depth reviews of patients with complex biopsychosocial disorders (e.g. eating disorders, obesity, CFS/ME, self harm, substance misuse, medically unexplained physical symptoms)</p> <p>Attend at least 12 clinics with 4 or more young people in a 6 month period</p>	
<p>8.2. <i>Specialty specific combined clinics expected to attend:</i></p> <p>This will depend on the setting and appropriateness for each trainee should be discussed with their educational supervisor</p>	
<p>8.3. <i>Specialty specific ward rounds consultant led and independent per week:</i></p> <p>This will depend on the setting and appropriateness for each trainee should be discussed with their educational supervisor</p>	
<p>8.4. <i>Specialty specific involvement in transitional care:</i></p> <p>Attachment over a period of at least a year to a service which manages young people with a long term condition/s including an in depth experience of their transitional care model.</p>	

9. Meetings	
<p>9.1. <i>Specialty specific number and types of MDT meetings expected to be exposed to:</i></p> <p>Attend at least 4-8 MDT meetings for young people in an eighteen month period</p>	
<p>9.2. <i>Specialty specific multi-professional meetings expected to be exposed to:</i></p> <p>Attend at least 4-8 multi-professional meetings for young people in an eighteen month period</p>	

10. Clinical audit	
<p>10.1. Complete and present two audit projects on an area of practice with specific relevance to the health of young people.</p>	

11. Teaching appraising and assessing		
11.1.	Deliver formal and informal teaching on topics relevant to young people's health to a range of health workers and professionals in a range of settings	
11.2.	Be involved in the assessment of others in respect to their management of young people	
11.3.	Be involved in the appraisal of others in respect to their management of young people	

12. Research		
12.1.	Involvement in research involving young people within the period of training would be desirable	

13. Management		
13.1.	Involvement in service development and improvement for young people	
13.2.	Involvement in the participation of young people in health services	
13.3.	Involvement in development of local and national policy and guidance for the healthcare of young people would be desirable	
13.4.	Involvement in the governance of health services for young people (e.g. quality, risk and safety assessments, responding to complaints, responding to critical incident reports)	

X-ref	Comments