

RCPCCH Progress

Paediatric curriculum for excellence

Health promotion & illness prevention

Curriculum overview

	Learning outcome	Key capabilities
Level 1	Advises on and promotes healthy behaviour from early years to adulthood.	<ul style="list-style-type: none"> • Understands the factors which contribute to child health inequalities and the consequences of those inequalities in terms of disability, life expectancy and health economics. • Understands the effects of the environmental, economic and cultural contexts of health and healthcare on illness prevention. • Understands the factors involved in global health
Level 2	Considers the potential impact of cultural, social, religious and economic factors on child and family health.	<ul style="list-style-type: none"> • Interacts effectively with children, young people and their families from a broad range of socioeconomic and cultural backgrounds, including via translators and interpreters when required. • Applies knowledge of how cultural, social, religious, environmental and economic factors impact child and family health. • Applies knowledge of the health system to promote child physical and mental health and disease prevention.
Level 3	Demonstrates leadership in the promotion of health and well-being practices in the wider community.	<ul style="list-style-type: none"> • Demonstrates understanding of the systems that enable clinicians to analyse data relating to the patients under their care. • Applies health information data to a wider community, whether this be regional, national or international. • Evaluates the way that patients and families use the health system and adapts practice to encourage self-management and early intervention.

Underpinning knowledge



Useful training and resources

- RCPCH clinical course:
'How to manage' Childhood obesity
- RCPCH Healthy Child Programme – eLearning
- RCPCH Healthy development in young people (substance misuse) – eLearning
- Useful reading:
<https://doi.org/10.1016/j.paed.2010.01.006>
- Child public health and social paediatrics. Two day course at Imperial College London, 20-21 May 2019



Health Promotion

- The process of enabling people to increase control over and to improve their health
- Paediatricians are in an influential position to promote children's health at an individual or hospital level, as well as in the wider community

Healthy Child Programme (HCP)

- A framework in England to promote health in children which starts antenatally to age 19y
- 0-5y delivered by health visitor
- 5-19y delivered by school nurse

Key elements:

- Parenting support and education
- Protect children from serious disease through routine childhood immunisations
- Early detection and treatment of illness and developmental impairments
- Reduce obesity
- Encourage vitamin drops for all children under age 5y

- In Scotland please refer to the 'Health for All Children' (known as HALL 4) document from the Scottish Government
- In Wales, please refer to 'An overview of the Healthy Child Wales Programme' by the Welsh Government

Health promotion & illness prevention in daily practice

- Encourage use of safety devices e.g. seatbelts, bicycle helmets, childproof containers for medicines / household poisons (liquitabs)
- Encourage immunisations
- Encourage healthy diet and exercise
- Encourage and support young people to quit smoking using the “3As”
 - **A**sk if they smoke
 - **A**dvice them about stopping and NHS stop smoking services
 - **A**ct by offering a referral to local services.

Examples from the Curriculum: Clinical Lead; Dr Christine Pierce

Level 1;

- Giving advice on vaccination. This can be done in baby clinics or in an acute setting.
- Taking a vaccination history and ensuring that the carers are aware of the vaccination schedule
- Giving advice on healthy eating in clinic. This can occur again around taking a feeding history
- Giving advice around not smoking particularly with carers of an asthmatic child.



Examples from the Curriculum: Clinical Lead; Dr Christine Pierce

Level 2

- The level 2 trainee takes this a step further by taking into account cultural, social religious and economic factors.
- In vaccination particular cultural and social views may influence the carers engagement with vaccination programs Engagement with HPV vaccination is an example of this.
- In healthy eating religious, social and economic factors may influence this e.g. vegetarians, breast feeding etc



Examples from the Curriculum: Clinical Lead; Dr Christine Pierce

Level 3

The trainee may take this further by doing an audit or writing a guideline, e.g.

- Vaccination of children with sickle cell disease/ incidence of pneumococcal disease or meningococcal before and after the change in vaccination program.
- Incidence of obesity/incidence of diabetes.



Global Health: Key Facts

- Each year, nearly 6 million children die before the age of five
- One million newborn babies die on their first day of life
- Each day 17,000 children die of preventable causes
- Most of these deaths occur in Sub-Saharan Africa and in South Asia, in countries with the lowest numbers of health workers and medical schools per population
- Malnutrition accounts for nearly half of these deaths
- Nearly 250 million children globally don't reach their developmental potential because of poverty and stunting
- Child mortality rates in the UK are amongst the highest in Western Europe and almost twice as high as in Sweden

Global Health: Your can make a difference

The vision of the RCPCH is a 'healthier vision for children and young people across the world'

As pediatricians, you have a privileged role to play as advocates for the health of the worlds children, both in the UK and more globally



Useful Training and Resources

- RCPCH 'Child Health in Low-Income Settings' Course
- Lancet series on Adolescent health, Maternal Health, Early Child Development, Still births, Every Newborn and Equity in Child Survival, Health and Nutrition
- Global Health E-learning Centre Free Online Courses on 'Case Management of Childhood Illness' and 'Essential Steps for Improving Newborn Survival' and 'Nutrition: An Introduction'
- World Health Organisation and UNICEF websites
- Article on 'Medical and Social Needs of Child Refugees in Europe' available at <https://adc.bmj.com/content/101/9/839>

Examples from the Curriculum

Level 1

- Attends a perinatal meeting and reflects on the importance of the continuum of care and the interdependence of maternal and child health
- Sees a child in the emergency department with fever and finds information on the prevalence and incidence of disease in different countries
- Recognises children at risk of TB, and refers appropriately
- Reflects on some of the key determinants of child health and wellbeing globally

Examples from the Curriculum

Level 2

- Assesses and manages a returning child traveller with fever, taking an appropriate travel and contact history
- Evaluates the special health needs of a child recently arrived in the UK from a low-income country
- Explores cultural beliefs around health with a child/young person and their family, and recognises how these may impact health behaviours

