

ePAEDCbD

CbD for Paediatric Run-through Trainees

Purpose

CbD is designed to assess clinical reasoning and decision-making and the application or use of medical knowledge in relation to patient care for which the trainee has been directly responsible. It also enables the discussion of the ethical and legal framework of practice, and in all instances, it allows trainees to discuss why they acted as they did.

Completing a CbD

Trainees will be asked to undertake 4 cases per year for Level 1 (ST1-3), 8 for Level 2 (ST 4,5) and 4 for Level 3 (ST 6-8). Ideally half the cases should be selected by the trainee and half by the assessor. It is expected that the trainee should offer the assessor a selection of case notes from which the case for discussion will be selected. The cases selected should cover a range of clinical problem areas and should be cases that reflect their stage of training. For example, while a straight forward gastroenteritis which they clerked because the trainee was overloaded would not be suitable whereas a gastroenteritis seen by the trainee and reviewed by them because of concerns about underlying failure to thrive and possible neglect would be.

The focus of discussion should be around an actual entry that they have made in the notes and exploring the thought processes that underpinned the entry. It should not be seen as an opportunity to conduct a viva but should be seen as an opportunity to explore their clinical reasoning and decision making. All ratings are on a 1 – 6 scale with an ‘unable to comment option’ as it is recognised that assessors may not be able to make a judgement about all the ePAEDCbD areas for every case they observe.

A few possible questions are set out below to provide an example of the sort of style of questioning that is effective:

- What was going through your mind when you wrote that management plan, just talk me through your thought process?
- I see that you have written down a number of different investigations – how did you think the results would help you work out what was going on and what you needed to do?
- You have referred to the ward guidelines in your notes – tell me a bit about how you used the guidelines to help plan management and whether there were any aspects that didn't fit in this case?
- I see that you have decided to treat child with xx – talk me through how you decided to prescribe that regime and what the alternatives you considered were?
- You have written down that you were going to ask Dr X for their advice – what specifically did you want to discuss with them, why was it important in this case, how did their advice help and what did you learn from it?

The discussion must start from and be centred on the trainee's own record in the notes.

Ideally the ePAEDCbD should cover the following:

Level 1

- Breathing difficulty
- Febrile illness
- Diarrhoea
- Abdominal pain
- Seizure
- Rash

Level 2

- General Paediatrics
- Neonates
- Community Paediatrics
- Ward setting
- Clinic setting

The table below highlights the relevant RCPCH assessment standards in relation to each question:

Question area	RCPCH PMETB Standards for Level 1	RCPCH PMETB Standards for Level 2	RCPCH PMETB Standards for Level 3
Medical record keeping	<ul style="list-style-type: none"> clear record-keeping and report-writing 	<ul style="list-style-type: none"> improving skills in written communications for a range of audiences 	<ul style="list-style-type: none"> effective skills in written communications for a range of audiences, for children and their families, colleagues and other organisations
Clinical assessment	<ul style="list-style-type: none"> effective skills in three-way consultation and examination effective skills in paediatric assessment skills in formulating an appropriate differential diagnosis in paediatrics 	<ul style="list-style-type: none"> responsibility for an effective three-way consultation and examination responsibility for conducting effective paediatric assessments and interpreting findings appropriately improving skills in formulating an appropriate differential diagnosis in paediatrics 	<ul style="list-style-type: none"> responsibility for an analytic and focused three-way consultation and examination commitment to focussed and analytic assessments of common and complex clinical problems in paediatrics effective skills in making a safe decision about the 'most likely' diagnosis in paediatrics
Investigations and referrals	<ul style="list-style-type: none"> effective initial management of ill-health and clinical conditions in paediatrics seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 1 in Paediatrics)</i> reliable responses to investigations in paediatrics 	<ul style="list-style-type: none"> responsibility for the effective management of common acute and chronic conditions in paediatrics seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 2 in Paediatrics)</i> effective leadership skills in undertaking initial investigations in children, based on an understanding of the risks and benefits in each case 	<ul style="list-style-type: none"> leadership skills in the management of common and complex conditions in general paediatrics and paediatric subspecialties seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 3 in General Paediatrics and the Paediatric subspecialties)</i> effective collaboration with other specialists in using and interpreting complex investigations undertaken in children
Management of challenging and complex situations	<ul style="list-style-type: none"> effective initial management of ill-health and clinical conditions in paediatrics seeking additional 	<ul style="list-style-type: none"> responsibility for the effective management of common acute and chronic conditions in paediatrics 	<ul style="list-style-type: none"> leadership skills in the management of common and complex conditions in general paediatrics and paediatric

	<p>advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 1 in Paediatrics)</i></p> <ul style="list-style-type: none"> • knowledge, understanding and recognition of common behavioural, emotional and psychosocial aspects of illness in children and families • effective responses to challenge, complexity and stress in paediatrics 	<p>seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 2 in Paediatrics)</i></p> <ul style="list-style-type: none"> • effective skills in recognising and responding to behavioural, emotional and psychosocial aspects of illness in children and families • increasing credibility and independence in response to challenge and stress in paediatrics 	<p>subspecialities seeking additional advice and opinion as appropriate <i>(as outlined in the Framework of Competences for Level 3 in General Paediatrics and the Paediatric subspecialties)</i></p> <ul style="list-style-type: none"> • effective skills in ensuring the management of behavioural, emotional and psychosocial aspects of illness in children and families • responsibility for an effective response to complex challenges and stress in paediatrics
Risk assessment	<ul style="list-style-type: none"> • an understanding of an evidence-based approach to paediatric practice • an understanding of clinical governance activities and audit in paediatric practice 	<ul style="list-style-type: none"> • development and refinement of evidence-based clinical guidelines in paediatrics • participation in clinical governance activities and audit in paediatric practice 	<ul style="list-style-type: none"> • independent thinking to enable them to challenge guidelines and procedures in paediatrics where appropriate • an application of risk assessment strategies through involvement in the development, evaluation and implementation of policy and clinical governance activities in paediatric practice
Treatment	<ul style="list-style-type: none"> • knowledge and skills in safe prescribing of common drugs in paediatrics • a reflective approach to improvement of professional practice as a paediatrician 	<ul style="list-style-type: none"> • improving skills in safe prescribing in paediatrics and in advising others appropriately • a commitment to reflective practice and continuing improvement of practice as a paediatrician 	<ul style="list-style-type: none"> • responsibility for safe prescribing in paediatrics in common and complex situations and for the supervision of others • effective skills to maintain and develop knowledge and clinical skills required of a specialist in paediatrics

Administration of ePAEDCbD

ePAEDCbD be completed online, using the College AsSET system www.asset.rcpch.ac.uk Guidance on how to complete an assessment online can be found on the Workplace Based Assessments page on the College website <http://www.rcpch.ac.uk/Training/Workplace-Based-Assessments>

Feedback

Following discussion of the case the assessment record should then be filled out on line. Immediate feedback focusing on aspects of the discussion of the case where you felt the trainee did especially well (anything especially good), suggestions for development and any agreed action should be provided and documented. In order to maximise the educational impact of using ePAEDCbD trainees and trainers will need to identify agreed strengths, areas for development and an action plan for each case.