Preparation for Returning to Acute Clinical Practice in Paediatrics

Pre-course document

February 2015
Welcome Letter

January 2015

Dear course participant,

Thank you for signing up to attend this February’s “Preparation for Return to Acute Clinical Practice in Paediatrics” course. The course is a development of the successful London Deanery “Returning to Work After Maternity Leave” course and is now aimed at any paediatric professional who has had time away from the acute clinical environment, whatever the reason.

The course contains useful sessions on important clinical developments in Paediatrics and opportunities to discuss flexible training and work-life balance. There will also be a variety of workshops on updating your e-portfolio and combining clinical/academic work. We have compiled a useful “signpost” directory to guide you to any additional relevant web-based resources that may assist you in your transition back into the acute clinical environment.

High fidelity simulation scenarios are used to help refresh your skills in managing acutely unwell children. Over the course of the day we will run 3 scenarios based on common acute paediatric emergencies. Each scenario will be followed by a debriefing session, covering both its clinical and non-clinical aspects (such as leadership and communication in emergency situations). Participation in the simulation aspect of the course is entirely voluntary. The debrief sessions will provide a platform for open and supported discussion about any questions or anxieties you may have about returning to acute clinical practice. You do not need to have played a role in the simulation to participate in the debrief.

Before the course we kindly ask that you

• Spend a few moments thinking about what you are most looking forward to upon returning to acute clinical practice as well as the challenges you anticipate you may face.

• Read the following “Getting the most out of full-immersion simulation training” document

• Bring your own lunch (or money to get lunch in the hospital canteen) – we’re very sorry, to keep the course free of charge we have had to forgo catering!

• Complete the pre-course questionnaire at https://www.surveymonkey.com/s/returntoworkfeb2015-pre

If you have any further questions please do not hesitate to contact a member of our team*. We are looking forward to seeing you on the day!

Regards,

The “Preparation for Return to Acute Clinical Practice” Team

* contact e-mail for any queries; dr.allison.ward@gmail.com
Getting the most out of full immersion simulation training

Our chosen simulation scenarios have been designed to encourage you to think about the skills needed by a paediatrician working in a busy general paediatric department. We hope the scenarios will help you in your preparation for returning to clinical work. **The programme is not an assessment** and has been designed by trainees as well as trainers working in paediatrics to help prepare you for returning to the acute clinical environment. Before commencing the scenarios, we will introduce you to the mannequins and the concept of human factors and crisis resource management. Participation in scenarios is entirely voluntary and you will not be expected to play a role other than the one you are returning to.

**Before the course**

Many of you may already be thinking about doing some reading to refresh your knowledge before returning to acute clinical work. In order to get the most out of the full immersion scenarios we would encourage that you try to focus any reading on the following:

1. The APLS and NLS guidelines and algorithms.
2. Key drug doses for emergencies or how you would find drug doses e.g. BNFc, where to access local guidelines, who to ask, CATS or STRS websites
3. The practical procedures that you may be expected to perform when looking after very unwell children and babies. For example
   - placement of intra-osseous access
   - placement of a naso-gastric tube.

Links to resus algorithms can be found in the “signposting” section of this course guide. This information is also available in your APLS manual (updates are available online [http://www.alsq.org/uk/APLS](http://www.alsq.org/uk/APLS)).

**On the day**

We will make sure that, as in real life, there are copies of algorithms and guidelines available for you to look at whenever needed. Remember – this course is not a test but a chance to refresh the knowledge you already have and practice the skills you have developed in you previous posts.

**Participant comments from previous courses**

- Very good, supportive, not critical
- Participating in scenarios was useful. Good learning environment and icebreaker back to acute paediatrics
- A productive way of dealing with clinical issues and anxiety
- Brilliant scenarios, life-like and well run
- Useful, sensitively handled. Definitely boosted confidence
- I appreciated the fact that everything was voluntary
Course Programme

0830 to 0900
Arrival and registration
Ice breaker
Sign up for morning workshops

0900 to 0915
Faculty introductions and mentor allocations
Course objectives and overview

0915 to 1000
Hot Topics in Paediatrics

1000 to 1015
The Essentials of Simulation

1015 to 1100
GROUP A Simulated scenario 1 and debrief
GROUP B Workshops

1100 to 1115
Coffee break and meet your mentor group

1115 to 1200
GROUP B Simulated scenario 1 and debrief
GROUP A Workshops

1200 to 1245
Lunch break (sorry, lunch is not provided)

1245 to 1330
GROUP A Simulated scenario 2 and debrief
GROUP B Workshops

1330 to 1415
GROUP B Simulated scenario 2 and debrief
GROUP A Workshops

1415 to 1500
GROUP A Simulated scenario 3 and debrief
GROUP B Workshops

1500 to 1530
Tea break and discussion with mentors

1530 to 1615
GROUP B Simulated scenario 3
GROUP A Workshops

1615 to 1700
Tying it all together, establishing networks, feedback and close
Workshops

During break-out sessions we will be running a number of optional workshops. The exact titles of the workshops will be finalised on the day, based on the anticipated needs of course participants and expertise of facilitators. Examples of potential workshop topics include:

<table>
<thead>
<tr>
<th>Title</th>
<th>Details</th>
<th>Running time</th>
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<tbody>
<tr>
<td>Flexible training – know your rights</td>
<td>Usually facilitated by a representative from the London Deanery. Guidance on pay banding and rota entitlements for trainees working in LTFT posts. Opportunities to discuss the challenges of job-sharing.</td>
<td>Approx. 20 minutes</td>
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<tr>
<td>Keeping your e-portfolio up to date</td>
<td>Update on any recent changes to the run-through training assessment process. Signposting to useful web based resources for maintaining your e-portfolio.</td>
<td>Approx. 20 minutes</td>
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<tr>
<td>Clinical-academic workshop</td>
<td>Senior clinical-academic led discussion forum, tailored to the specific needs of academic course participants.</td>
<td>Approx. 40 minutes</td>
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<tr>
<td>Work/life balance discussion forum</td>
<td>Consultant Paediatrician led small group discussion on successfully combining the demands of parenting/caring and a busy clinical job.</td>
<td>Approx. 40 minutes</td>
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<tr>
<td>Back to work supervision checklist</td>
<td>Facilitated discussion about ensuring your training needs are met in your first 6 months back in acute clinical practice</td>
<td>Approx. 20 minutes</td>
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<tr>
<td>One to one transition sessions</td>
<td>For anyone looking to discuss transition back into work one to one with one of the course facilitators. Potential topics may include preparation for exams / preparing for a Consultant post</td>
<td>Approx. 20 minutes</td>
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Course Mentor Allocations

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<th>Mentor 1</th>
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Please feel free to approach your course mentor during breaks to discuss any queries you may have.

For those of you looking for additional mentoring please consider the school's Peer Mentoring Programme and the London Deanery Coaching and Mentoring Programme (links in signposting sheet).
Signposting to useful web resources

London School of Paediatrics and RCPCH training resources

http://www.londonpaediatrics.co.uk/wp/

Really useful website with links to loads of training resources and sector-based information (a one stop shop for synapse, asset, e-portfolio, RSM study days etc) Mobile and tablet friendly design for use on-the-go.

http://mrcpch.paediatrics.co.uk/

To help you prepare for membership exams

Prescribing

http://www.rcpch.ac.uk/training-examinations-professional-development/quality-training/paediatric-prescribing-tool/paediatr

http://www.rcpch.ac.uk/e-Learning

http://www.mhra.gov.uk/Stayconnected/E-mailalertingservice/index.htm__

Allows you to sign up for MHRA paediatric drug alert e-mails

http://www.nppq.org.uk/

Neonatal and paediatric pharmacists group – updates on important drug news

Useful clinical guidelines and algorithms

https://www.resus.org.uk/pages/palsalgo.pdf

(paediatric advanced life support algorithm)

https://www.resus.org.uk/pages/nlsalgo.pdf (neonatal advanced life support algorithm)


(South Thames Retrieval Service)

http://site.cats.nhs.uk/in-a-hurry/cats-clinical-guidelines/ (CATS)

Return to Practice Guidance


Published in 2012 by the Academy of Medical Royal Colleges, this document contains checklists that may be useful at your first few meetings with your educational supervisor

Other useful websites


US based evidence-based news bulletin
http://www.paediatricpearls.co.uk
UK-based (from Whipps!) monthly blog newsletter with answers to commonly asked questions from paeds trainees

Sign up for RCPCH press cuttings - a daily summary of the most important Child Health news topics delivered directly to your e-mail inbox.

Non-clinical support and guidance
http://mentoring.londondeanery.ac.uk/(pan-speciality mentoring programme)
London School of Paediatrics Peer Mentoring Programme – please contact the Paediatric Peer Mentoring Working Group via paediatrics@southlondon.hee.nhs.uk

http://www.synapse.nhs.uk/pages/public/130e749fe5adb9e17af68c286da69ff5
London School of Paediatrics Peer Mentoring Programme. For more information contact paediatricsschool@southlondon.hee.nhs.uk
## Return To Work Checklist

To be completed at your first meeting with your educational supervisor

1. Was a pre-departure checklist completed? (If so this should be reviewed)

2. What was the length of absence from clinical practice?

3. Has the absence extended beyond that which was originally expected?

4. How long had you been practicing in the role you are returning to?

5. What responsibilities will you have in this post to which you are returning? Are there any new responsibilities?

6. How do you feel about your confidence and skills level?

7. What support would you find most useful in returning to practice?

8. Have you had any relevant contact with work and/or practice during your absence e.g.
9. Have there been any important changes in Paediatrics it is important to know in this post? e.g. new clinical guidance, new practices, drug information, changes in training

10. Has the absence had any impact your licence to practice and revalidation? Is help required to fulfil competency requirements for level of training?

11. Have any new issues (positive or negative) arisen for you since you were last in post that may affect your confidence or abilities?

12. Are you having a staged return to work on the advice of Occupational Health?

13. Are there any other factors affecting the return to practice or any issues to raise?
14. Are there any skills that you need to observe first before you are happy to undertake independently?

15. Do you need a period of observation before beginning to practise independently again?

16. Is there additional training, special support or mentoring required to facilitate return to practice. How can this be put into place?

**Signatures**

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<tr>
<th>Returnee:</th>
<th>Date:</th>
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<tr>
<th>Supervisor:</th>
<th>Date:</th>
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Preparation for returning to Acute Clinical Practice in Paediatrics

Immediate post-course questionnaire

This can also be completed using the following link:
www.surveymonkey.com/s/returntoworkfeb2015-post

We hope you enjoyed today’s course. We would be very grateful if you could take 5 minutes to reflect on your learning to help us improve the course in the future. The responses will be used anonymously for research purposes only and will be treated entirely confidentially.

Thank you.

Please enter the same reference number that you chose for your pre-course questionnaires

Enter your 2 initials followed by 4 digit date/month of birth: _______________________

1. To what extent do you agree with the following statements in preparing you for return to clinical practice?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>The ‘Hot topics in Paediatrics’ session was useful</td>
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<td>The simulation sessions were useful</td>
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<td>The returnee specific break-out sessions were useful</td>
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<td>The above sessions were of appropriate length</td>
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<td>I enjoyed the course and found it interesting</td>
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<td>The course was relevant and met my educational needs</td>
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<td>I feel more prepared in returning to acute clinical practice</td>
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</table>

Please comment further on the course sessions:
2. To what extent do you agree with the following statements regarding the simulation sessions?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scenarios were realistic and believable in the simulator environment</td>
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<td>I learnt most from participating in the scenarios</td>
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<td>I learnt from observing the scenario than participating</td>
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<td>The debriefing sessions allowed useful self-critique</td>
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<tr>
<td>The debriefing sessions were handled well and were useful for my learning</td>
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</table>

Please comment further on the course simulation scenarios and debriefing:
3. Please list your 2 most important learning points from the Preparation for Returning to Acute Clinical Practice:

1. 

2. 

4. Is there anything you have learnt today that has been taught more effectively on this course than elsewhere? Please give details:

5. Please make suggestions on how we could improve the programme, within time constraints?

6. Any further comments on the course today?

Thank you!

We will be sending another questionnaire in four months’ time to reflect on your transition back to clinical practice and whether the course helped with this.