



The Royal Australasian  
College of Physicians

# General Paediatrics

## Advanced Training Curriculum

*Paediatrics & Child Health Division*





The Royal Australasian  
College of Physicians

# Physician Readiness for Expert Practice (PREP) Training Program

**General Paediatrics Advanced Training Curriculum**

TO BE USED IN CONJUNCTION WITH:

**Basic Training Curriculum – Paediatrics & Child Health**  
**Professional Qualities Curriculum**



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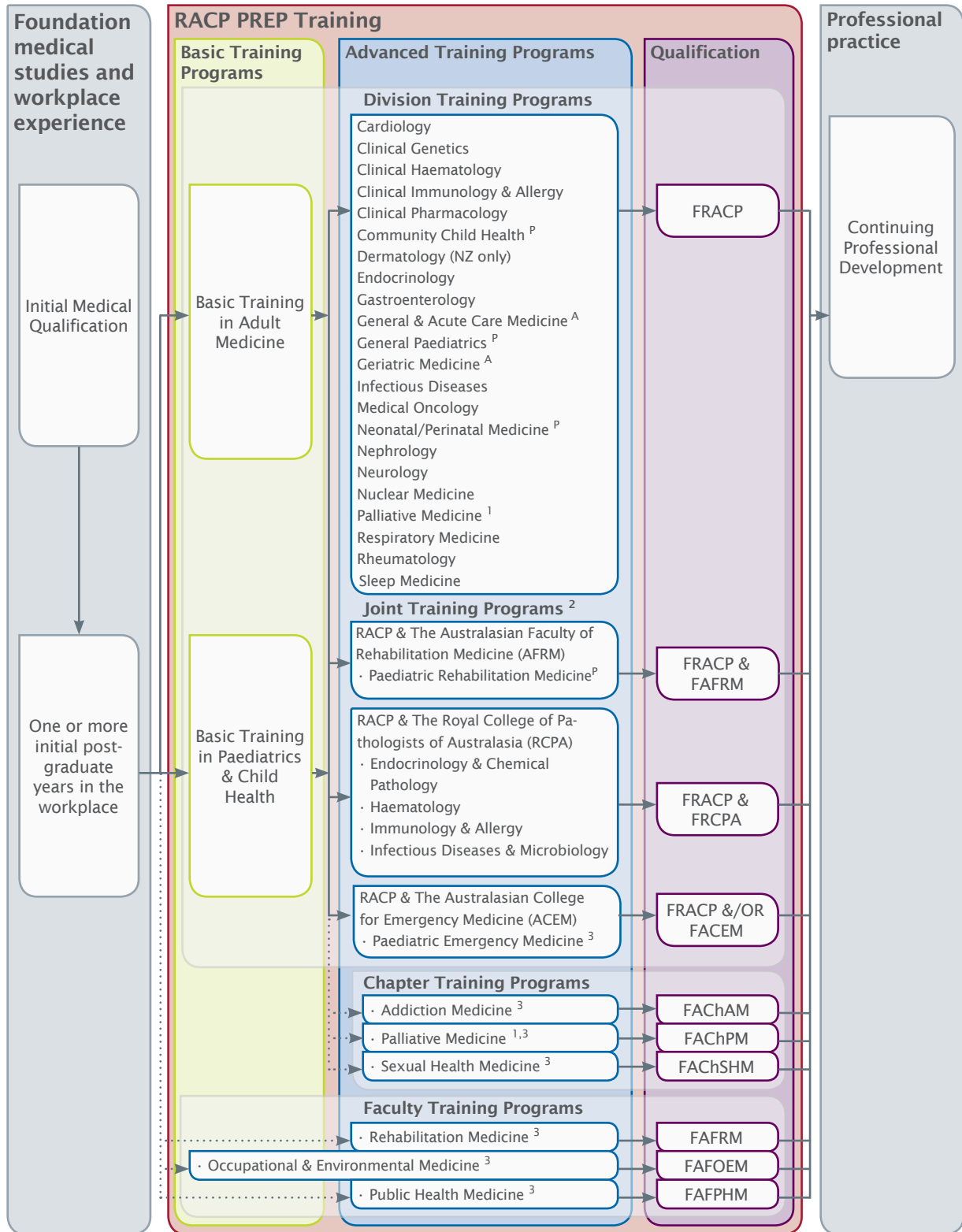
1st edition 2010 (revised 2013).

Please note: No Domains, Themes or Learning Objectives have been updated for this edition; design changes ONLY.

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## RACP FELLOWSHIP TRAINING PATHWAYS AND THE CONTINUUM OF LEARNING



<sup>P</sup> Trainees must complete Basic Training in Paediatrics & Child Health to enter this program.

<sup>A</sup> Trainees must complete Basic Training in Adult Medicine to enter this program.

<sup>1</sup> Trainees who have entered Advanced Training in Palliative Medicine via a RACP Basic Training Program will be awarded FRACP upon completion and may subsequently be awarded FACHPM. Trainees who have NOT entered Advanced Training in Palliative Medicine via a RACP Basic Training Program will only be awarded FACHPM upon completion.

<sup>2</sup> The Child & Adolescent Psychiatry Joint Training Program with the Royal Australian and New Zealand College of Psychiatrists (RANZCP) is currently under review by the RACP and RANZCP and closed to new entrants at present.

<sup>3</sup> Alternative entry requirements exist for these training programs; please see the corresponding PREP Program Requirements Handbook for further information.

NB1: This diagram only depicts training programs that lead to Fellowship. Please see the RACP website for additional RACP training programs.

NB2: For further information on any of the above listed training programs, please see the corresponding PREP Program Requirements Handbook.

## OVERVIEW OF THE SPECIALTY

General paediatrics is a broad based multidisciplinary specialty which, on referral from primary care providers, provides expert diagnosis, treatment and care for infants, children and young people aged from 0 to 19 years.

General paediatricians provide a comprehensive level of leadership, management and advocacy, as they work in close collaboration with other medical professionals including general practitioners, subspecialists paediatric nurses, allied health professionals, and associated community organisations within this multidisciplinary field.

General paediatricians have a breadth and depth of knowledge and experience that makes them ideally suited to provide high quality specialist services and a comprehensive package of care across a broad spectrum of common acute and chronic disorders, disease, illness and associated health issues of a developmental and psychosocial nature.

These capacities place general paediatricians in an important and responsible position as clinicians, teachers and researchers particularly where: problems are undifferentiated and complex; there are issues which do not fall within the range of one subspecialty and the integration of interdisciplinary expertise may be required.

For those infants, children and young people requiring subspecialty care, the general paediatric team is essential to provide a comprehensive coordination of services. For these reasons general paediatrics is a service which underpins the care of infants, children, young people and their families.

## CURRICULUM OVERVIEW

### General Paediatrics – Advanced Training Curriculum

This curriculum outlines the broad concepts, related learning objectives and the associated theoretical knowledge, clinical skills, attitudes and behaviours required and commonly utilised by general paediatricians within Australia and New Zealand.

The purpose of Advanced Training is for trainees to build on the cognitive and practical skills acquired during Basic Training. At the completion of the General Paediatrics Advanced Training Program, trainees should be competent to provide at consultant level, unsupervised comprehensive medical care in general paediatrics.

Attaining competency in all aspects of this curriculum is expected to take three years of training. It is expected that all teaching, learning and assessment associated with the General Paediatrics Advanced Training Curriculum will be undertaken within the context of the paediatrician's everyday clinical practice and will accommodate discipline-specific contexts and practices as required. As such it will need to be implemented within the reality of current workplace and workforce issues and the needs of health service provision.

There may be learning objectives that overlap with or could easily relate to other domains; however, to avoid repetition, these have been assigned to only one area. In practice, however, it is anticipated that within the teaching/learning environment, the progression of each objective would be explored.

Note: The curricula should always be read in conjunction with the relevant College Training Handbook available on the College website.

### Professional Qualities Curriculum

The Professional Qualities Curriculum (PQC) outlines the range of concepts and specific learning objectives required by, and utilised by, all physicians and paediatricians, regardless of their specialty or area of expertise. It spans both the Basic and Advanced Training programs and is also utilised as a key component of the Continuing Professional Development (CPD) program.

Together with the various Basic and Advanced Training Curricula, the PQC integrates and fully encompasses the diagnostic, clinical, and educative-based aspects of the physician's / paediatrician's daily practice.

Each of the concepts and objectives within the PQC will be taught, learnt and assessed within the context of everyday clinical practice. It is important, therefore, that they be aligned with, and fully integrated into, the learning objectives within this curriculum.

## EXPECTED OUTCOMES AT THE COMPLETION OF TRAINING

Graduates from this training program will be equipped to function effectively within the current and emerging professional, medical and societal contexts. At the completion of the Advanced Training Program in General Paediatrics, as defined by this curriculum, it is expected that a new Fellow will have developed the clinical skills and have acquired the theoretical knowledge for competent general paediatrics practice. It is expected that a new Fellow will be able to:

- take organised, relevant and complete medical histories
- perform thorough physical examinations
- use diagnostic studies and technical procedures, including understanding indications, performing the studies and procedures, and interpreting results
- exercise a comprehensive level of clinical judgement when making diagnostic and therapeutic decisions
- demonstrate the ability to integrate medical knowledge and clinical skills
- consider diagnostic and therapeutic alternatives
- act as an independent paediatrician consultant with an understanding of their own limitations of knowledge and experience
- understand scientific and technological developments in paediatrics and to apply these appropriately to care of infants, children and young people
- possess a sound knowledge of community resources and an understanding of the principles of preventive care
- possess a basic knowledge of research methodology, including hypothesis generation and testing and the principles of statistical analysis essential for a paediatrician
- demonstrate integrity, respect and compassion in the care of patients and their families
- possess the skills required to acquire and process new knowledge, and have the desire to promote and maintain excellence through actively supporting or participating in research or quality assurance activities
- foster and develop peer relationships to support one's professional practice
- contribute to the education of colleagues, students, junior medical officers and other health care workers
- demonstrate high standards of moral and ethical behaviour towards infants, children, young people, their families and co-workers
- define the role of a general paediatrician as an advocate for infants, children, young people and their families.

## CURRICULUM THEMES AND LEARNING OBJECTIVES

**Each of the curriculum documents has been developed using a common format, thereby ensuring a degree of consistency and approach across the spectrum of training.**

### Domains

The domains are the broad fields which group common or related areas of learning.

### Themes

The themes identify and link more specific aspects of learning into logical or related groups.

### Learning Objectives

The learning objectives outline the specific requirements of learning. They provide a focus for identifying and detailing the required knowledge, skills and attitudes. They also provide a context for specifying assessment standards and criteria as well as providing a context for identifying a range of teaching and learning strategies.



## LEARNING OBJECTIVES TABLES

<b>DOMAIN 1</b>	<b>PROFESSIONAL QUALITIES SPECIFIC TO GENERAL PAEDIATRICS</b>
<b>Theme 1.1</b>	Communication
<b>Learning Objective</b>	
<b>1.1.1</b>	Conduct case conferences
<b>Theme 1.2</b>	Cultural Competency
<b>Learning Objectives</b>	
<b>1.2.1</b>	Communicate with a child or young person in a way which is appropriate to the position of that child within their own culture
<b>Theme 1.3</b>	Ethics
<b>Learning Objectives</b>	
<b>1.3.1</b>	Apply relevant legislation and ethical frameworks to the exchange of information
<b>1.3.2</b>	Understand and advocate for rights of children
<b>Theme 1.4</b>	Health Advocacy
<b>Learning Objectives</b>	
<b>1.4.1</b>	Advocate for child-friendly clinical and support services for infants, children, young people and their families
<b>Theme 1.5</b>	Research
<b>Learning Objectives</b>	
<b>1.5.1</b>	Evaluate research and apply principles of evidence-based medicine
<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.1</b>	Paediatric Care in Inpatient Settings
<b>Learning Objective</b>	
<b>2.1.1</b>	Consult and assess common and uncommon paediatric medical conditions
<b>2.1.2</b>	Investigate and manage cases
<b>2.1.3</b>	Assess and manage infants, children and young people with complex, multisystem and/or chronic disorders
<b>2.1.4</b>	Design and communicate a discharge treatment plan
<b>2.1.5</b>	Apply knowledge and skills for end-of-life care

<b>Theme 2.2</b>	
<b>Paediatric Care in Emergency Settings</b>	
<b>Learning Objectives</b>	
<b>2.2.1</b>	Recognise, prioritise and manage an acutely ill infant, child or young person
<b>2.2.2</b>	Assess and manage severe trauma and urgent life-threatening conditions
<b>2.2.3</b>	Perform acute resuscitation and advanced life support
<b>2.2.4</b>	Manage acute pain
<b>2.2.5</b>	Perform procedures in emergency settings
<b>Theme 2.3</b>	
<b>Paediatric Care in Neonatal/Perinatal Settings</b>	
<b>Learning Objectives</b>	
<b>2.3.1</b>	Describe principles of foetal medicine and identify common congenital problems
<b>2.3.2</b>	Anticipate and deal with neonatal problems arising from high-risk pregnancies
<b>2.3.3</b>	Assess and manage healthy newborn
<b>2.3.4</b>	Perform resuscitation of neonates and manage mechanical ventilation
<b>2.3.5</b>	Manage retrieval of neonates
<b>2.3.6</b>	Manage acute care in pre-term and full-term neonates
<b>2.3.7</b>	Perform procedures on neonates
<b>2.3.8</b>	Assess and manage jaundice in neonates
<b>2.3.9</b>	Assess and manage long-term problems pertaining to premature and low birth weight infants
<b>2.3.10</b>	Explain principles of infant feeding
<b>Theme 2.4</b>	
<b>Paediatric Care in Paediatric Intensive Care</b>	
<b>Learning Objectives</b>	
<b>2.4.1</b>	Perform procedures in advanced paediatric life support
<b>2.4.2</b>	Assess and manage infants, children and young people with diabetic ketoacidosis
<b>2.4.3</b>	Assess and manage infants, children and young people with electrolyte/acid base/nutritional abnormalities
<b>2.4.4</b>	Assess and manage infants, children and young people with potential cardiac, respiratory or neurological emergencies or acute sepsis
<b>2.4.5</b>	Manage transfer of an unwell newborn, infant, child or young person
<b>2.4.6</b>	Explain pre and postoperative care of major surgery
<b>2.4.7</b>	Describe indications for end-stage organ failure and transplantation

<b>Theme 2.5</b>	<b>Ambulatory Care</b>
<b>Learning Objectives</b>	
<b>2.5.1</b>	Consult for outpatient and ambulatory care
<b>2.5.2</b>	Investigate and manage cases
<b>2.5.3</b>	Communicate, refer and co-manage cases requiring paediatric subspecialist involvement
<b>Theme 2.6</b>	<b>Community Care</b>
<b>Learning Objectives</b>	
<b>2.6.1</b>	Counsel and educate parents about parenting styles, behaviour management, resources and support
<b>2.6.2</b>	Work in a community context and with outreach services
<b>2.6.3</b>	Understand and interpret public health policy and legislation
<b>Theme 2.7</b>	<b>Developmental and Behavioural Paediatrics</b>
<b>Learning Objectives</b>	
<b>2.7.1</b>	Assess and manage infants, children and young people with developmental delay/disabilities
<b>2.7.2</b>	Describe role of allied health care teams when managing infants, children and young people with developmental delays/disabilities
<b>2.7.3</b>	Assess and manage children and young people with attention deficit hyperactivity disorder (ADHD)
<b>2.7.4</b>	Assess and manage children and young people with autism spectrum disorder (ASD)
<b>2.7.5</b>	Assess and manage children and young people with learning difficulties/disorders
<b>2.7.6</b>	Assess and manage children and young people with functional developmental, behavioural and learning problems
<b>2.7.7</b>	Recognise, triage, refer, and manage where appropriate, children and young people with common mental health conditions
<b>Theme 2.8</b>	<b>Adolescent Medicine</b>
<b>Learning Objectives</b>	
<b>2.8.1</b>	Assess and manage conditions particular to adolescents
<b>2.8.2</b>	Assess and manage chronic illness in adolescents
<b>2.8.3</b>	Describe implications of transition to adult life

<b>Theme 2.9</b>	<b>Child Protection</b>
<b>Learning Objectives</b>	
<b>2.9.1</b>	Work with government and community services
<b>2.9.2</b>	Recognise, assess and manage children and young people who have been physically abused
<b>2.9.3</b>	Recognise, assess and manage children and young people who have been sexually abused
<b>2.9.4</b>	Recognise, assess and manage children and young people who have been neglected, emotionally abused, and who fabricate and/or induce illness
<b>2.9.5</b>	Advocate for children and young people who have suffered abuse or neglect
<b>2.9.6</b>	Develop medico-legal skills in evaluation and presentation of evidence
<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>
<b>Theme 3.1</b>	<b>Child Population Health</b>
<b>Learning Objectives</b>	
<b>3.1.1</b>	Outline child health priorities of Australian and New Zealand governments
<b>3.1.2</b>	Explain distribution of diseases in the community
<b>3.1.3</b>	Recognise social determinants of child and youth health
<b>3.1.4</b>	Recognise need for prevention and early intervention at a population level
<b>3.1.5</b>	Explain policy context for children and young people
<b>Theme 3.2</b>	<b>Care in the Community</b>
<b>Learning Objectives</b>	
<b>3.2.1</b>	Collaborate with health, education and community services
<b>Theme 3.3</b>	<b>Health Promotion with the Clinical Encounter</b>
<b>Learning Objectives</b>	
<b>3.3.1</b>	Explain benefits of a healthy lifestyle

Theme 3.4		International Context of Child Health
Learning Objectives		
<b>3.4.1</b>	Assess and manage risks to health as a result of travelling	
<b>3.4.2</b>	Describe changing patterns of disease	
<b>3.4.3</b>	Demonstrate awareness of major issues surrounding global child health	
<b>3.4.4</b>	Demonstrate understanding of environmental changes and their impact on child health	
<b>3.4.5</b>	Demonstrate understanding of principles and processes of managing child health in event of a disaster	

<b>DOMAIN 1</b>	<b>PROFESSIONAL QUALITIES SPECIFIC TO GENERAL PAEDIATRICS</b>	
<b>Theme 1.1</b>	Communication	
<b>Learning Objective 1.1.1</b>	Conduct case conferences	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>define importance and role of case conferences</li> <li>identify information to take to case conferences</li> <li>outline principles of writing and copying letters.</li> </ul>	<ul style="list-style-type: none"> <li>take information to case conferences</li> <li>lead case conference</li> <li>summarise and communicate outcomes of case conference</li> <li>write clear and concise letters</li> <li>copy letters to colleagues, other health professionals and patients' families/caregivers.</li> </ul>	

<b>DOMAIN 1</b>	<b>PROFESSIONAL QUALITIES SPECIFIC TO GENERAL PAEDIATRICS</b>	
<b>Theme 1.2</b>	Cultural Competency	
<b>Learning Objective 1.2.1</b>	Communicate with a child or young person in a way which is appropriate to the position of that child within their own culture	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline aspects of culture and language which may affect communication encounters</li> <li>outline aspects of cultural practices, beliefs and age which may affect communication encounters. For example, importance of involving extended family, cultural beliefs on death and dying, role of religious leaders and the implications of managing prepubescent and pubescent females</li> <li>discuss bearing of social and cultural differences on patient consultation, particularly differing medical beliefs and the role of interpreters.</li> </ul>	<ul style="list-style-type: none"> <li>communicate with children, young people and their families in language appropriate to each</li> <li>overcome cultural and language obstacles to communication</li> <li>communicate medical issues in clear and concise lay terms, with sensitivity to cultural issues and use an interpreter when required.</li> </ul>	

<b>DOMAIN 1</b>	<b>PROFESSIONAL QUALITIES SPECIFIC TO GENERAL PAEDIATRICS</b>	
<b>Theme 1.3</b>	Ethics	
<b>Learning Objective 1.3.1</b>	Apply relevant legislation and ethical frameworks to the exchange of information	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline principles of exchange of information, consent and confidentiality within the framework of legislation.</li> </ul>	<ul style="list-style-type: none"> <li>facilitate exchange of information, consent and confidentiality within the framework of legislation.</li> </ul>	

<b>DOMAIN 1</b>	<b>PROFESSIONAL QUALITIES SPECIFIC TO GENERAL PAEDIATRICS</b>	
<b>Theme 1.3</b>	Ethics	
<b>Learning Objective 1.3.2</b>	Understand and advocate for rights of children	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>recognise and describe the importance of the United Nations Convention on the Rights of the Child</li> <li>recognise and describe the importance of Te Tiriti o Waitangi.</li> </ul>	<ul style="list-style-type: none"> <li>access the United Nations Convention on the Rights of the Child</li> <li>access Te Tiriti o Waitangi.</li> </ul>	

<b>DOMAIN 1</b>	<b>PROFESSIONAL QUALITIES SPECIFIC TO GENERAL PAEDIATRICS</b>	
<b>Theme 1.4</b>	Health Advocacy	
<b>Learning Objective 1.4.1</b>	Advocate for child-friendly clinical and support services for infants, children, young people and their families	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe principles and techniques of advocacy</li> <li>outline relevant national, state and federal government decision making process regarding clinical and support services for infants, children, young people and their families.</li> </ul>	<ul style="list-style-type: none"> <li>apply principles of advocacy for needs and rights of infants, children, young people and their families</li> <li>frame arguments for key stakeholders</li> <li>prepare documentation</li> <li>write letters, media releases</li> <li>liaise with key stakeholders and media.</li> </ul>	

<b>DOMAIN 1</b>	<b>PROFESSIONAL QUALITIES SPECIFIC TO GENERAL PAEDIATRICS</b>	
<b>Theme 1.5</b>	Research	
<b>Learning Objective 1.5.1</b>	Evaluate research and apply principles of evidence-based medicine	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• appraise literature demonstrating an understanding of different research methodology and different means of analysis</li> <li>• identify a range of sources of research publication and electronic databases.</li> </ul>	<ul style="list-style-type: none"> <li>• formulate research question and plan</li> <li>• execute research project and present for peer review</li> <li>• formulate clinical question and research literature, identify limitations and apply evidence to clinical situation.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.1</b>	Paediatric Care in Inpatient Settings	
<b>Teaching and Learning Methods:</b>		
<ul style="list-style-type: none"> <li>• Graduated exposure to clinical responsibility by supervising consultants</li> <li>• Participation in formal ward rounds with consultants</li> <li>• Managing ward rounds with junior medical staff</li> <li>• Active participation in regular case discussion</li> <li>• Participation in journal clubs and other education sessions, such as grand rounds</li> <li>• Consultation with subspecialists, pathologists and radiologists – informally at meetings</li> <li>• Clinical experience</li> <li>• Supervisor mentoring/participation in communication activities</li> <li>• Participation on the employing hospital’s adverse events committee</li> <li>• Liaison with or visits to other environments, such as schools and homes to assess functional capacity</li> <li>• Involvement in follow-up</li> </ul>		



DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.1		Paediatric Care in Inpatient Settings	
Learning Objective 2.1.1		Consult and assess common and uncommon paediatric medical conditions	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>describe aetiology and natural history for common paediatric medical conditions</li> <li>describe aetiology and natural history for uncommon paediatric medical conditions</li> <li>identify psychosocial modifiers of organic disease</li> <li>identify limits of one's own knowledge and of service provision in area of practice necessitating referral, co-management, or seeking of advice</li> <li>recognise impact of hospitalisation on infant, child, young person and family.</li> </ul>		<ul style="list-style-type: none"> <li>recognise and treat seriously ill infant, child and young person</li> <li>apply knowledge of nosocomial infections</li> <li>engage children, young people and their families</li> <li>elicit important aspects of history and examination</li> <li>formulate a management plan</li> <li>minimise impact of hospitalisation on infant, child, young person and their family</li> <li>communicate with children, young people, their families and other professionals in language appropriate to each</li> <li>apply time management principles</li> <li>evaluate (triage) the urgency of medical needs of competing patients and respond</li> <li>access and integrate new medical knowledge into practice</li> <li>engage and provide leadership in a multidisciplinary team (MDT)</li> <li>supervise and teach junior medical staff</li> <li>adhere to infection control procedures.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.1		Paediatric Care in Inpatient Settings	
Learning Objective 2.1.2		Investigate and manage cases	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>• identify investigation and management options for common paediatric medical conditions</li> <li>• identify investigation and management options for uncommon paediatric medical conditions</li> <li>• describe role and limitations of pathology and imaging in the investigation and treatment of disease</li> <li>• outline principles of rational drug use</li> <li>• identify limits of one's own knowledge and of service provision in the area of practice necessitating referral, co-management, or seeking of advice.</li> </ul>		<ul style="list-style-type: none"> <li>• minimise unnecessary, potentially harmful and/or painful investigations where possible</li> <li>• supervise implementation of a management plan</li> <li>• communicate with children, families, and other professionals</li> <li>• perform practical procedures: insertion of nasogastric tube, intravenous cannulae, intubation, sterile collection of urine and cerebrospinal fluid</li> <li>• manage pain</li> <li>• plan the discharge of complex patients</li> <li>• access and integrate new medical knowledge into practice and disseminate (e.g. protocols and guidelines)</li> <li>• engage and provide leadership to a MDT</li> <li>• supervise and teach junior medical staff.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.1		Paediatric Care in Inpatient Settings	
Learning Objective 2.1.3		Assess and manage infants, children and young people with complex, multisystem and/or chronic disorders	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>• describe diagnosis, natural history, and treatment options for infants, children and young people with complex, multisystem and chronic disorders</li> <li>• identify community services.</li> </ul>		<ul style="list-style-type: none"> <li>• access current information pertaining to the investigation and treatment of infants, children and young people</li> <li>• assess usual and current level of function of the infant, child or young person</li> <li>• engage parents in discussion of treatment options including, where appropriate, palliative care and end-of-life decisions</li> <li>• take leadership role through coordination of subspecialty care</li> <li>• identify developmental regression</li> <li>• recognise professional limitations.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.1</b>	Paediatric Care in Inpatient Settings	
<b>Learning Objective 2.1.4</b>	Design and communicate a discharge treatment plan	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe capacity of community health structures which support work of inpatient unit, and to which a patient will return upon discharge</li> <li>identify current evidence related to adherence to complex medical regimes in out of hospital settings</li> <li>explain importance of continuity of care.</li> </ul>	<ul style="list-style-type: none"> <li>seek out and communicate with treating health professionals who have been or will be responsible for the infant, child or young person upon their return to the community</li> <li>develop, implement and communicate a discharge plan</li> <li>tailor discharge planning to the capacity of the family and community carers</li> <li>identify and, where possible, ameliorate systemic barriers (such as lack of available equipment) to discharge</li> <li>design discharge treatment regimes to maximise the probability of adherence.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.1</b>	Paediatric Care in Inpatient Settings	
<b>Learning Objective 2.1.5</b>	Apply knowledge and skills for end-of-life care	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>explain current legislation</li> <li>identify cultural aspects of death and dying</li> <li>describe principles of clinical ethics</li> <li>explain criteria and assessment of brain death</li> <li>describe principles of palliative care.</li> </ul>	<ul style="list-style-type: none"> <li>access and apply current legislation</li> <li>document advance directives</li> <li>provide coordinated care</li> <li>provide option for ventilatory support</li> <li>manage discomfort, hydration and nutrition</li> <li>communicate with relatives with respect to end-of-life</li> <li>use a collaborative approach with palliative care team</li> <li>withdraw or withhold treatment.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.2</b>	Paediatric Care in Emergency Settings
<b>Teaching and Learning Methods:</b> <ul style="list-style-type: none"> <li>• Clinical experience</li> <li>• Advanced paediatric life support course</li> <li>• Familiarisation with acute care guidelines/protocols</li> <li>• Simulation training courses</li> <li>• Debriefing of critical events</li> <li>• Experience gained through paediatric emergency department (ED) terms and general paediatric terms with ED involvement</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.2</b>	Paediatric Care in Emergency Settings	
<b>Learning Objective 2.2.1</b>	Recognise, prioritise and manage an acutely ill child or young person	
<b>Links</b>	Paediatric Emergency Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• outline differing pathophysiology, diagnosis and management of acute severe illness</li> <li>• describe triage procedures</li> <li>• outline cardinal investigations and management in these conditions, including detailed pharmacological knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• identify critically ill infant, child or young person</li> <li>• elucidate provisional diagnosis</li> <li>• initiate resuscitation and prioritise investigations and treatment</li> <li>• stabilise infant, child or young person until transfer to definitive care</li> <li>• coordinate diverse subspecialties until transfer</li> <li>• demonstrate composure, leadership and appropriate delegation</li> <li>• perform emergency procedural skills</li> <li>• communicate with family.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.2</b>	Paediatric Care in Emergency Settings	
<b>Learning Objective 2.2.2</b>	Assess and manage severe trauma and urgent life-threatening conditions	
<b>Links</b>	Paediatric Emergency Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe pathophysiology complications and course, and priorities in the management of conditions ranging from severe trauma to occult conditions: <ul style="list-style-type: none"> <li>head injury</li> <li>c-spine injury</li> <li>internal haemorrhage</li> <li>envenomation</li> <li>poisoning</li> </ul> </li> <li>describe roles of multidisciplinary trauma team and paediatrician.</li> </ul>	<ul style="list-style-type: none"> <li>use ABC approach to severe trauma</li> <li>manage possible spinal injury, including use of cervical collar and log roll</li> <li>detect and manage urgent life-threatening conditions</li> <li>identify signs of envenomation and poisoning, and treat</li> <li>coordinate team members</li> <li>function as member of resuscitation team.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.2</b>	Paediatric Care in Emergency Settings	
<b>Learning Objective 2.2.3</b>	Perform acute resuscitation and advanced life support	
<b>Links</b>	Paediatric Emergency Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe ABCD approach with primary and secondary survey</li> <li>identify doses of most important agents – size of endotracheal tube (ETT), adrenaline, fluid boluses.</li> </ul>	<ul style="list-style-type: none"> <li>perform, assess and manage patient using ABCD</li> <li>respond, as per established algorithms, to problems as identified</li> <li>perform cardiovascular management including fluid resuscitation, blood products and inotropes.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.2</b>	Paediatric Care in Emergency Settings	
<b>Learning Objective 2.2.4</b>	Manage acute pain	
<b>Links</b>	Paediatric Emergency Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• have knowledge of pain scales and their limitations in emergencies</li> <li>• outline different strategies in pain management including: <ul style="list-style-type: none"> <li>• inhaled agents</li> <li>• oral agents</li> <li>• parenteral agents</li> <li>• splinting and positioning</li> <li>• support and distraction</li> <li>• topical agents and local blocks</li> </ul> </li> <li>• describe benefits and risks in procedural sedation including the use of Midazolam and nitrous oxide.</li> </ul>	<ul style="list-style-type: none"> <li>• assess pain using validated scales, e.g. face scale, and acknowledge their limitations in emergencies</li> <li>• administer and prescribe adequate and safe analgesia in emergency situations</li> <li>• administer procedural sedation including Midazolam and nitrous oxide (NO).</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.2</b>	Paediatric Care in Emergency Settings	
<b>Learning Objective 2.2.5</b>	Perform procedures in emergency settings	
<b>Links</b>	Paediatric Emergency Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• describe indications for the management of: <ul style="list-style-type: none"> <li>• advanced airway management</li> <li>• CPR</li> <li>• cutdown venous access</li> <li>• indwelling catheter insertion</li> <li>• intercostal catheter insertion</li> <li>• intraosseous needle insertion</li> <li>• IV cannulation</li> <li>• lumbar puncture</li> <li>• nasogastric tube insertion</li> <li>• suprapubic aspiration.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• perform: <ul style="list-style-type: none"> <li>• advanced airway management</li> <li>• CPR</li> <li>• indwelling catheter insertion</li> <li>• intercostal catheter insertion</li> <li>• intraosseous needle insertion</li> <li>• IV cannulation</li> <li>• lumbar puncture</li> <li>• nasogastric tube insertion</li> <li>• suprapubic aspiration</li> <li>• urinary catheterisation</li> </ul> </li> <li>• recognise one's own limitations.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings
<b>Teaching and Learning Methods:</b> <ul style="list-style-type: none"> <li>• Lectures and practical demonstrations</li> <li>• Completion of advanced paediatric life support (APLS) or neonatal resuscitation program (NRP) (AAP) course or other accredited neonatal course</li> <li>• Mentoring by consultant/supervisor</li> <li>• Clinical experience/perinatal clinics</li> <li>• Neonatal intensive care unit (NICU) experience</li> <li>• Experience in long-term developmental follow-up</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings
<b>Learning Objective 2.3.1</b>	Describe principles of fetal medicine and identify common congenital problems
<b>Links</b>	Neonatal/Perinatal Medicine Advanced Training Curriculum

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• describe continuum of normal in-utero and postnatal growth and development</li> <li>• describe antenatal screening tests</li> <li>• outline common congenital anomalies/syndromes detected during antenatal screening that are relevant to the viable foetus</li> <li>• describe aetiologies of congenital abnormalities and common syndromes</li> <li>• recognise limitations of antenatal diagnosis</li> <li>• outline legislation pertaining to termination of pregnancy and implications of congenital abnormalities for continuation of pregnancy and method of delivery</li> <li>• recognise implications of congenital abnormalities for development, physical and psychological function during childhood and adolescence</li> <li>• recognise implications of congenital anomalies for genetic counselling</li> <li>• identify resources that provide antenatal assessment and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• take obstetric, family and antenatal history to aid in diagnosis of congenital abnormalities</li> <li>• recognise congenital anomalies on newborn examination, investigate and manage</li> <li>• investigate anomalies detected on antenatal ultrasound scans, e.g. renal pelvis dilatation</li> <li>• distinguish between isolated congenital anomalies and congenital anomaly syndromes</li> <li>• refer infants for diagnostic assessment, management and genetic counseling</li> <li>• prognosticate regarding function and development of the child</li> <li>• describe psychological implications for parents and child.</li> </ul>

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.3		Paediatric Care in Neonatal/Perinatal Settings	
Learning Objective 2.3.2		Anticipate and manage neonatal problems arising from high-risk pregnancies	
Links		Neonatal/Perinatal Medicine Advanced Training Curriculum	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>explain common conditions of mother, placenta and foetus that contribute to high-risk pregnancies</li> <li>describe resources that specialise in management and transfer of high-risk pregnancies</li> <li>recognise limitations of level 1 and 2 special care nurseries in managing problems arising from high-risk pregnancies</li> <li>describe outcomes of pregnancy associated with teratogenic agents and substance abuse</li> <li>recognise maternal chronic medical conditions and indications in pregnancies.</li> </ul>		<ul style="list-style-type: none"> <li>identify neonatal problems arising from high-risk pregnancies</li> <li>recognise limitations of local resources</li> <li>consult with obstetric staff, perinatal/neonatal emergency transport staff and local nursery staff to facilitate safe transfer or neonatal resuscitation/stabilisation</li> <li>manage neonatal abstinence syndrome</li> <li>manage infant affected by in-utero insults.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.3		Paediatric Care in Neonatal/Perinatal Settings	
Learning Objective 2.3.3		Assess and manage healthy newborn	
Links		Neonatal/Perinatal Medicine Advanced Training Curriculum	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>describe physiology of the transition from in-utero to post-natal life</li> <li>recognise normal morphology, physiology, neuro-behavioural aspects of newborn and their variants</li> <li>explain newborn interventions, such as vitamin K, vaccinations and newborn screening</li> <li>identify factors that impact relationship, attachment and interaction between parents and newborn</li> <li>identify local resources available to ensure monitoring of growth and development in the newborn</li> <li>explain risk factors of sudden infant death syndromes (SIDS).</li> </ul>		<ul style="list-style-type: none"> <li>perform newborn examination and interpret growth parameters</li> <li>recognise and manage abnormalities or normal variants detected on newborn examinations</li> <li>address concerns arising in antenatal period, e.g. antenatal ultrasound findings</li> <li>recognise common skin conditions, cardiac murmurs, congenital dislocation of the hips, cephalohaematomas, head moulding</li> <li>educate family in care of newborn</li> <li>recognise family in need of psychosocial support and organise adequate services from allied health staff/psychiatry/general practitioner.</li> </ul>	



<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings	
<b>Learning Objective 2.3.4</b>	Perform resuscitation of neonates and manage mechanical ventilation	
<b>Links</b>	Neonatal/Perinatal Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe principles of basic and advanced resuscitation in neonates</li> <li>stratify risk of needing intensive resuscitation based on obstetric history</li> <li>outline pathophysiology of neonatal asphyxia and hypoxic ischaemic encephalopathy</li> <li>recognise when to stop acute resuscitation</li> <li>describe workings of a neonatal resuscitaire.</li> </ul>	<ul style="list-style-type: none"> <li>identify and resolve problems with neonatal resuscitaire</li> <li>perform and maintain ventilation in non-intubated infant</li> <li>administer drugs and fluids for neonatal resuscitation</li> <li>intubate and maintain an airway</li> <li>explain and communicate to parents possible adverse outcomes and expected course after the event.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings	
<b>Learning Objective 2.3.5</b>	Manage retrieval of neonates	
<b>Links</b>	Neonatal/Perinatal Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline local resources for provision of newborn emergency transport services (NETS)</li> <li>outline local protocols and procedures for transport</li> <li>outline risks of neonatal transport</li> <li>outline principles of stabilisation and management of neonate prior to and during transport</li> <li>describe physiology of transport by air.</li> </ul>	<ul style="list-style-type: none"> <li>assess immediate need for transport</li> <li>lead transport team, including appropriate communication and prioritisation</li> <li>communicate with transport team and receiving unit</li> <li>stabilise and manage newborn prior to arrival of transport team</li> <li>counsel parents of neonate requiring transport</li> <li>conduct handover to the retrieval team.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings	
<b>Learning Objective 2.3.6</b>	Manage acute care in pre-term and full-term neonates	
<b>Links</b>	Neonatal/Perinatal Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>recognise respiratory distress syndrome and respiratory failure in term and pre-term infants</li> <li>describe pathophysiology and management of: <ul style="list-style-type: none"> <li>cardiac conditions, including failure and congenital heart anomalies</li> <li>seizures</li> <li>sepsis</li> <li>gastrointestinal emergencies and metabolic conditions</li> <li>shock</li> <li>hypoglycaemia.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>manage critically unwell neonate</li> <li>interpret various causes of respiratory distress</li> <li>investigate and interpret results</li> <li>identify common neonatal congenital heart anomalies</li> <li>recognise and differentiate various causes for respiratory distress</li> <li>liaise and manage infants requiring retrieval with tertiary centre/newborn and paediatric emergency transport service (NETS).</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings	
<b>Learning Objective 2.3.7</b>	Perform procedures on neonates	
<b>Links</b>	Neonatal/Perinatal Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>explain anatomy and physiology of neonates.</li> </ul>	<ul style="list-style-type: none"> <li>perform: <ul style="list-style-type: none"> <li>central IV access (umbilical vein)</li> <li>continuous positive airway pressure (CPAP) ventilation</li> <li>cardiopulmonary resuscitation (CPR)</li> <li>intercostal drain insertion</li> <li>intra-arterial line insertion (umbilical arterial)</li> <li>mechanical ventilation</li> <li>nasogastric (N-G) tube placement</li> <li>neonatal airway management</li> <li>peripheral intravenous (IV) access</li> </ul> </li> <li>identify sterile fields in access of central lines in neonates</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings	
<b>Learning Objective 2.3.7</b>	Perform procedures on neonates	
<b>Links</b>	Neonatal/Perinatal Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
	<ul style="list-style-type: none"> <li>interpret position of umbilical artery catheter (UVC), umbilical vein catheter (UAC) lines on x-ray</li> <li>maintain infant's temperature</li> <li>judge need for central and arterial access and recognise limits of one's own abilities.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.3</b>	Paediatric Care in Neonatal/Perinatal Settings	
<b>Learning Objective 2.3.8</b>	Assess and manage jaundice in neonates	
<b>Links</b>	Neonatal/Perinatal Medicine Advanced Training Curriculum	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>define normal range of serum bilirubin levels in neonates</li> <li>describe causes and investigation of neonatal jaundice</li> <li>outline phototherapy guidelines and graphs</li> <li>recognise risks of bronze baby syndrome</li> <li>describe how to cross match blood and risks associated with exchange transfusion</li> <li>describe the process and risks of umbilical vein and artery catheterisation</li> <li>describe need and process involved for exchange transfusions for rhesus disease and partial exchange transfusions for polycythaemia.</li> </ul>	<ul style="list-style-type: none"> <li>interpret serum bilirubin levels in neonates</li> <li>be familiar with use and risks of phototherapy delivered in the humidicrib and by biliblanket systems</li> <li>interpret phototherapy guidelines and graphs</li> <li>explain procedure to parents and gain informed consent.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.3		Paediatric Care in Neonatal/Perinatal Settings	
Learning Objective 2.3.9		Assess and manage long-term problems pertaining to premature and low birth weight infants	
Links		Neonatal/Perinatal Medicine Advanced Training Curriculum	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>describe normal growth and development in neonates</li> <li>identify normal neuro-developmental milestones in pre-term infants</li> <li>describe chronic lung disease of the newborn and its management</li> <li>explain outcomes of problems in neonates, i.e. visual impairment, physical impairment, intellectual impairment, learning difficulties, hearing impairment</li> <li>recognise neurosensory, neuromotor and cognitive impairment</li> <li>identify early intervention services for visual, auditory, physical and intellectual impairment</li> <li>describe assessment tools.</li> </ul>		<ul style="list-style-type: none"> <li>communicate expected long-term outcomes with parents</li> <li>interpret neonatal growth charts</li> <li>monitor growth and development following discharge</li> <li>organise and interpret key investigations, such as head ultrasound, hearing and eye tests</li> <li>conduct surveillance of premature infant including vision, hearing, neurological development and cardiopulmonary status</li> <li>use low flow oxygen and other appropriate therapies for management</li> <li>promote and encourage breast feeding for pre-term infants</li> <li>liaise with nursing staff to organise discharge of infant from hospital.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.3		Paediatric Care in Neonatal/Perinatal Settings	
Learning Objective 2.3.10		Explain principles of infant feeding	
Links		Neonatal/Perinatal Medicine Advanced Training Curriculum	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>outline nutritional requirements of term and pre-term infant</li> <li>recognise anatomy, physiology and neurodevelopment aspects of feeding and gut maturation in term and pre-term infant</li> <li>describe growth patterns in newborn period</li> <li>identify risk factors for necrotising enterocolitis</li> <li>describe benefits of breast milk compared to formulae</li> <li>outline variety of formula types and their uses</li> <li>describe total parenteral nutrition (TPN) and its complications</li> <li>describe methods of enteral feeding at various stages of development</li> <li>outline vitamin and mineral supplementation and fortification options in premature infants</li> <li>recognise importance of socio-cultural aspects of feeding, i.e. mother infant bonding, importance of breast feeding</li> <li>identify methods and services for long-term nutritional support</li> <li>describe breast feeding and its associated difficulties.</li> </ul>		<ul style="list-style-type: none"> <li>calculate caloric and volume requirement and prescribe appropriate method and type of feeding for gestational age, i.e. naso / oro gastric tube, bottle feeding, fortified breast milk, pre-term infant formulae</li> <li>recognise, investigate and manage anatomical, physiological, neuro-developmental and psychological problems that may impede enteral feeding</li> <li>prescribe TPN and monitor biochemical parameters</li> <li>monitor growth of infant and manage growth problems</li> <li>inform and educate parents of feeding options and integrate parental wishes in feeding regimen</li> <li>manage and follow up infants requiring long-term nutritional support with the aid of allied health staff</li> <li>assess and manage breast feeding difficulties and work with allied health professionals.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.4</b>	Paediatric Care in Paediatric Intensive Care
<b>Teaching and Learning Methods:</b> <ul style="list-style-type: none"> <li>• APLS (3 day course certificate)</li> <li>• Participate in anaesthetic list to provide ETT practice</li> <li>• Practical clinical experience/intensive care unit (ICU) team</li> <li>• Lecture services</li> <li>• Clinical audit or morbidity review</li> <li>• Observe cardioversion</li> <li>• Participate in newborn and paediatric emergency transport services (NETS/PETS) transfer</li> <li>• Participate in telephone advice</li> <li>• Mentoring by consultant/supervisors</li> <li>• Clinical experience/ICU training and experience</li> <li>• TPN orders</li> <li>• Tele-health and other case conferencing with tertiary specialists</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.4</b>	Paediatric Care in Paediatric Intensive Care	
<b>Learning Objective 2.4.1</b>	Perform procedures in advanced paediatric life support	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• describe methods of airway management of apnoeic or hypo-ventilated child</li> <li>• describe drug management of infant or child for safe ETT paralysis and sedation</li> <li>• outline indications for tracheostomy</li> <li>• describe methods of circulation management</li> <li>• recognise common life-threatening paediatric illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise impending airway obstruction or respiratory failure</li> <li>• recognise fluid deficit and the need for circulatory support</li> <li>• perform bag and mask ventilation on an infant, child or young person</li> <li>• recognise need for and use CPAP in critically ill infants, children and young people</li> <li>• intubate infant, child or young person orally or nasally with an appropriate sized ETT</li> <li>• paralyse and sedate an infant, child or young person safely</li> <li>• use laryngeal mask airways</li> <li>• observe tracheostomy insertion</li> <li>• change tracheostomy</li> <li>• manage long-term tracheostomy.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.4</b>	Paediatric Care in Paediatric Intensive Care	
<b>Learning Objective 2.4.2</b>	Assess and manage infants, children and young people with diabetic ketoacidosis	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe pathophysiology of diabetic ketoacidosis (DKA)</li> <li>identify risk factors for development of cerebral oedema</li> <li>outline criteria for ICU admission</li> <li>describe IV fluid, electrolyte, glucose administration.</li> </ul>	<ul style="list-style-type: none"> <li>assess degree of dehydration</li> <li>order initial and subsequent laboratory tests</li> <li>communicate with family regarding status of infant, child or young person</li> <li>work with MDT.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.4</b>	Paediatric Care in Paediatric Intensive Care	
<b>Learning Objective 2.4.3</b>	Assess and manage infants, children and young people with electrolyte/acid base/nutritional abnormalities	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe pathophysiology and principles of IV fluid management</li> <li>describe use of TPN – initial, short-term, long-term and home therapy</li> <li>describe monitoring of TPN</li> <li>outline method of administration of TPN/fluid therapy</li> <li>describe pathophysiology of syndrome of inappropriate antidiuretic hormone secretion (SIADH)</li> <li>describe nutritional requirements of critically ill infant, child or young person</li> <li>describe enteral feeding.</li> </ul>	<ul style="list-style-type: none"> <li>manage IV fluid resuscitation in children and young people</li> <li>assess dehydration in children and young people</li> <li>manage metabolic acidosis, hyper/hypoNa hyper/hypokalaemia and SIADH</li> <li>order and monitor TPN</li> <li>secure IV access, manage long lines and intra vascular catheters</li> <li>manage gastrostomies.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE
Theme 2.4		Paediatric Care in Paediatric Intensive Care
Learning Objective 2.4.4		Assess and manage infants, children and young people with potential cardiac, respiratory or neurological emergencies or acute sepsis
Knowledge		Skills
<ul style="list-style-type: none"> <li>describe pathophysiology and principles of coma and raised intracranial pressure, status epilepticus, status asthmaticus and acute airway obstruction</li> <li>identify common arrhythmias, including supraventricular tachycardia (SVT)</li> <li>identify ventricular arrhythmia, particularly in high-risk infants, children and young people.</li> </ul>		<ul style="list-style-type: none"> <li>manage coma and raised intracranial pressure, status epilepticus, status asthmaticus, acute airway obstruction</li> <li>assess acutely ill infant, child or young person</li> <li>recognise criteria for transfer to the paediatric intensive care unit (PICU)</li> <li>communicate with family regarding status and prognosis of infant, child or young person</li> <li>work and communicate in a team</li> <li>interpret electrocardiogram (ECG)</li> <li>recognise, assess and manage arrhythmia: <ul style="list-style-type: none"> <li>defibrillation</li> <li>drugs</li> <li>physical manoeuvres.</li> </ul> </li> </ul>

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE
Theme 2.4		Paediatric Care in Paediatric Intensive Care
Learning Objective 2.4.5		Manage transfer of an unwell newborn, infant, child or young person
Knowledge		Skills
<ul style="list-style-type: none"> <li>outline local resources for provision of NETS/PETS</li> <li>outline local protocols and procedures for transport</li> <li>outline risks of transfer</li> <li>outline principles of stabilisation and management during transfer</li> <li>describe physiology of transport by air.</li> </ul>		<ul style="list-style-type: none"> <li>recognise seriously ill newborn, infant, child or young person</li> <li>assess need for transfer taking into account local resources</li> <li>assess the immediate need for transport</li> <li>communicate with transport team and receiving unit</li> <li>stabilise and manage newborn, infant, child or young person prior to arrival of transport team</li> <li>conduct handover to the retrieval team.</li> </ul>



<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.4</b>	Paediatric Care in Paediatric Intensive Care	
<b>Learning Objective 2.4.6</b>	Explain pre and postoperative care of major surgery	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline principles of postoperative care for critically unwell surgical newborn, infant, child or young person</li> <li>discuss risks of major surgery for newborn, infant, child or young person with chronic disability and illness</li> <li>outline preoperative requirements for newborn, infant, child or young person undergoing major surgery</li> <li>discuss essential elements of postoperative care for critically unwell surgical newborn, infant, child or young person.</li> </ul>	<ul style="list-style-type: none"> <li>plan for major surgery on newborn, infant, child or young person, especially those with chronic disability, in conjunction with tertiary specialists</li> <li>organise medical workup including investigations of newborn, infant, child or young person prior to major surgery</li> <li>demonstrate correct fluid, antibiotic and nutritional management of critically unwell post operative newborn, infant, child or young person.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.4</b>	Paediatric Care in Paediatric Intensive Care	
<b>Learning Objective 2.4.7</b>	Describe indications for end-stage organ failure and transplantation	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>list criteria for renal, liver, heart, and heart-lung transplant</li> <li>outline principles of anti-rejection drug therapy</li> <li>describe methods of renal dialysis</li> <li>list criteria for evaluating transplant donors.</li> </ul>	<ul style="list-style-type: none"> <li>manage renal failure and peritoneal dialysis</li> <li>work with subspecialists in a transplant team.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.5</b>	Ambulatory Care
<b>Teaching and Learning Methods:</b> <ul style="list-style-type: none"> <li>• Attendance at two outpatients clinics per week with independent assessment of cases with a minimum of 100 new referred cases over period of advanced training</li> <li>• Post-case or post-clinic discussion of cases with supervising consultant</li> <li>• Participation in multidisciplinary meetings</li> <li>• Clinical experience</li> <li>• Mentoring by supervisor</li> <li>• Participation in community educational forums and groups</li> <li>• Participation in teleconferencing where appropriate</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.5</b>	Ambulatory Care	
<b>Learning Objective 2.5.1</b>	Consult for outpatient and ambulatory care	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• discuss range of paediatric medical, psychological, behavioural and social issues, including approaches to investigation and management</li> <li>• discuss bearing of social and cultural differences on patient consultation, particularly differing medical beliefs and role of interpreters</li> <li>• describe role and responsibilities of local outpatient and ambulatory services.</li> </ul>	<ul style="list-style-type: none"> <li>• engage with patients and their families of different socio-economic and ethnic backgrounds</li> <li>• relate on a diverse range of medical, psychological and social issues to patients and their families</li> <li>• record an inclusive history and perform a thorough examination</li> <li>• implement a sound management plan with patients and their family</li> <li>• communicate medical issues in clear and concise lay terms, with sensitivity to cultural issues and use of an interpreter</li> <li>• demonstrate time management</li> <li>• engage and utilise other members of a MDT</li> <li>• re-evaluate ongoing practice in terms of advances in medical knowledge and therapeutic options.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.5</b>	Ambulatory Care	
<b>Learning Objective 2.5.2</b>	Investigate and manage cases	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe chronic paediatric medical, psychological, behavioural and social issues, including approaches to investigation and management</li> <li>identify support services available in the local community for specific case management, i.e.: <ul style="list-style-type: none"> <li>allied health</li> <li>financial</li> <li>medical</li> <li>respite</li> <li>support groups</li> </ul> </li> <li>define role of paediatrician as co-ordinator of care, including specialists, allied health, other services, carers etc.</li> </ul>	<ul style="list-style-type: none"> <li>communicate (both written and verbal) with medical and non-medical service providers</li> <li>develop and maintain an involved but professional relationship with families and patients in long-term patient management situations</li> <li>recognise and manage new problems, as well as existing issues in long-term patient management situations</li> <li>identify issues faced by carers</li> <li>evaluate importance of continuity of care in follow-up cases</li> <li>demonstrate well developed organisational skills</li> <li>engage and communicate with vulnerable families.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.5</b>	Ambulatory Care	
<b>Learning Objective 2.5.3</b>	Communicate, refer and co-manage cases requiring paediatric subspecialist involvement	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe paediatric medical, psychological, behavioural and social issues</li> <li>recognise one's own limitations of knowledge necessitating referral, co-management or seeking advice</li> <li>identify limits of service provision in area of practice necessitating referral, co-management, or seeking of advice.</li> </ul>	<ul style="list-style-type: none"> <li>recognise need to seek advice or referral for complex and rare problems and do so when required</li> <li>co-manage a case with a specialist paediatrician, communicating clearly with specialist, patient and family</li> <li>demonstrate organisational skills.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.6</b>	Community Care
<b>Teaching and Learning Methods:</b> <ul style="list-style-type: none"> <li>• Attendance and completion of a parenting program</li> <li>• Clinical experience</li> <li>• Mentoring by consultant/supervisor</li> <li>• Participation in MDT</li> <li>• Present at parenting forums</li> <li>• Developmental/behaviour training workshops</li> <li>• Participation in Community Child Health training program</li> <li>• Community chart health training modules</li> <li>• Attendance at community centres</li> <li>• Attendance at clinics with consultant paediatrician</li> <li>• Telemedicine training workshops</li> <li>• Public health education modules/workshop</li> <li>• Attendance at immunisation sessions</li> <li>• Attendance at municipal health planning meetings</li> <li>• Visits to sites of community health provision</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.6</b>	Community Care	
<b>Learning Objective 2.6.1</b>	Counsel and educate parents about parenting styles, behaviour management, resources and support	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• outline range of parenting styles taking into account psychosocial and cultural variations</li> <li>• identify parenting style and behaviour management resources available to parents</li> <li>• describe impact of psychosocial issues on parenting behaviours</li> <li>• define role of counsellors, psychologists and allied health professionals</li> <li>• describe processes in assessing and teaching parenting skills</li> <li>• acknowledge varying capabilities of parents and limitations of their parenting skills</li> </ul>	<ul style="list-style-type: none"> <li>• counsel parents on issues of parenting styles, behaviour management, resources and support</li> <li>• contribute as a member of a team</li> <li>• build rapport with parents and children</li> <li>• prescribe behaviour management</li> <li>• recognise parent-child interactions and the factors that influence these interactions</li> <li>• refer to other services and specialists.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.6</b>	Community Care	
<b>Learning Objective 2.6.1</b>	Counsel and educate parents about parenting styles, behaviour management, resources and support	
<ul style="list-style-type: none"> <li>identify needs of children and families from special populations: <ul style="list-style-type: none"> <li>children in out-of-home care</li> <li>cultural and linguistically diverse</li> <li>Aboriginal and Torres Strait Islander and Māori and Pacific Islander peoples</li> <li>socioeconomically disadvantaged.</li> </ul> </li> </ul>		

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.6</b>	Community Care	
<b>Learning Objective 2.6.2</b>	Work in a community context and with outreach services	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>identify health needs of a community</li> <li>describe role of community-based services in delivery of health care for infants, children and young people</li> <li>describe roles of individuals in community services</li> <li>identify services and service gaps in outreach communities</li> <li>define role of paediatrician in community centre</li> <li>outline communication processes and relationship between community centre and acute care services and private sector</li> <li>describe administrative structure of outreach services</li> <li>outline community child health in context of broader community</li> <li>understand importance of delivery of health services within individual communities</li> <li>discuss availability of services in outreach communities</li> <li>describe conditions under which people live in outreach communities</li> </ul>	<ul style="list-style-type: none"> <li>work, and be accepted, as part of a team</li> <li>undertake comprehensive paediatric assessments of: <ul style="list-style-type: none"> <li>health</li> <li>physical development</li> <li>psychosocial development</li> </ul> </li> <li>demonstrate leadership abilities and case management skills</li> <li>formulate management plans for investigation and future management of infants, children and young people</li> <li>recognise and facilitate necessary referral pathways</li> <li>participate in health service delivery in outreach communities</li> <li>recognise needs of community</li> <li>deliver quality secondary consultation and communicate with primary practitioners</li> <li>complete documentation that will assist in ongoing management of infants, children and young people in outreach communities</li> <li>seek tertiary consultation either by telephone or telemedicine</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.6</b>	Community Care	
<b>Learning Objective 2.6.2</b>	Work in a community context and with outreach services	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe conditions under which practitioners practise in outreach communities</li> <li>recognise health needs of outreach communities.</li> </ul>	<ul style="list-style-type: none"> <li>use internet to access material for reference or for patient information</li> <li>provide in-service education for health practitioners and parents.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.6</b>	Community Care	
<b>Learning Objective 2.6.3</b>	Understand and interpret public health policy and legislation	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline national, state and local public health policy and legislation affecting health and wellbeing of infants, children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>apply, implement and advocate for community care in daily practice.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics
<b>Teaching and Learning Methods:</b> <ul style="list-style-type: none"> <li>• Observation of and participation in child community health paediatric rotations</li> <li>• Observation of developmental assessments</li> <li>• Discussion of developmental assessments with consultants and therapists</li> <li>• Participation in community child health teaching program</li> <li>• Clinical experience and review of literature</li> <li>• Mentoring by supervisor</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.1</b>	Assess and manage infants, children and young people with developmental delay/disabilities	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• define normal ranges for the following: <ul style="list-style-type: none"> <li>• fine motor development</li> <li>• gross motor development</li> <li>• physical development</li> <li>• social development</li> <li>• speech and language development</li> </ul> </li> <li>• describe longitudinal aspects of and assessment intervals for infants, children and young people with developmental delay/disabilities</li> <li>• outline information provided in reports by allied health professionals</li> <li>• describe role of allied health in assessment of infants, children and young people with developmental delay/disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• gather relevant maternal and child history pertaining to all aspects of development of an infant, child or young person</li> <li>• assess all aspects of development of an infant, child or young person</li> <li>• recognise infants, children and young people with neurological deficits</li> <li>• choose investigations and interpret results</li> <li>• judge what areas may be assessed with help of allied health professionals</li> <li>• interpret results from psychological and developmental assessment tools for infants, children and young people</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.1</b>	Assess and manage infants, children and young people with developmental delay/disabilities	
<ul style="list-style-type: none"> <li>outline range of developmental assessment tools for infants, children and young people with developmental delay/disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>summarise history and findings of an infant, child or young person and communicate this information clearly to other professionals</li> <li>communicate findings in lay terms to parents, including longitudinal issues of infant's, child's or young person's condition.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.2</b>	Describe role of allied health care teams when managing infants, children and young people with developmental delays/disabilities	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe role of allied health professionals when managing infants, children and young people with developmental delays/disabilities</li> <li>describe role of MDT</li> <li>define importance and role of case conferences</li> <li>describe pre-school and school structures</li> <li>outline pre-school, school and education processes for infants, children and young people with developmental delays/disabilities</li> <li>describe role of pre-school and school-based assessments for infants, children and young people with developmental delays/disabilities</li> <li>describe role of government and non-government agencies in managing infants, children and young people with developmental delays/disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>communicate with allied health professionals and educators regarding the management of infants, children and young people with developmental delays/disabilities</li> <li>interpret pre-school and school-based reports and assessments</li> <li>participate in MDT</li> <li>operate as leader of MDT</li> <li>prepare MDT reports</li> <li>implement MDT management plan</li> <li>conduct case conferences.</li> </ul>	



<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.3</b>	Assess and manage children and young people with attention deficit hyperactivity disorder (ADHD)	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>list diagnostic criteria for ADHD</li> <li>discuss range of comorbidities in different age ranges</li> <li>list psychoactive medications available for children and young people and discuss state-based regulations</li> <li>discuss assessment tools used for children and young people with suspected behavioural and learning disorders</li> <li>discuss alternative management strategies for children and young people with ADHD</li> <li>discuss behavioural management strategies for children and young people with ADHD</li> <li>outline parenting strategies for children and young people with ADHD.</li> </ul>	<ul style="list-style-type: none"> <li>gather relevant history</li> <li>make diagnosis of ADHD</li> <li>identify comorbidities in children and young people with ADHD</li> <li>prescribe and monitor stimulants and other medication for ADHD</li> <li>educate parents and other professionals to manage children and young people with ADHD</li> <li>communicate with schools and other agencies to advocate for children and young people with ADHD.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.4</b>	Assess and manage children and young people with autism spectrum disorder (ASD)	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>list diagnostic criteria for ASD</li> <li>identify comorbidities of ASD</li> <li>describe assessment tools used for children with suspected ASD</li> <li>characterise medications used in management of ASD, including atypical antipsychotics and antidepressants</li> <li>discuss alternative medications and methods of ASD management</li> <li>discuss behaviour management strategies for children and young people with ASD</li> </ul>	<ul style="list-style-type: none"> <li>gather and interpret history from parents and other sources in assessment of children and young people with ASD</li> <li>interpret results from assessment tools</li> <li>make a diagnosis of ASD</li> <li>distinguish between different aspects that influence presentation of ASD in different ages</li> <li>prescribe and monitor medications in children and young people with ASD</li> <li>educate parents and others involved about the management of ASD</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.4</b>	Assess and manage children and young people with autism spectrum disorder (ASD)	
<ul style="list-style-type: none"> <li>describe parenting strategies for children and young people with ASD.</li> </ul>	<ul style="list-style-type: none"> <li>communicate with other agencies who may assist with ongoing management of children and young people with ASD</li> <li>advocate for children and young people with ASD.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.5</b>	Assess and manage children and young people with learning difficulties/disorders	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe nature of learning profiles</li> <li>describe nature of specific learning difficulties/disorders</li> <li>describe assessment tools used to assess children and young people with learning difficulties/disorders</li> <li>identify comorbidities associated with learning difficulties/disorders</li> <li>discuss ways to facilitate learning in children and young people with learning difficulties/disorders.</li> </ul>	<ul style="list-style-type: none"> <li>gather and interpret history from parents, children, young people and teachers to assess children and young people with learning difficulties/disorders</li> <li>interpret results from learning assessments</li> <li>diagnose learning difficulties/disorders</li> <li>communicate in lay terms the issues related to the diagnosis and management of learning difficulties/disorders</li> <li>liaise with other agencies involved in managing children and young people with learning difficulties/disorders</li> <li>advocate for children and young people with learning difficulties/disorders.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.7		Developmental and Behavioural Paediatrics	
Learning Objective 2.7.6		Assess and manage children and young people with functional developmental, behavioural and learning problems	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>describe range and basis of behavioural and learning difficulties in children and young people</li> <li>identify comorbidities associated with developmental difficulties</li> <li>describe assessment tools used to assess children and young people with functional developmental, behavioural and learning problems</li> <li>describe role of school-based assessments in identifying children and young people with functional developmental, behavioural and learning problems</li> <li>outline strategies of behaviour management for children and young people with functional developmental, behavioural and learning problems</li> <li>identify ways to facilitate learning, development and appropriate behaviour</li> <li>identify local resources available to children and young people with functional developmental, behavioural and learning problems and their families.</li> </ul>		<ul style="list-style-type: none"> <li>gather and interpret history from parents, children, young people and teachers in assessment of children and young people with developmental, behavioural and learning problems</li> <li>interpret results from learning and allied health assessments</li> <li>diagnose learning problems</li> <li>diagnose behavioural problems</li> <li>communicate in lay terms the issues related to the diagnosis and management of children and young people with developmental, behavioural and learning problems</li> <li>liaise with other agencies involved in managing children and young people with developmental, behavioural and learning problems</li> <li>advocate for children and young people with functional developmental, behavioural and learning problems.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.7</b>	Developmental and Behavioural Paediatrics	
<b>Learning Objective 2.7.7</b>	Recognise, triage, refer, and manage where appropriate, children and young people with common mental health conditions	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>list diagnostic criteria for: <ul style="list-style-type: none"> <li>anxiety disorder</li> <li>conduct disorder</li> <li>depression</li> <li>obsessive/compulsive disorder (OCD)</li> </ul> </li> <li>outline implications of these disorders for children and young people and their families with respect to function in community, education and social and emotional function</li> <li>explain cognitive behavioural therapy and how it can be used to treat common mental health conditions</li> <li>discuss use of medication in children and young people with depression, anxiety disorder, conduct disorder and OCD</li> <li>identify local resources available to children and young people with common mental health conditions and their families.</li> </ul>	<ul style="list-style-type: none"> <li>gather and interpret history from children, young people and their families relevant to the diagnosis of depression, anxiety disorder, conduct disorder and OCD</li> <li>assess mental state of children and young people</li> <li>assess threat of self-harm for children and young people</li> <li>recognise need for, and arrange referral to, appropriate services</li> <li>prescribe medication and monitor its use</li> <li>liaise with mental health professionals regarding medication use</li> <li>recognise one's own limitations in management of mental health conditions</li> <li>function in a mental health MDT.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.8</b>	Adolescent Medicine	
<b>Teaching and Learning Methods:</b>		
<ul style="list-style-type: none"> <li>Clinical experience</li> <li>Participation in communication activities</li> <li>Mentoring</li> </ul>		

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.8</b>	Adolescent Medicine	
<b>Learning Objective 2.8.1</b>	Assess and manage conditions particular to adolescents	
<b>Links</b>	Basic Training (Paediatrics & Child Health) Curriculum relevant reference material	
<b>Knowledge</b>	<b>Skills</b>	

<ul style="list-style-type: none"> <li>• outline principles of normal adolescent development</li> <li>• describe nature and basis of the following conditions in adolescents: <ul style="list-style-type: none"> <li>• eating disorders</li> <li>• substance abuse</li> <li>• obesity</li> </ul> </li> <li>• outline reproductive and sexual health issues affecting adolescents</li> <li>• identify range, causes and treatments of skin conditions common to adolescents</li> <li>• identify range and treatment of mental health issues common to adolescents</li> <li>• identify local resources available to adolescents and their families to help manage adolescent health issues</li> <li>• recognise ethical and legal framework with respect to adolescents.</li> </ul>	<ul style="list-style-type: none"> <li>• elicit history pertaining to psychosocial health of adolescents</li> <li>• use HEADSS (home, education, activity, drugs, sexual activity, suicidality) psychosocial assessment tool</li> <li>• demonstrate respect for privacy</li> <li>• demonstrate respect for autonomy</li> <li>• recognise and diagnose conditions particular to adolescents within professional competence and refer as indicated.</li> </ul>
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<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.8</b>	Adolescent Medicine
<b>Learning Objective 2.8.2</b>	Assess and manage chronic illness in adolescents
<b>Links</b>	Basic Training (Paediatrics & Child Health) Curriculum relevant reference material

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• illustrate impact of chronic illness on adolescent well being and development</li> <li>• outline adherence issues affecting adolescents with chronic illness</li> <li>• discuss impact chronic illness has on an adolescent's attitude towards education</li> <li>• describe changes and complications of chronic disease in adolescents</li> <li>• identify range of youth services and adolescent support groups available to those with chronic illness</li> <li>• discuss role of transition services and their practices.</li> </ul>	<ul style="list-style-type: none"> <li>• assess and anticipate the impact of the following on an individual with chronic illness: <ul style="list-style-type: none"> <li>• health education</li> <li>• mental state</li> <li>• psychosocial development</li> </ul> </li> <li>• assess and manage problems of adherence and flexibility</li> <li>• provide functional support to adolescents with chronic illness: <ul style="list-style-type: none"> <li>• emotionally</li> <li>• socially</li> <li>• with respect to education</li> </ul> </li> <li>• monitor changing patterns of illness and diagnose complications</li> <li>• communicate with adolescents and their families.</li> </ul>

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
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<b>Theme 2.8</b>	Adolescent Medicine	
<b>Learning Objective 2.8.3</b>	Describe implications of transition to adult life	
<b>Links</b>	Basic Training (Paediatrics & Child Health) Curriculum relevant reference material	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• identify and describe role of available transition resources and clinics</li> <li>• identify and describe role of local transition practices</li> <li>• identify and describe role of adult disability services.</li> </ul>	<ul style="list-style-type: none"> <li>• communicate with adolescents and their families.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>
<b>Theme 2.9</b>	Child Protection
<b>Teaching and Learning Methods:</b> <ul style="list-style-type: none"> <li>• Clinical experience <ul style="list-style-type: none"> <li>• Working as an integral part of a MDT</li> <li>• Linking/relating/cooperating with other MDTs</li> <li>• Day-to-day clinical practice with professional supervision</li> <li>• Case discussion/presentation</li> <li>• Case management over time</li> <li>• Critical incident debriefing</li> </ul> </li> <li>• Common clinical presentations of inflicted injury</li> <li>• Attendance at peer group training sessions in forensic child abuse</li> <li>• Medical expert and court training workshop</li> <li>• Child protection course</li> <li>• Mentoring by supervisor</li> <li>• Community involvement</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.9</b>	Child Protection	
<b>Learning Objective 2.9.1</b>	Work with government and community services	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• describe role of health, welfare and police professionals in the investigation and management of suspected child abuse, including function of relevant statutory bodies</li> <li>• describe role of medical practitioner in diagnosis and assessment of child neglect and abuse and the child and caregiver interview process</li> <li>• describe role of other hospital-based professionals in the evaluation and management of suspected child abuse</li> <li>• identify dynamics of functional and dysfunctional child protection MDTs.</li> </ul>	<ul style="list-style-type: none"> <li>• participate in interagency case conferences</li> <li>• work with hospital-based child protection MDT</li> <li>• collaborate with other government agencies in the evaluation and management of various forms of child abuse</li> <li>• provide written and verbal opinion to other professionals.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.9		Child Protection	
Learning Objective 2.9.2		Recognise, assess and manage children and young people who have been physically abused	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>list indicators of child abuse</li> <li>recognise common clinical presentations of inflicted injury</li> <li>describe mechanisms and patterns of inflicted injury, particularly:               <ul style="list-style-type: none"> <li>abdominal and thoracic injuries</li> <li>burns</li> <li>fractures</li> <li>head trauma</li> <li>skin and soft tissue damage</li> </ul> </li> <li>discuss methods involved in conducting a differential diagnosis for abuse victims</li> <li>describe diagnostic evaluation process for inflicted injury</li> <li>outline preventative strategies for physical abuse.</li> </ul>		<ul style="list-style-type: none"> <li>take history and complete necessary forensic documentation</li> <li>seek informed consent to conduct a physical examination</li> <li>consider use of chaperone and ensure availability to all patients</li> <li>conduct physical examination, completing all necessary documentation and illustrating with diagrams and photographs</li> <li>use investigations, including imaging, haematological and ophthalmological investigations</li> <li>prepare medico-legal report</li> <li>identify discrepancy between alleged mechanism of injury and findings.</li> </ul>	

DOMAIN 2		GENERAL PAEDIATRIC MEDICINE	
Theme 2.9		Child Protection	
Learning Objective 2.9.3		Recognise, assess and manage children and young people who have been sexually abused	
Knowledge		Skills	
<ul style="list-style-type: none"> <li>characterise:               <ul style="list-style-type: none"> <li>clinical and behavioural indicators of child sexual abuse</li> <li>normal genital and anal anatomy, including developmental changes and variations</li> <li>normal sexual behaviours of children and young people</li> <li>sexually transmitted diseases and their relationship to child sexual abuse</li> </ul> </li> <li>describe processes involved in conducting a physical examination, including role of a colposcopy</li> <li>describe processes involved in collecting forensic specimens</li> </ul>		<ul style="list-style-type: none"> <li>take medical and sexual history</li> <li>conduct physical examination, including genital examination, and recognise need for forensic assessment</li> <li>consider use of chaperone and ensure availability to all patients</li> <li>prepare documentation appropriate for level of care</li> <li>evaluate signs and form an opinion regarding the likelihood of child sexual abuse</li> <li>prepare a medico-legal report</li> <li>show sensitivity to child, young person and family.</li> </ul>	



<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.9</b>	Child Protection	
<b>Learning Objective 2.9.3</b>	Recognise, assess and manage children and young people who have been sexually abused	
	<ul style="list-style-type: none"> <li>illustrate importance of ongoing support for abuse victims, including sexual abuse counselling</li> <li>discuss basis for and methods of pregnancy testing, testing for sexually transmitted infections (STIs) and prophylaxis for children and young people</li> <li>discuss methods involved in conducting a differential diagnosis of abuse victims</li> <li>recognise professional limitations of a paediatrician</li> <li>recognise role of police and child protection workers.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.9</b>	Child Protection	
<b>Learning Objective 2.9.4</b>	Recognise, assess and manage children and young people who have been neglected, emotionally abused and who fabricate and/or induce illness	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>identify risk factors for child neglect and abuse</li> <li>outline relevant state and federal legislation (Australia/New Zealand as applicable) addressing the neglect and emotional abuse of children and young people</li> <li>describe effects of domestic violence on children and families</li> <li>define signs of fabricated and induced illness</li> <li>illustrate effects of following on children and young people and their relationships: <ul style="list-style-type: none"> <li>developmental delay</li> <li>failure to thrive</li> <li>neglect</li> <li>poor parenting</li> </ul> </li> <li>outline behavioural consequences of child abuse</li> <li>identify and discuss interventions, programs and services available.</li> </ul>	<ul style="list-style-type: none"> <li>undertake non-judgemental history taking</li> <li>seek informed consent to conduct a physical examination</li> <li>consider use of chaperone and ensure availability to all patients</li> <li>conduct physical and developmental assessment</li> <li>evaluate history and assessment and form opinion about likelihood of neglect</li> <li>liaise with a range of agencies and carers to improve access of child or young person to intervention services</li> <li>conduct investigations</li> <li>prepare documentation for assessment</li> <li>prepare medico-legal report.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.9</b>	Child Protection	
<b>Learning Objective 2.9.5</b>	Advocate for children and young people who have suffered abuse or neglect	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline current philosophies relating to rights of children and young people and family participation in decision making</li> <li>describe national, state and local strategies, policies and policy-making frameworks relating to child protection</li> <li>summarise basic principles and strategies for community participation in prevention of child abuse and neglect</li> <li>discuss basic principles and strategies in place for caregivers to advocate on their own behalf</li> <li>outline basic principles and strategies in place for children and young people to advocate on their own behalf.</li> </ul>	<ul style="list-style-type: none"> <li>seek informed consent to conduct a physical examination</li> <li>consider use of chaperone and ensure availability to all patients</li> <li>access and assess best evidence relevant to local child protection issues and present in lay terms to multiple stakeholders</li> <li>apply principles of advocacy to needs of individual children, young people and their families</li> <li>apply principles of individual and systemic advocacy to children and young people who are at-risk or who have suffered abuse and neglect.</li> </ul>	

<b>DOMAIN 2</b>	<b>GENERAL PAEDIATRIC MEDICINE</b>	
<b>Theme 2.9</b>	Child Protection	
<b>Learning Objective 2.9.6</b>	Develop medico-legal skills in evaluation and presentation of evidence	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>discuss state and federal child protection legislation</li> <li>describe role of courts responsible for child protection and family law and relevant courts of appeal</li> <li>describe role of a medical expert in legal proceedings</li> <li>describe process of preparing medico-legal report</li> <li>define child or young person's role as a witness and recognise importance and difficulty of role</li> <li>recognise how to present evidence in court.</li> </ul>	<ul style="list-style-type: none"> <li>collect medical evidence and complete documentation</li> <li>conduct literature review to support medico-legal evidence</li> <li>form a valid opinion based on evidence collected</li> <li>prepare medico-legal reports.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.1</b>	Child Population Health	
<b>Learning Objective 3.1.1</b>	Outline child health priorities of Australian and New Zealand governments	
<b>Knowledge</b>		<b>Skills</b>
<ul style="list-style-type: none"> <li>outline priority areas of local government, e.g. Healthy Start to Life and B4 School Check.</li> </ul>		<ul style="list-style-type: none"> <li>apply, implement and advocate for child health priorities in daily practice.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.1</b>	Child Population Health	
<b>Learning Objective 3.1.2</b>	Explain distribution of diseases in the community	
<b>Knowledge</b>		<b>Skills</b>
<ul style="list-style-type: none"> <li>define distribution and strategies for prevention of changing disease in the community that impact child health.</li> </ul>		<ul style="list-style-type: none"> <li>apply, implement and advocate for prevention of disease in daily practice.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.1</b>	Child Population Health	
<b>Learning Objective 3.1.3</b>	Recognise social determinants of child and youth health	
<b>Knowledge</b>		<b>Skills</b>
<ul style="list-style-type: none"> <li>outline social determinants of child and youth health:             <ul style="list-style-type: none"> <li>wealth</li> <li>poverty</li> <li>education</li> <li>cultural</li> <li>social economic norms.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>apply, implement and advocate for improved social conditions for infants, children and young people in daily practice.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.1</b>	Child Population Health	
<b>Learning Objective 3.1.4</b>	Recognise need for prevention and early intervention at a population level	
<b>Knowledge</b>		<b>Skills</b>
<ul style="list-style-type: none"> <li>identify which diseases are preventable and can be ameliorated by early intervention.</li> </ul>		<ul style="list-style-type: none"> <li>apply, implement and advocate for prevention of diseases in daily practice.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.1</b>	Child Population Health	
<b>Learning Objective 3.1.5</b>	Explain policy context for children and young people	
<b>Knowledge</b>		<b>Skills</b>
<ul style="list-style-type: none"> <li>outline policies of management of common childhood illness and mechanisms of funding allocation.</li> </ul>		<ul style="list-style-type: none"> <li>apply, implement and advocate for improved policies and increased funding in daily practice.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.2</b>	Care in the Community	
<b>Learning Objective 3.2.1</b>	Collaborate with health, education and community services	
<b>Knowledge</b>		<b>Skills</b>
<ul style="list-style-type: none"> <li>identify community services available.</li> </ul>		<ul style="list-style-type: none"> <li>work as part of a MDT</li> <li>be involved in education.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.3</b>	Health Promotion with the Clinical Encounter	
<b>Learning Objective 3.3.1</b>	Explain benefits of a healthy lifestyle	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>identify what constitutes a healthy lifestyle: <ul style="list-style-type: none"> <li>benefits of appropriate diet</li> <li>benefits of exercise</li> <li>management of stress</li> <li>prevention of accidents</li> <li>impact of recreational drug use</li> <li>local immunisation schedules</li> <li>benefits and side effects of immunisation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>counsel and support implementation of healthy lifestyle programs</li> <li>explain benefits and risks of immunisation and counsel parents.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.4</b>	International Context of Child Health	
<b>Learning Objective 3.4.1</b>	Assess and manage risks to health as a result of travelling	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline infectious diseases, prevention strategies and prophylaxis</li> <li>outline international immunisation.</li> </ul>	<ul style="list-style-type: none"> <li>apply, implement and advocate improved prevention strategies in daily practice.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.4</b>	International Context of Child Health	
<b>Learning Objective 3.4.2</b>	Describe changing patterns of disease	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>recognise and describe changing patterns and epidemiology of disease.</li> </ul>	<ul style="list-style-type: none"> <li>apply, implement and advocate for further research into changing patterns of disease.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.4</b>	International Context of Child Health	
<b>Learning Objective 3.4.3</b>	Demonstrate awareness of major issues surrounding global child health	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>discuss Millennium Development Goals, in particular number four</li> <li>recognise refugee child health issues.</li> </ul>	<ul style="list-style-type: none"> <li>apply, implement and advocate for improved global child health in daily practice.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.4</b>	International Context of Child Health	
<b>Learning Objective 3.4.4</b>	Demonstrate understanding of environmental changes and their impact on child health	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>recognise how changes in environment impact child health.</li> </ul>	<ul style="list-style-type: none"> <li>apply, implement and advocate for improved global child health in daily practice.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH AND WELLBEING</b>	
<b>Theme 3.4</b>	International Context of Child Health	
<b>Learning Objective 3.4.5</b>	Demonstrate understanding of principles and processes of managing child health in event of a disaster	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>identify where to find and who to contact regarding information around process for managing child health in event of a disaster.</li> </ul>	<ul style="list-style-type: none"> <li>locate information around process for managing child health in event of a disaster.</li> </ul>	

