



'Know Me Early' –
Helping clinicians understand child development & identify
developmental concerns

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Allied Health at The RCH

- The Royal Children's Hospital (RCH) in Melbourne is the major specialist paediatric hospital in Victoria
 - 300 inpatient beds
 - 2017-2018: 50,314 admissions; 86,140 ED presentations; 338,142 outpatient appointments; 17, 984 surgeries
- Almost 6,000 staff – including 25 Allied Health professions (across Therapies and Sciences) and >600 Allied Health Clinicians



Genesis of the Program



Allied Health Developmental Care Project
(2016)



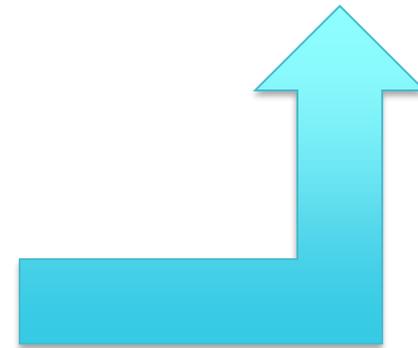
Conducted a survey of RCH Allied Health staff



Responses:

- 1/3 rated confidence in developmental screening as low
- 1/3 did not regard developmental care as part of their role
- Almost all wanted further education regarding child development, screening and assessment

Recommendation:
develop an AH
Developmental
Competency Program





The RCH 'Allied Health Developmental Competency Program'

Initial phase: benchmarking against other services



Developed our own competency program

Retitled as 'Know Me Early' program



RCH Allied Health 'Know Me Early' program

Aim of program:

- For all AH clinicians to have baseline knowledge of child development, be able to recognise delay and refer appropriately
- To address inconsistency across AH clinician developmental skills in assessment and management of children





How did we develop the program?

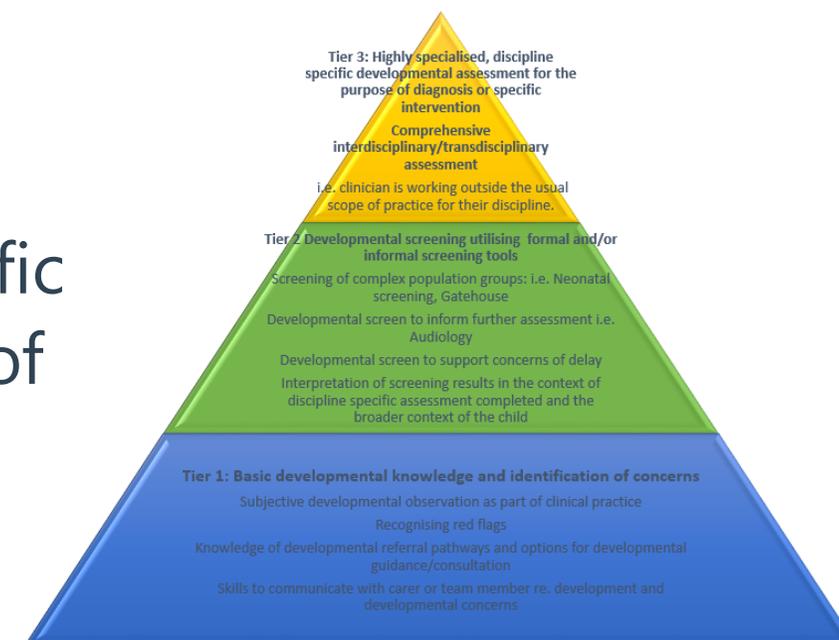
- ✓ Appointed a Project Lead
- ✓ MD Project Steering committee formed
- ✓ Multidisciplinary Project Working Groups established
- ✓ Integrated results and recommendations from initial Developmental Care project
- ✓ Utilised Victorian DHHS Credentialing, Competency and Capability Framework <https://www2.health.vic.gov.au/health-workforce/allied-health-workforce/allied-health-ccc-framework>
- ✓ Developed a suite of resources





Developmental Competency Framework

- **Tier 1** – Foundational developmental knowledge & identification of concerns (minimum requirement for all AH staff)
- **Tier 2** – Developmental screening utilising formal and/or informal screening
- **Tier 3** – Highly specialised, discipline-specific developmental assessment for the purpose of diagnosis or specific intervention





Aim of Tier 1

- Educate and train all Allied Health staff to have an understanding of child development between the ages 0-6 and provide an appropriate response to developmental concerns for a tertiary hospital setting.





What does the Tier 1 Program involve?

- Competency Standard
- Learning package (blended learning approach)
 - Learning Needs Analysis (self-assessment)
 - 6 x eLearning modules (online, self-directed)
 - Module 1 – Children in their environment
 - Module 2 – Child development 0-2 years
 - Module 3 – Child development 2-4 years
 - Module 4 – Child development 4-6 years
 - Module 5 – The Impact of hospitalization
 - Module 6 – Follow-up
 - 2 x group sessions (face-to-face)
 - 'Child Development' Tutorial (1 hour)
 - 'Communicating with families' Workshop (1.5 hours)

**Know Me Early:
Understanding Child
Development**

Are you new to paediatrics?
Have you been here for some time but would like to refresh your child development knowledge?
Would you like to know how to follow up developmental concerns?
Have you ever wondered what impact the hospital environment has on young children?
Look no further...here is the course for you!

 About This Course	 Children in Their Environment	 Child Development 0-2 years
 Child Development 2-4 years	 Child Development 4-6 years	 The Impact of Hospitalisation
 Follow Up	 Face to Face Session Bookings	 Allied Health Only



What does the Tier 1 Program offer?

- Focuses on understanding child development for children aged 0-6 years
- Provides clinical staff with the knowledge & skills to:
 - Take into account the broader context of the child, family & environment
 - Consider the impact of hospitalization on children
 - Identify developmental concerns
 - Better understand how to engage with children of different ages including tips on toys & activities
 - Follow-up appropriately



Children in their environment – Module 1



Module 1: Children in their environment



When does development start?

- In the past, the pre-natal period (before birth) was not considered important in a child's development.
- Recent research indicates that the pre-natal period is vitally important for a child's physical and emotional development. The basic architecture of the brain develops during the prenatal period.

> Select the image below to watch Dr. Tim Moore from the MCRI discuss the importance of the first 1000 days.



> Select the image below to watch Professor Harriet Hiscock discuss early childhood. This resource was developed in collaboration by the Murdoch Children's Research Institute and the Australian Psychological Society.

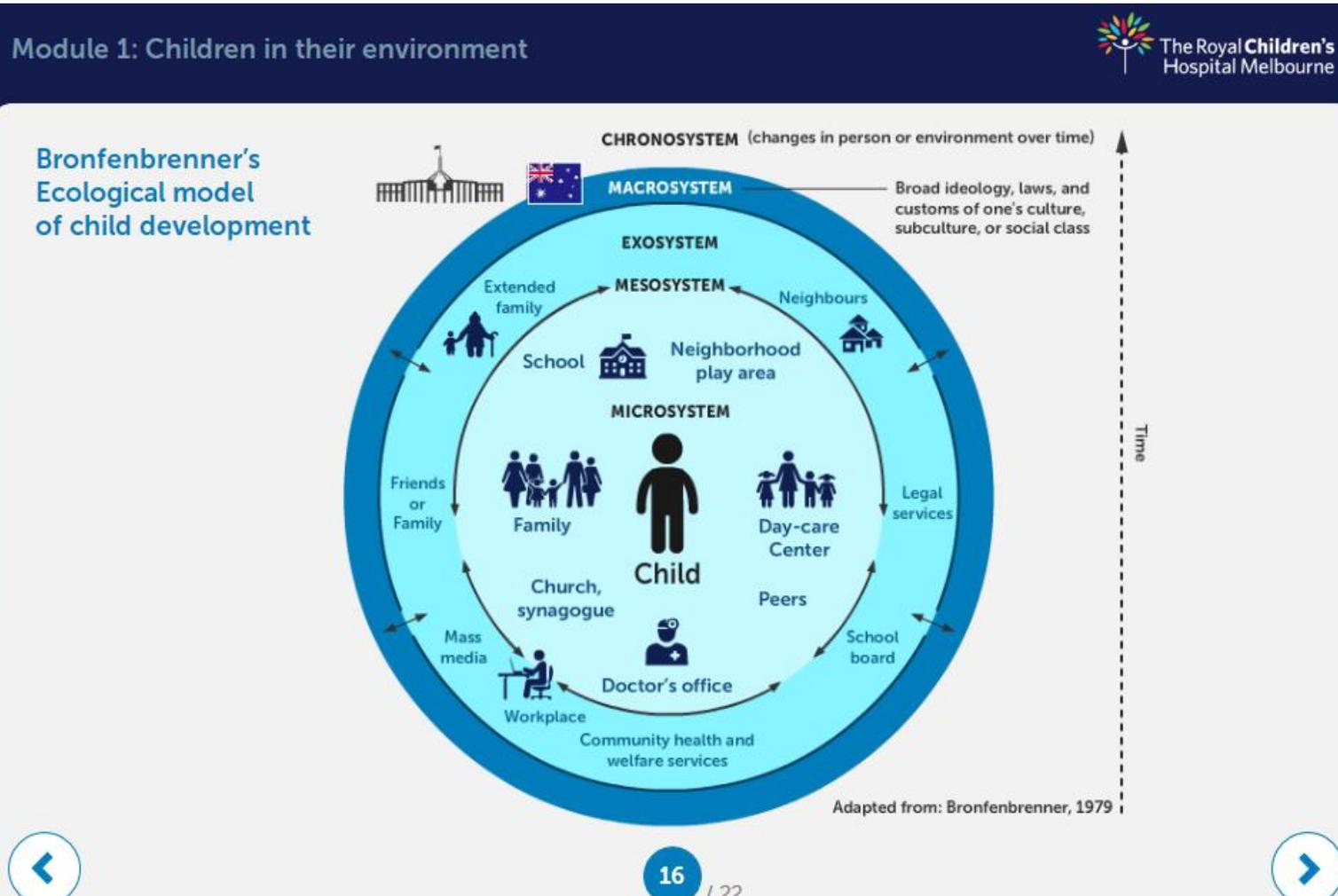


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Children in their environment – Module 1



Children in their environment – Module 1



Module 1: Children in their environment



Case study continued...

Mohammed's mother is learning English through a government funded program, but is not yet confident and generally tends to socialise within the Somali community. Mohammed attends kindergarten for fifteen hours a week and childcare one day a week. Next year, he will go to the local primary school with his two older siblings. They have some support from the Asylum Seekers Resource Centre and Melbourne City Mission. The family are not Australian citizens but have permanent residency.



- Using the ecological model, consider the factors impacting Mohammed.
- List the factors within Mohammed's microsystem.
- List community, environments, networks and services involved.
- How might the broader political and social environment impact upon Mohammed?





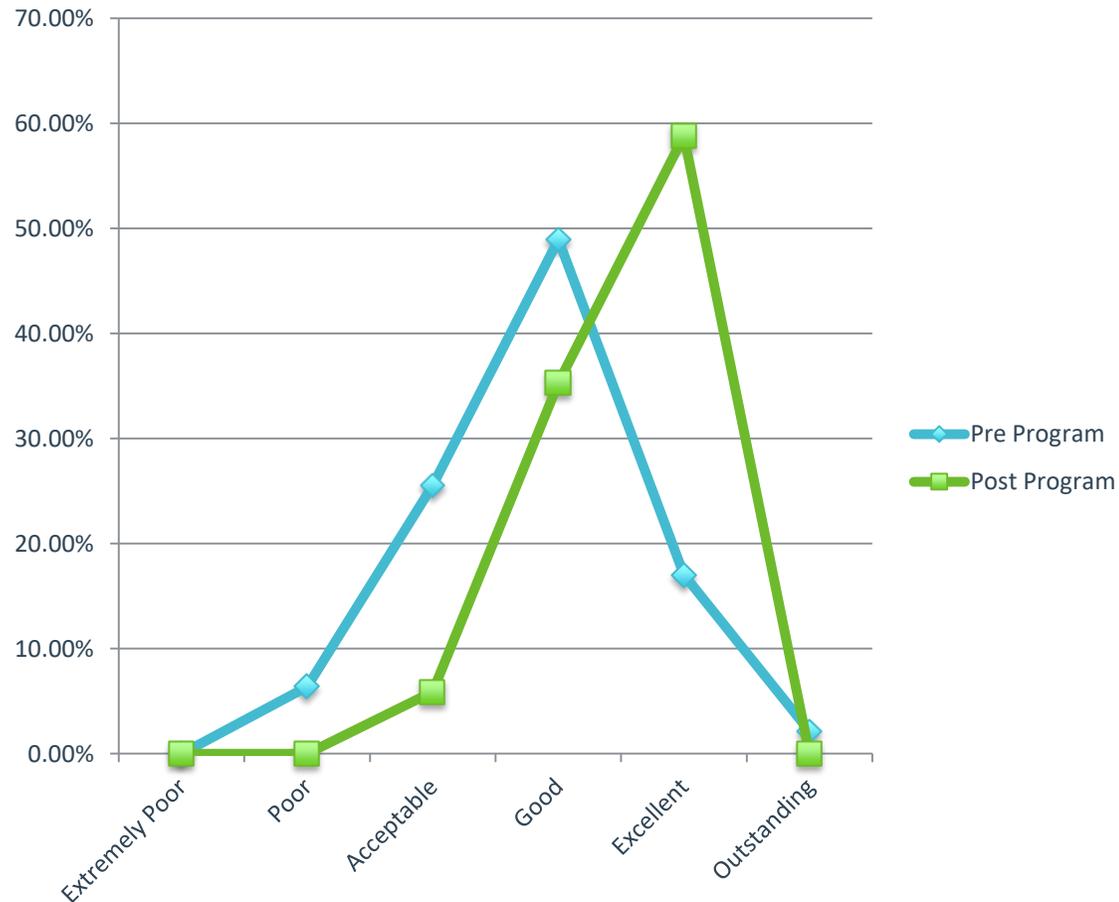
Pilot of the Tier 1 Program

- 60 Allied Health clinicians participated in the pilot program:
 - Pre-program survey
 - Learning needs analysis
 - Relevant components of the learning package were aligned to their learning needs
 - Post-program survey (56% completed survey)

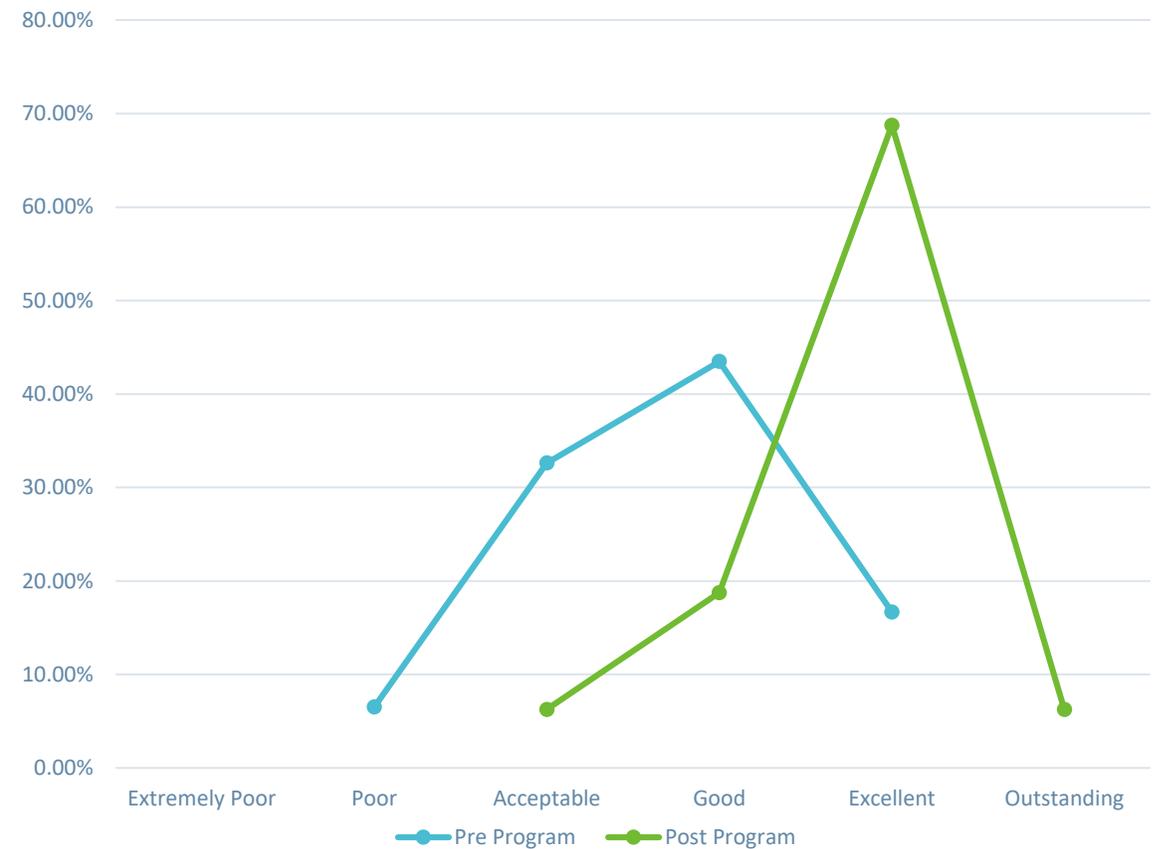
Pre & Post Program Survey Results



“I feel my knowledge of Developmental Milestones is...”



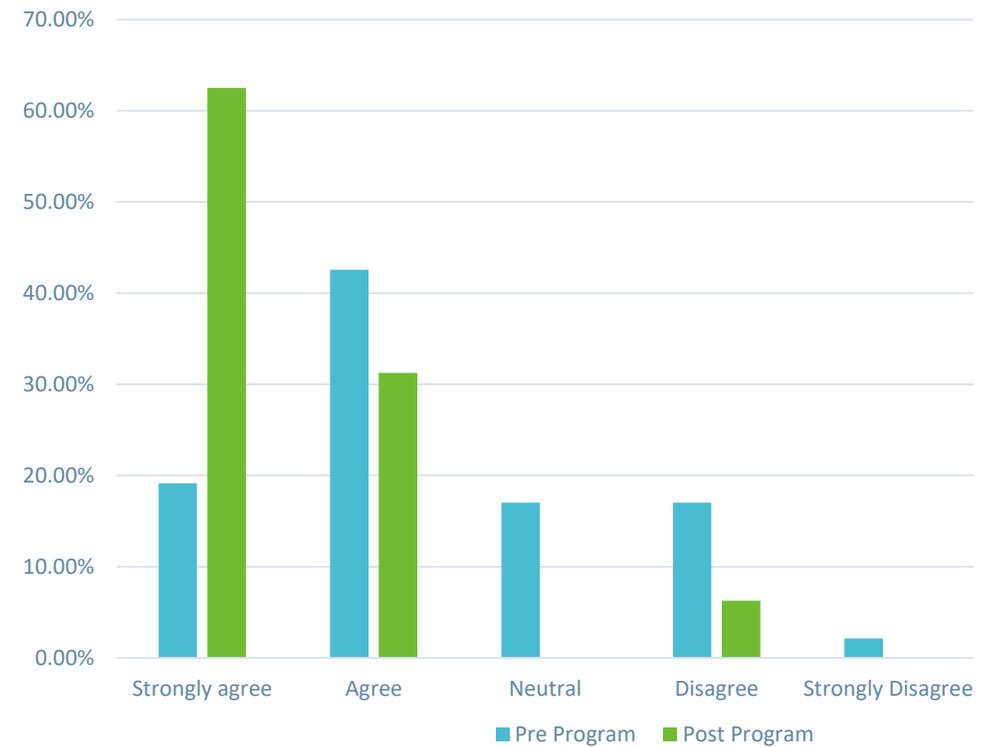
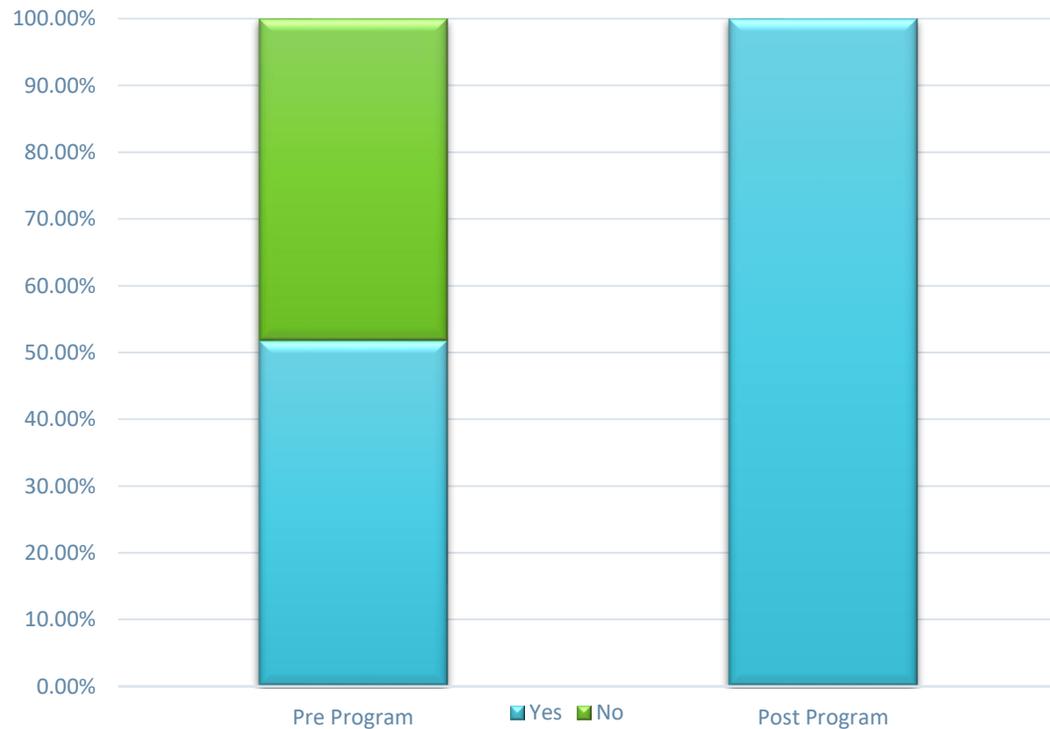
“I feel my knowledge of red flags for developmental concern is...”



Pre & Post Program Survey Results



“I have enough developmental knowledge to do my job to the best possible standard”



“I am confident raising developmental concerns with families”

What did the pilot participants tell us?



'This program assisted me with a three month old who needed developmental input. It assisted me with the preparation of the environment & working with the family of a child who has ongoing needs.'

'I feel more comfortable now to identify, raise & action developmental concerns.'

'...more confidence in breaking bad news to families & identifying developmental concerns.'

'I feel I have more knowledge about which are the best toys to access & I am developing a kit for clinicians in the acute setting so we will spend less time deciding on / picking toys'

'I saw a two year old for assessment. My area was fine but I was concerned about language development however mum had not given any indication she was concerned. I gently broached the topic & as soon as I did, mum started to list all her concerns & was really grateful that I was able to give her some ideas of who she should discuss her concerns with. If I had not brought it up she may not have felt comfortable doing it herself.'



What worked well.....

- AH wide initiative
- Each department had a committed developmental champion
- Mixed methods learning
- Use of working groups
- Piloting the program
- A series of PDSA cycles to improve package content and mitigate any issues
- Project Officer was an experienced AH clinician



Sharing our Knowledge



- Launch of 'Know Me Early' in February 2019
- Learning package available on the RCH Learning Management System ('Learning Hero') for any staff to access:
 - eLearning modules re-produced (professionally)
 - Promoted across all clinical groups (including Nursing & Medicine)
 - Staff can pick & chose whichever modules are related to their own learning needs, to improve quality of care
 - Seeing a spread of professions participating in face:face sessions
- Aiming for all Allied Health staff to meet demonstrate or achieve competency at Tier 1 as a minimum (including new starters)



Next Steps

- Preliminary investigation into enabling access to the learning program for clinicians outside RCH
- New project commencing to optimise developmental triage and care at F
– A Stepped Care Approach to Developmental Care





Thanks to the RCH Foundation for funding this work

Get in touch!

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