

INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESS

**GUIDE FOR CLINICAL PRACTICE  
IN THE INPATIENT WARD**

World Health Organization and UNICEF  
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## CONTENTS

1. Clinical Practice Objectives .....	1
2. The Role of the Inpatient Instructor .....	4
3. Qualifications and Preparation for the Inpatient Instructor .....	5
4. Before the Facilitator Training and Course Begin.....	7
5. General Procedures: How to Prepare Each Morning.....	9
6. General Procedures: Conducting the Inpatient Session.....	13
7. Specific Instructions for Each Day's Inpatient Session.....	16
DAY 2: Inpatient Session	
General Danger Signs - Cough or Difficult Breathing .....	17
DAY 3: Inpatient Session	
Assess and Classify Diarrhoea .....	19
DAY 4: Inpatient Session	
Assess and Classify Fever .....	20
DAY 5 and 6: Inpatient Session	
Assess and Classify Ear Problem, Malnutrition and Anaemia.....	21
DAY 7: Inpatient Session	
Assess and Classify Sick Children .....	22
DAY 8 and 9: Inpatient Session	
Plans B and C and Assess and Classify Sick Children.....	23
DAY 10: Inpatient Session	
Assess and Classify Bacterial Infection and Diarrhoea in Young Infants .....	25
DAY 11: Inpatient Session	
Assess Breastfeeding and Assess and Classify Young Infants.....	26
Annex A: Minimal Standard of Care in the Inpatient Ward .....	27
Annex B: Monitoring of Inpatient Sessions .....	30
Quick Reference Page.....	34



# 1. Clinical Practice Objectives

Clinical practice is an essential part of the *Integrated Management of Childhood Illness* course. The course provides daily practice in using case management skills so that participants can perform them proficiently when they return to their own clinics. Participants learn about the skills by reading information in the modules or seeing demonstrations on videotape. They then use the information by doing written exercises or case studies. Finally and most importantly, in clinical practice, participants practice using their skills with real sick children and young infants.

**General Objectives:** During clinical practice sessions, participants will:

- \* see examples of signs of illness in real children.
- \* see demonstrations of how to manage sick children and young infants according to the case management charts.
- \* practice assessing, classifying and treating sick children and young infants and counselling mothers about food, fluids, and when to return.
- \* receive feedback about how well they have performed each skill and guidance about how to strengthen particular skills.
- \* gain experience and confidence in using the skills as described on the case management charts.

**Outpatient Sessions** take place in outpatient clinics. Each small group of participants travels to an outpatient clinic each day and is supervised by its facilitators. The focus of the outpatient session is to provide practice of the case management process with sick children and young infants. In outpatient sessions, participants will:

- see sick children and young infants who have been brought to the clinic by their mothers.
- practice assessing and classifying sick children and young infants according to the *ASSESS & CLASSIFY* and *YOUNG INFANT* charts.
- practice identifying the child's treatment by using the "Identify Treatment" column on the *ASSESS & CLASSIFY* and *YOUNG INFANT* charts.
- practice treating sick children and young infants according to the *TREAT* and *YOUNG INFANT* charts.
- practice counselling mothers about food, fluids, and when to return according to the *COUNSEL* chart.
- practice counselling mothers of sick young infants according to the *YOUNG INFANT* chart.

- practice using good communications skills when assessing, treating and counselling mothers of sick children and young infants.

**Inpatient Sessions** take place on an inpatient ward. There each small group is led by the inpatient instructor. The focus of the inpatient sessions is to practice assessing and classifying clinical signs, especially signs of severe illness. During inpatient sessions, participants will:

- see as many examples as possible of signs of severe classifications from the *ASSESS & CLASSIFY* and *YOUNG INFANT* charts, including signs not frequently seen.
- practice assessing and classifying sick children and young infants according to the *ASSESS & CLASSIFY* and *YOUNG INFANT* charts, focusing especially on the assessment of general danger signs, other signs of severe illness, and signs which are particularly difficult to assess (for example, chest indrawing and skin pinch).
- practice treating dehydration according to Plans B and C as described on the *TREAT* chart.
- practice helping mothers to correct positioning and attachment for breastfeeding.

Participants practice the clinical skills as part of a case management process. The clinical practice skills are presented in the order they are being learned in the modules. In each clinical session, participants use the skills they have learned up to and including that day's session. This allows participants to gain experience and confidence in performing skills introduced in earlier sessions.

To make sure that participants receive as much guidance as possible in mastering the clinical skills, the outpatient facilitator and inpatient instructor give particular attention and feedback to the new skill being practiced that day. If any participant has difficulty with a particular skill, the facilitator or inpatient instructor continues working with the participant on that skill in subsequent sessions until the participant can perform the skill with confidence.

## Schedule of Clinical Practice Sessions

Outpatient Sessions	Inpatient Sessions
Day 2 Outpatient Session: Check for general danger signs Assess and classify cough or difficult breathing	Day 2 Inpatient Session: Check for general danger signs Assess and classify cough or difficult breathing
Day 3 Outpatient Session: Assess and classify diarrhoea	Day 3 Inpatient Session: Assess and classify diarrhoea
Day 4 Outpatient Session: Assess and classify fever	Day 4 Inpatient Session: Assess and classify fever
Day 5 Outpatient Session: Assess and classify ear problem Check for malnutrition and anaemia	Day 5 Inpatient Session: Assess and classify ear problem Check for malnutrition and anaemia
Day 6 Outpatient Session: No outpatient session scheduled	Day 6 Inpatient Session: Assess and classify ear problem, malnutrition and anaemia
Day 7 Outpatient Session: Identify treatment Teach the mother to give oral drugs Advise mother when to return immediately	Day 7 Inpatient Session: Assess and classify sick children
Day 8 Outpatient Session: Plan A: Treat diarrhoea at home Plan B: Treat some dehydration with ORS	Day 8 Inpatient Session: Plan B: Treat some dehydration with ORS Plan C: Treat severe dehydration quickly Assess and classify additional children
Day 9 Outpatient Session: Counsel the mother about feeding problems	Day 9 Inpatient Session: Plan B and Plan C Assess and classify additional children
Day 10 Outpatient Session: Assess and classify young infants for bacterial infection and diarrhoea	Day 10 Inpatient Session: Assess and classify young infants for bacterial infection and diarrhoea
Day 11 Outpatient Session: Assess breastfeeding attachment and suckling Correct positioning and attachment	Day 11 Inpatient Session: Assess breastfeeding attachment and suckling Assess and classify young infants

## 2. The Role of the Inpatient Instructor

There is one inpatient instructor who leads all the inpatient sessions. During the facilitator training, the inpatient instructor leads a session each day for a group of 4-8 facilitators (all the facilitators attending the training). During the course, the inpatient instructor leads a session each day for each small group of participants (for example, 4 sessions each day with up to 6 participants each).

As the inpatient instructor, your tasks include:

1. Each morning, select children with appropriate clinical signs to be assessed by participants during the session. Prepare a Recording Form to show each child's history. Also identify any additional children with infrequently seen signs to show participants.
2. At the beginning of each session, demonstrate any new clinical skill, such as a new part of the assessment process.
3. Assign each participant to a child. Observe while participants assess and classify the children.
4. Conduct rounds to review the children which participants have assessed and classified. Have all participants practice assessing some signs, to give them more practice with severe signs and signs which are difficult to assess.
5. Show participants any additional children with infrequently seen signs.
6. Summarize the session. Reinforce participants for new or difficult steps that they did correctly, and give them suggestions and encouragement to help them improve.
7. Record the cases seen by participants on a Checklist for Monitoring Inpatient Sessions. Also record clinical signs in additional cases which were seen by the group.

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