

INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESS

**FACILITATOR GUIDE FOR
OUTPATIENT
CLINICAL PRACTICE**

World Health Organization and UNICEF
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CONTENTS

1.	Clinical Practice Objectives	1
	Schedule of Clinical Practice Sessions	3
2.	Role of Facilitator During Outpatient Sessions.....	4
3.	Before the Course Begins	5
	Drugs and Supplies Essential for Clinical Practice in Outpatient Sessions	6
4.	General Procedures: How to Prepare for the Session	9
5.	General Procedures: Conducting the Outpatient Session	10
6.	General Procedures: At The End of the Session.....	14
7.	Monitoring Outpatient Sessions	15
	Checklist for Monitoring Outpatient Sessions	15
	Group Checklist of Clinical Signs	19
8.	Summary Tables: Daily Procedures for Conducting Outpatient Sessions	22
	DAY 2: OUTPATIENT SESSION	23
	DAY 3: OUTPATIENT SESSION	26
	DAY 4: OUTPATIENT SESSION	28
	DAY 5: OUTPATIENT SESSION	30
	DAY 7: OUTPATIENT SESSION	32
	DAY 8: OUTPATIENT SESSION	34
	DAY 9: OUTPATIENT SESSION	36
	DAY 10: OUTPATIENT SESSION	38
	DAY 11: OUTPATIENT SESSION.....	40
	Supplies to Bring For Each Session	43
	Remember This When Conducting Outpatient Sessions	44

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 the 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.

Participants practice the case management steps 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: Observe and practice 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. Role of Facilitator During Outpatient Sessions

The role of the facilitator during outpatient sessions is to:

1. **Do all necessary preparations** for carrying out the outpatient sessions.
2. **Explain** the session objectives and make sure the participants know what to do during each outpatient session.
3. **Demonstrate** the case management skills described on the charts.
Demonstrate the skills exactly as participants should do them when they return to their own clinics.
4. **Observe** the participants' progress throughout the outpatient sessions and provide feedback and guidance as needed.
5. **Be available** to answer questions during the outpatient sessions.
6. **Lead discussions** to summarize and monitor the participants' performance.
7. **Complete the Checklist for Monitoring Outpatient Sessions** to record participants' performance and the cases managed.

* * *

(There should be 1 to 2 facilitators for every group of 2 to 6 participants.)

3. Before the Course Begins

1. Visit the clinic where you will conduct outpatient sessions. The purpose of the visit is to introduce yourself and your co-facilitator and make sure all the necessary arrangements have been carried out.
2. Meet with clinic staff to confirm all administrative and logistical arrangements made in advance.
3. Make sure that a regular clinic staff member such as a nurse has been identified to assist with the clinical practice activities. The nurse will:
 - identify children and young infants who are appropriate for the clinical session as they come into the outpatient department.
 - arrange for the child and mother to leave the regular clinic line and be seen by the participants.
 - return the child to the appropriate station in the clinic for treatment and care.
4. Confirm plans for making sure that patients seen during the outpatient session receive the treatment they need. Determine whether participants or facilitators will dispense drugs to mothers and give the first dose, or whether patients will be passed to regular clinic staff for treatment.
5. Check to see that clinic staff have been briefed on what participants will be doing during the practice sessions.
6. Post the following adapted case management wall charts in the clinic -- *ASSESS AND CLASSIFY THE SICK CHILD, TREAT THE CHILD, COUNSEL THE MOTHER* and *MANAGEMENT OF THE SICK YOUNG INFANT*.
7. During the preliminary visit, check to see that the clinic has the drugs and supplies that are essential for clinical practice activities.

Participants will need only a very few drugs and supplies to do the clinical

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