Objectives

To effectively plan and improve child development teaching.

Background

Students identified the following through questionnaires regarding child development at the beginning of their child health rotation:

- Young relatives or extra module experience
- Some only experience was in third year.
- Every child being different.
- Differentiating variations in normal and abnormal development.
- Little previous exposure.
- Endless number of milestones.

- Seeing normally developing children of different ages
- Performing assessments/watching videos
- Guessing the age

Lesson planning and justification

Given the findings above, parents and children were recruited at a local community centre for an interactive session on child development. Students had the opportunity to do developmental assessments on 5 different children, they then presented their findings and covered other course outcomes in a classroom session. Performing an assessment in a structured clinical scenario meant that, as well as resembling their end of rotation exams, skills could be transferred more easily from the classroom to clinical situations faced during the rest of their rotation (Yardley et al. 2012).

Improvements

Improvements between 8 sessions were guided by reflection, student feedback, parent feedback and educational literature; Improvements included:

- RCPCCH video demonstrating a developmental assessment was shown prior to the interactive session.
- Quizzes
  - Sessions had to be quite flexible around the children and Quizzes could be done at any time.
- Pre and post session confidence scales
  - Students assessed confidence in each learning outcome pre and post session, aiding session improvement and highlighting learning outcomes (Nottingham 2015).
- Larger age range of children
  - Based on student feedback the age range of children recruited was widened from 6 months - 3 years to 6 weeks - 5 years.

Lessons learned

The value of using questionnaires, reflections, confidence scales, educational literature and feedback to guide lesson planning and improvement.

Benefits of peer feedback and formative assessment.

Using public involvement within teaching effectively (GMC).