

## **Student guide to the social visit in Paediatrics**

- During the paediatric appointment you are expected to visit a suitable patient whom you have followed up during the ward stay and living within close proximity to the hospital/Medical Faculty.
- The learning objectives can be achieved by approaching the child's health condition by focusing on the child's illness and general health, within the context of family, society, environment and school. The overall mission is to help the child and the family to help themselves.
- We envisage that your assessment and appropriate interventions will help the patient whom you met while receiving healthcare, to achieve optimum recovery/rehabilitation and quality of life.
- Assess and review the progress of your interventions after a minimal interval of 2 weeks. That would encourage you to reflect on the impact, success or challenges faced in fulfilling your aspirations by your interventions.

Useful tips to achieve above outcomes

### ***1. What are the problems identified in the family (patient/ immediate or extended family members)?***

- The problems that are faced by any patient in a household can lead to a delay in the admission to hospital, delay in care etc. The external problems an individual faces can sometimes exacerbate his/her current condition. There can be underlying family problems, or disruptive events and other family members with history of illness such as diabetes/ non-ambulatory elderly person in the family/ social isolation/ access to transportation/ lack of awareness surrounding the situation etc., that can affect the wellbeing of the child and his/her family.
- The above factors will determine the depletion of health and wellbeing of the patient, which the students should understand and address these issues to benefit the index child.

### ***2. Problems related to the environment that would impact the child's condition or the family (expected as part of the holistic approach to the problem)***

- Health in humans, is the extent of an individual's continuing physical, emotional, mental and social ability to cope with his or her environment. Most of the time, many people only address health as physical wellbeing, however it is important to consider other aspects in order to gain a greater perspective of the situation. Sometimes physical health is considered more important, and other aspects such as environmental and emotional factors are unaccounted for, which can have a negative impact on the patient.

These underlying factors must be considered to provide a holistic approach to the patient and family to ensure that the planned interventions would be sustainable (Treating the patient as a

whole, without focusing only on the disease would increase/improve the outcomes and optimal care.)

### ***3. Possible interventions***

#### ***3.a Personal interventions***

- How can students intervene? How can healthcare professionals intervene? Problems of the patient should be prioritized after identification and discussion. In doing so, the student must be aware of the impact it will have on the patient and whether the patient has complied to getting the help they need. Students can intervene on a personal level by trying to take realistic, effective, safe, robust, and responsive action. (You must be aware that it may not be possible to solve all their health issues at once or during the entire period of the appointment.)

#### ***3.b) Linkages to the community network/ availability and utilization of resources within the community***

- In relation to the community, the student's approach must be beneficial to the wider population and they must address the problem in a way that could have a positive impact on a larger scale. This is done to increase the standard of living for the entire group and seek out ways to prevent potential risks in terms of controlling sicknesses and provision of solutions for prevailing medical problems.

### ***4. Positive and negative observations and challenges that you feel would directly impact on the health and wellbeing of your selected child***

- The primary goal of any intervention is to uplift the standard of living of the index patient. The process of doing so can be difficult sometimes, as there may be factors that prevent students from reaching that goal. In these situations, the problem must be navigated to reach the goal in a responsible and cohesive manner. e.g., referring the case to a community officer (Social Service Officer/ Child Right Promoting Officer/ Early Childhood Development Officer) in the Divisional Secretariat.

### ***5. Outcome/ experience/ new ideas***

- During the intervention, students may have new ideas that can aid future problems and kickstart new innovations. Through this, students will have a cohesive foundation to use as they acquire more responsible roles in the future and are able to implement their ideas. They will understand how to combat incoming problems and forecast upcoming challenges.
- Additionally, they can perceive the situation from different angles which would help to minimize the knowledge gaps.

### ***6. Monitoring the success of the interventions and developing new strategies/ approaches***

- After the intervention is completed (minimal interval of 2 weeks), the students must monitor its success and observe its effect on the patient and the community. If there are any problems that arise or obstacles they face during this period of observation, they must tackle it according to their environment and attempt to find the best possible solution for it.

### ***8. Deconstructing 'ableism' concept***

Ableism is the belief that there is a standard typical human body and anything that differs from this standard is abnormal. It is based on the belief that typical abilities are superior.

We encourage you to view patients and their families away from the lens of ableism. This helps to reduce discrimination and social prejudice against people with disabilities. Parents and society should be encouraged to welcome the capability of a patient.

In deconstructing 'ableism' you maintain a respectful interaction and treat a person with illness/ disability in the same way you would like to be treated.

### ***9. Reflection of the experience***

The students must outline a reflection of their entire experience, and the lessons they learnt in the process of identification, intervention and observation of the problem. Their ideas could also introduce new models (simple and innovative) to the medical field which could benefit patients in the long run, hence the need for a reflection of what the students carried out. Further, students gain an in-depth understating of the value and impact of their work. Their reflection of the experience is the defining factor between intervention (personal/ community) and learning the benefit of their service. Reflection on the experience may highlight areas or problems that may need further improvement.

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