



AFP in Practice questions are designed to get you started in a small group learning (SGL) activity in your practice or with colleagues. Requirements to earn 40 Category 1 CPD points for a SGL activity are: minimum of four and a maximum of 10 people, minimum of 8 hours of discussion in a year, and at least two GPs. Groups may include anyone else who has an interest (ie. practice nurses, community health workers, allied health professionals). A kit with all the instructions and forms you need is available at www.racgp.org.au/afpinpractice. You can also earn Category 2 points based on these questions at *AFP* practice challenge. Visit www.racgp.org.au/practicechallenge

Carolyn O'Shea

Learning objectives

After completion of this activity participants will be able to:

- integrate new ways of developing rapport into consultations
- recognise different causes of chronic or recurrent abdominal pain
- prepare a talk or handout on school refusal or oppositional defiant disorder
- discuss critically professional and ethical issues when managing children
- construct a list of locally relevant collaboration and referral options for school refusal presentations or oppositional defiant disorder.

Category 1 – SGL questions

Domain 1 – Communication skills and the patient-doctor relationship

ICPC code: A99; process codes –31, –46

Communication and rapport building with patients is a key foundation of the patient-doctor relationship. This can be particularly difficult, but also rewarding, with children.

- * Suggested learning activity: in a group discuss some of your favourite strategies that you use to develop rapport with children (and parents). It may be useful to consider them in the elements of: history taking, examination and management. Another framework for the discussion could be using the different age groups.

Domain 2 – Applied professional knowledge and skills

ICPC codes: D01, D02, D06, D99, Z18

The article in *AFP* has reminded you how common chronic abdominal pain is in children, but also that the challenge is assessing when the cause is organic.

- * Suggested learning activity: in pairs develop 2–3 vignettes or multiple choice questions relating to different causes of chronic or recurrent abdominal pain in children. Ideally have a range of diagnoses, possibly any investigation results and management options. Then allow other group members time to consider the vignettes or answer the questions. Then as a group discuss your plans or answers.

Domain 3 – Population health and the context of general practice

ICPC codes: P22, Z07

Early intervention is a key concept in managing school refusal. Schools, teachers and parents are the major elements of this response.

- * Suggested learning activities: develop a talk outline for school teachers on relevant elements of school refusal and oppositional defiant disorder. Then in pairs develop the content for a section, which can all be added together for the complete talk. Develop a fact sheet for parents on school refusal.

The group could produce the outline together and then divide to complete the content, having a complete fact sheet by the end of the time.

Domain 4 – Professional and ethical role

ICPC code: A99; process code –48

Professional challenges can come in many guises. With children these may include behavioural issues, ethical issues, consent issues or a child with a medical condition that is serious or terminal. Discussion with colleagues can be a way of helping manage these challenges.

- * Suggested learning activity: in the group discuss which children have challenged you in some way professionally, and ways of managing for both the health professional and the patient.

Domain 5 – Organisational and legal dimensions

ICPC code: P22; process codes –48, –66, –67

The articles in this issue of *AFP* reinforce the importance of early intervention for school refusal and the value of multidisciplinary team involvement for oppositional defiant disorder. This can be more difficult than it sounds in the context of a general practice consultation, however preparation can assist.

- * Suggested learning activity: identify and document locally relevant resources. This may be a paper based or electronic resource that could be accessed in a consultation. Identification of public, private and school based resources would be useful.