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Paediatrics & Child Health Division

2 August 2019

Ms Marde Bevan
Coroners Registrar
Coroners Court of Victoria
65 Kavanagh Street
SOUTHBANK VIC 3006



Via email: cpuresponses@coronerscourt.vic.gov.au

Dear Ms Bevan

Re: Investigation into the death of Isabella Rees COR 2015 000592 – RACP response

In response to the letter of the 10 April regarding recommendations made by the coroner as a result of the inquest in to the death of Isabella Rees, please find The Royal Australasian College of Physicians' Paediatrics & Child Health Division response as follows:

Of the five recommendations provided in the report 'Finding into Death With Inquest' one recommendation (1) is specific to the RACP:

208. I recommend the use of this finding as an educational tool to raise awareness of occult button battery ingestion and highlight the need for urgent management of ingested batteries; and to ensure there is inclusion within core curricula guidelines for management.

The College can confirm that swallowed foreign bodies are covered in the Acute Injury section of the RACP Paediatric Emergency Medicine Advanced Training Curriculum under the investigation swallowed foreign bodies (see attached; pg. 24). Additionally, they are covered in the RACP Basic Training Curriculum Knowledge Guide, Paediatrics and Child Health under Acute Injury (see attached; pg. 17), but not specifically coin batteries.

We will arrange for a College Learning Series online video resource to be filmed on a topic such as: *"Paediatric Ear Nose and Throat Presentations, Including Foreign Bodies."* This will include a section specifically highlighting the need for awareness of occult battery ingestion and their urgent management. This will be in place by December 2019 and is targeted specifically to Basic Trainees, but all RACP Trainees and Fellows have free access to this online resource.

Should you have any questions, please contact us via email at paed@racp.edu.au.



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Yours sincerely

Professor Paul Colditz
President
Paediatrics & Child Health Division

Attached

- 1) RACP Paediatric Emergency Medicine Advanced Training Curriculum
- 2) RACP Basic Training Curriculum Knowledge Guide, Paediatrics and Child Health



The Royal Australasian
College of Physicians

Paediatric Emergency Medicine

Advanced Training Curriculum

Paediatrics & Child Health Division





The Royal Australasian
College of Physicians

Physician Readiness for Expert Practice (PREP) Training Program

Paediatric Emergency Medicine Advanced Training Curriculum

TO BE USED IN CONJUNCTION WITH:

**Basic Training Curriculum – Paediatrics & Child Health
Professional Qualities Curriculum**

DOMAIN 2	ACUTE CARE
Theme 2.1	Acute Injury
Learning Objective 2.1.5	Assess and manage abdominal injury
Knowledge	Skills
High level of practice	
<ul style="list-style-type: none"> describe indicators and symptoms of abdominal injury: <ul style="list-style-type: none"> splenic hepatic renal pancreatic hollow viscus great vessel. 	<ul style="list-style-type: none"> investigate swallowed foreign bodies.

DOMAIN 2	ACUTE CARE
Theme 2.1	Acute Injury
Learning Objective 2.1.6	Assess and manage genitourinary or pelvic injury
Knowledge	Skills
Expert level of practice	
<ul style="list-style-type: none"> explain indications and contraindications for urethral catheter insertion 	<ul style="list-style-type: none"> insert urethral catheter
High level of practice	
<ul style="list-style-type: none"> describe indicators and symptoms of genitourinary or pelvic injury: <ul style="list-style-type: none"> pelvic fracture ureteric injury urethral injury bladder rupture testicular trauma perineal/vaginal injury penetrating genitourinary trauma describe the process of ultrasound tests. 	<ul style="list-style-type: none"> stabilise pelvic fracture with assistance investigate and remove foreign bodies.

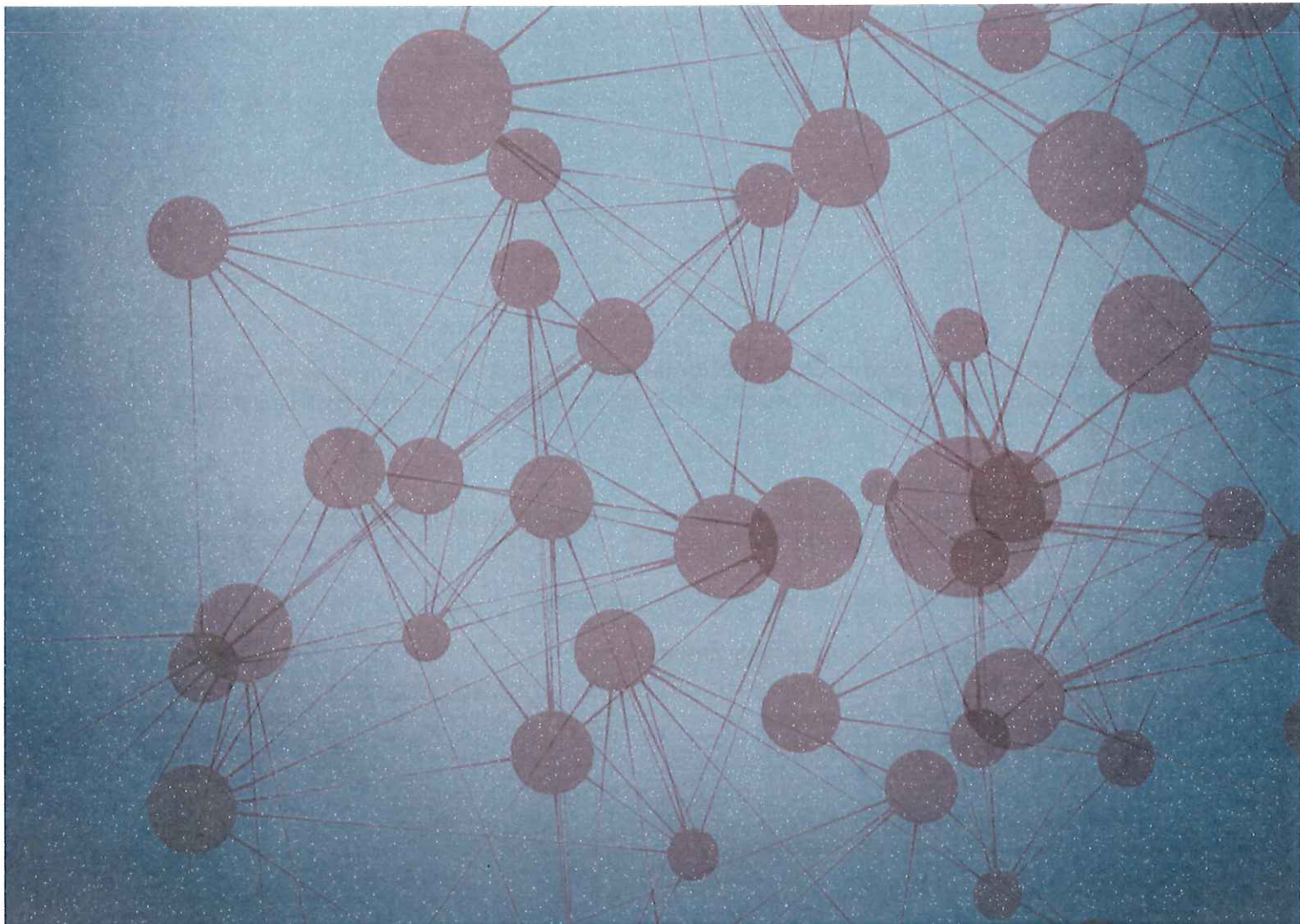
The Royal Australasian College of Physicians

Basic Training Curriculum

Basic Training Knowledge Guides
Paediatrics & Child Health



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This document is to be used in conjunction with the Basic Training Competencies, Basic Training Entrustable Professional Activities. Learning, teaching, and assessment information will be published later.

How to reference this document

The Royal Australasian College of Physicians Basic Training curriculum standards: Knowledge Guides (Paediatrics & Child Health). 1st edition, 2017.

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KEY PRESENTATIONS AND CONDITIONS

Basic Trainees will have a comprehensive depth of knowledge of these presentations and conditions.

Acute illness

Presentations

- Brief resolved unexplained events (BRUE)
- Cyanosis
- Eye abnormalities
- Febrile convulsions
- Fever
- Irritable infant
- Poor growth
- Recurrent unexplained presentation
- Testicular pain, acute
- Vomiting

Conditions

- Orbital and periorbital cellulitis

Acute injury

Presentations

- Cervical spine injury
- Foreign bodies, inhaled, ingested, or inserted
- Fracture
- Head injury or concussion
- Laceration
- Injury that may have been inflicted by another person
- Ocular trauma or foreign body
- Pulled elbow

Behavioural and psychiatric

Presentations

- Agitation
- Aggression
- Overdose
- Suicidal and self-harming behaviour

Conditions

- Acute psychosis
- Eating disorders

Cardiovascular

Presentations

- Chest pain

Conditions

- Arrhythmias and rhythm disorders

Endocrinological

Conditions

- Adrenal crisis
- Diabetic ketoacidosis (DKA)
- Hypoglycaemia

For each presentation and condition, Basic Trainees will know how to:

Synthesise

- » recognise the clinical presentation
- » identify relevant epidemiology, pathophysiology, and clinical science
- » take a relevant clinical history
- » conduct an appropriate examination
- » establish a differential diagnosis
- » plan and arrange appropriate investigations
- » consider the impact of illness and disease on patients' and their quality of life

Manage

- » provide evidence-based management
- For less common or more complex presentations and conditions the trainee must also seek expert opinions*
- » prescribe therapies tailored to patients' needs and conditions
- » recognise potential complications of disease and its management, and initiate preventative strategies
- » involve multidisciplinary teams

Consider other factors

- » identify individual and social factors and the impact of these on diagnosis and management