# **Caring for Children and Young People with Asthma**

# **A professional development tool to review and update your portfolio of practice**

## Supporting health professionals to self-assess and provide evidence to enable them to deliver care that meets the standards outlined in Tiers 4 and 5 of the National Children and Young People’s Asthma Capability Framework

**NHS England and NHS Improvement have set out plans to reduce avoidable harm to CYP with asthma in the publication of the National Bundle of Care for Children and Young People with Asthma, which takes a whole system approach to managing asthma. One component of this plan has been to address the educational needs of all people involved in the care of CYP with asthma and an important aspect in achieving this has been the development of the CYP National Asthma Capability Framework.**

**This professional development tool should be used in conjunction with the National Children and Young People’s Asthma Capability Framework. This tool and the capability framework have been developed to support the standards of care as outlined in the** [**National Bundle of Care for Children and Young People with Asthma.**](https://www.england.nhs.uk/publication/national-bundle-of-care-for-children-and-young-people-with-asthma/)

**Guidance for using this tool**

Use this tool to review and update your portfolio of practice demonstrating your existing knowledge and skills and identifying any learning or development needs you may have as detailed in the National CYP Asthma Capabilities Framework.

**Follow these 7 steps:**

1. Consider each capability in turn; review your previous self-assessment and consider your current level of knowledge and experience
2. In the self-assessment column note how **confident** you are that you meet each capability and specific learning outcomes (low-medium-high)
3. You will have previously completed an initial portfolio self-assessment so for this form in the evidence/comment’s column, document how you have maintained your skills and expertise or addressed previously identified gaps. If it is not relevant to your role, please comment on this
4. Reflect on your knowledge and skills for each capability. How confident do you feel? How have you developed since your previous self-assessment? Do you have any learning or development needs? Who will you discuss this with? What actions do you need to take?
5. Review your previous action plan; have you achieved everything you set out to achieve and are there any steps you need to take to address any learning or development needs.
6. Finally, discuss your self-assessment and action plan with the nominated person or group as agreed locally within your integrated care system before signing the document
7. Review your capability every 2 years: re-evaluate and update your original self-assessment and confirm using the proforma provided

|  |  |
| --- | --- |
| **Types of evidence** | Self-directed learning including reading or reviewing articles and current literature, online informationCourses, updates or conferences attended with certificates of completionPatient and colleague feedbackJoint working, collaboration with other expertsSelf-reflection, reflective diaries, accountsExample cases, case studies, teaching, presenting at conferences and eventsClinical audit reportsClinical supervision records |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 1: Asthma awareness.** **Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** In your specialist role you will have a sound understanding of asthma. You will also fully appreciate the seriousness of asthma and that it is part of a spectrum of allergic disorders in children and young people. Further to this core knowledge, please consider your knowledge and understanding of the different types of wheezing disorders and types of asthma in children and young people set out below:* Patterns of wheeze
* Allergic and non-allergic asthma
* The concept of *“The Asthmas”*

How confident are you that your practice is based on current evidence and national guidelines?State which guideline or guidelines s your practice is based on. |  |  |
| **Reflection:** | **Review dates and comments** |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 2: Diagnosing asthma.** **Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** As a healthcare professional in a specialist CYP asthma role, you will fully understand the signs and symptoms of asthma and the challenges with confirming diagnosis. You will be experienced in taking a full history a clinical examination, and you will know common differential diagnoses and clear red flags. Building on this, please consider your knowledge and understanding of:* Physiological tests; how they are performed and your ability to interpret them to support diagnosis
* Further investigations and referral pathways if the diagnosis is unclear
* Individual conditions in the differential diagnosis of asthma, including their potential co-existence with asthma and the interplay between them, including infection, Bronchopulmonary dysplasia, Inducible Laryngeal Obstruction and mental health
 |  |  |
| **Reflection:** | **Review dates and comments:** |
| **Capability 3: Managing chronic asthma.** **Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** As an experienced CYP asthma healthcare professional, you will have a comprehensive understanding of asthma as a long-term condition and the ***essentials*** of asthma management including effective asthma reviews and supporting self-management. Thus, you are confident in your knowledge of the aims of asthma management and the treatment options available for children and young people. Please take this opportunity to self-assess your capability against the following essential aspects of management:* The range of inhaler devices and spacers appropriate to children, including DPIs, and how each one is used correctly and the resources available to help CYP and their families and carers to understand how to use them
* Understanding the pharmacology of asthma treatments, the differences between drug formulations and their potencies, and considering these when increasing or decreasing treatment
* Developing an asthma action plan with CYP and their families and carers
* Identifying and escalating CYP at “high risk” (using audit tools)
* The challenges and limitations of remote consulting
* Links to transition pathways and your ability to support care through them
* Evaluating difficult to treat or severe asthma **(Tier 5)**
* Biologic medication: prescribing, monitoring and evaluating **(Tier 5)**
 |  |  |
| **Reflection:** | **Review dates and comments:** |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 4: Recognition of poor asthma control.****Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** You appreciate the importance of gaining and maintaining asthma control and understand that everyone involved in a child’s or young person’s life has responsibility if asthma control is inadequate. You know how to assess asthma control and recognise the most common factors that impact levels of control and the additional contribution that co-morbidities have. Please now consider how confident you feel with the following:* Difficult conversations with CYP and families and carers (e.g. smoking and pets)
* Strategies for understanding and managing poor adherence
* Managing co-morbidities including food and inhalant allergies, rhinitis, obesity and mental health
* Referral to more specialist services
 |  |  |
| **Reflection:** | **Review dates and comments:** |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 5: Recognition of an acute attack.****Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge**As an experienced CYP asthma specialist, you understand that every asthma attack is potentially life threatening and that early recognition and assessment are key to effective management, positive outcomes and risk reduction. Even though your role may not routinely focus on acute or urgent care, please take this opportunity to evaluate your experience of the following:* Ability to recognise, assess severity and treat a child having an acute asthma attack
* How to use, and teach the use of an inhaler and spacer in an asthma attack
* Recognition that an asthma attack represents a failure in usual asthma management and is a significant risk factor for future attacks
 |  |  |
| **Reflection:** | **Review dates and comments** |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 6: Management of an acute attack.****Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** In your specialist role, you will have a comprehensive understanding of the management of acute asthma in CYP appropriate to your clinical setting. This includes the initial assessment (chest examination and physiological markers) and management of the child, and the ability to carry out advanced management if you work in a secondary or tertiary care setting. You are aware of the importance of discharge planning and procedures, patient education, asthma action plans, post-attack discharge plans, and arranging timely follow up care. Now consider your knowledge and understanding of the following:* Recognising a near fatal asthma attack and subsequent need for referral to specialist services
* The presentation of anaphylaxis and how this can mimic an asthma attack
* The purpose, timing and how to complete a post-attack review
 |  |  |
| **Reflection:** | **Review dates and comments** |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 7: Socioeconomic aspects of asthma.****Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** As a healthcare professional with expertise in CYP asthma you understand the links between socioeconomic status and poor asthma outcomes. You routinely evaluate risk factors such as poor adherence, smoking (including second-hand smoke exposure) and obesity in your patients. Please take this opportunity to consider your confidence with the following:* Identifying the socioeconomic issues that can contribute to sub-optimal asthma control and increase risk in your particular patient population
* Using evidence-based tools and management approaches including behaviour change methodology
* Supporting and enabling CYP and families to access relevant support

Use the space below to reflect on the socioeconomic factors that impact your patient population and strengths or weaknesses of any tools or strategies that you employ. |  |  |
| **Reflection:** | **Review dates and comments** |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 8: Supporting families.****Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** Building further on Capability 7, take this opportunity to reflect on your role in supporting CYP and their families. You will understand that poor asthma control could be a safeguarding flag and will have some experience in addressing safeguarding situations. You have had safeguarding training and are aware of local policies and procedures, including for non-attendance. Now consider the following:* How you react to safeguarding concerns
* How you access and collaborate with wider teams including education and social care
 |  |  |
| **Reflection:** | **Review dates and comments:** |

|  |
| --- |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 9: The wider environment and asthma.****Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** You have a comprehensive understanding of how the environment impacts asthma and you also understand that good asthma control is beneficial to the environment. You know that indoor and outdoor air quality, and allergic and non-allergic triggers influence respiratory morbidity and you use a range of strategies to address them. Now consider how confident you feel with the following: * Advising patients on the impact of poor air quality and triggers on asthma control and severity
* Controversies around allergen avoidance and which strategies are evidence based
* Awareness of the impact of the different types of inhaler device on the environment and awareness of the challenges of the potential strategies to reduce this impact in children and young people.
 |  |  |
| **Reflection:** | **Review dates and comments:** |
| **Tier 4: Dealing with cases where diagnosis is uncertain, managing hard to control cases**  |
| **Capability 10: Leadership and education.****Learning outcomes**  | **Self-assessment**  | **Evidence/Comments** |
| **Tier 4 and 5 Foundation knowledge** Working in a specialist role you are part of a multi-disciplinary team to support CYP and families with broader factors that can influence outcomes. As a specialist you are seen as a clinical leader and are able to influence standards of care. Please consider how experienced and confident you are with the following:* Awareness of the issues surrounding accurate asthma coding and record keeping
* Performing an educational role at a local or regional level
* Sharing best practice and contributing to local policy in local networks
* Leading an MDT and working in a shared care setting **(Tier 5)**
* Population health improvement using QI and other methods **(Tier 5)**
 |  |  |
| **Reflection:** | **Review dates and comments:** |

**Review Proforma**

**To be completed every 2 years after baseline**

|  |  |
| --- | --- |
| What has changed in the last 2 years? (e.g., your role/evidence/guidelines) |  |
| How have you kept up to date? |  |
| How have you continued to develop your skills and expertise? |  |
| Are there any gaps in your knowledge or skills? |  |
| What actions will you take to address these? |  |

|  |
| --- |
| Additional comments: |
| Your Name: Designation:Your signature: Date: Review date: |
| Professional development discussion and feedback:Name: Designation: Signature: Date: |