

North-east COVID-19 observatory: issue 8.

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North-East COVID-19

Observatory

Issue 8—24th August 2020



Welcome

Welcome to our eighth issue of the Observatory. This is available two-weekly and has a dedicated theme. We include news, professional matters, and relevant professional and light reading. Each issue has one or two guest contributors with a specialist interest in the chosen theme. We value any feedback and encourage people to request themes or to send in resources that others might find interesting.

Fortnightly Theme: Children and Young People

There are many resources available concerning children and young people and we have selected what we think will be both interesting and useful to you as practitioners / parents / grandparents. In this issue we have two guest writers, **Dr Elaine Allan**, Lead Nurse (School Nursing at the Aberdeen Health and Social Care Partnership (AHSCP)), and **Erik Rosljajev**, Chair of Aberdeen City Youth Council (ACYC) and member of the Scottish Youth Parliament for Aberdeen Central.



Dr Elaine Allan has entitled her piece, “Supporting children and young people as they return to school: the importance of the school nursing service.”

As children and young people return to school it is a time of anxiety for some and joy for others. Each individual will have had very different experiences of lockdown. Children can be resilient but some may have experienced trauma of various kinds and may feel disempowered and disconnected.

Some of the most vulnerable children and young people will have missed the protective factors that school offers, including the school nursing service. We need to listen to pupils more than ever by respecting their views, (UNCRC Article 12) and upholding their right to recovery from trauma in an environment that fosters the health, self-respect and dignity of the child (UNCRC Article 39).

The school nursing service across NHS Grampian has systems in place to support a rights based approach to service delivery to support this. School Nursing Teams very quickly embraced remote working during lockdown and this will continue, Micro-Soft Teams and Near Me have been invaluable in helping school nurses and multiagency colleagues stay connected to the most vulnerable pupils and schools we support and we have continued to accept referrals during lockdown.

NEAR ME appointments will continue to be offered to those pupils new to primary and secondary schools so they can gain access to the school nurse. Health interviews follow the guidance from the Getting it Right for

Every Child ([GIRFEC](#)) and [SHANARI](#) frameworks. Many aspects of multiagency information sharing has improved with technology and going forward this is planned to improve further to keep the children and young people we serve safe and well.



Erik Rosljajev highlights the need for social activities for young people.

Covid-19 has had a significant impact on the lives of all young people, with lockdown restrictions having a profound impact on the mental health, social life and opportunities available to young people. Even though technology has gone some way to help young people, there is no substitute for in-person social contact.

In ACYC we have recognised that this will be a very difficult time for young people and recognise the need for a welcoming community to provide social interaction, chats and a place where people can have fun. We have continued to have our meetings and discussions in an online format and, in addition, we have introduced weekly quizzes. The Youth Parliament are also trying to keep young people engaged through consultations and opportunities to be listened to. It is crucial to support young people as much as possible and to facilitate the feeling of community, respect and ensure that young people know that they matter.

Resources

NHS Education for Scotland (NES): We have signposted several resources from NES and we want to flag up that resources may be made available in alternative formats and community languages. You can phone 0131 656 3200 or e-mail altformats@nes.scot.nhs.uk to discuss how your requirements can be met. The resources from NES underline the importance of the messages above from Elaine and Erik.

The following resources have been developed by the Early Intervention Team in Child and Adult Mental Health Services (CAMHS) NHS Grampian:

Back to School: Social Story Activity Pack: This is [an activity book for young children](#) about going back to school and has 18 pages promoting children to think about what will be the same and what will be different at school. It is fun, reflective and also poses questions on what fears children have on returning to school and where they can seek support.

It's OK to Worry About Going Back to School: This again is a gem of [a resource for parents / guardians](#) on preparing their children for return to school and themselves on returning to work. There is also [a specialist version for parents of neurodiverse children](#) (defined as children with autism, learning disabilities or Attention Deficit Hyperactive Disorder [ADHD], for example).

It's OK to Worry About COVID-19: This is [a resource pack for teenagers \(12 years and over\)](#) to help manage difficult feelings about the coronavirus that causes COVID-19. It covers topics such as information and misinformation, managing social media, dealing with anxieties and worry, tackling negative thoughts, getting exercise, sleeping well and relaxation techniques.

Working with Children, Young People and Families: The current pandemic has led to lots of practical and emotional challenges for children, young people and families. NES provide [a suite of resources](#) that cover:

- Connecting with families at a distance
- Engaging with new families remotely

- Containment and reciprocity in the time of COVID-19
- Talking to parents about the impact of coronavirus
- Things to consider when working remotely with children and young people

The British Psychological Society has produced [A Resilience and Coping Framework for Supporting Transitions Back to School](#). The authors use the work of Ttofa (2018) who states that, "Resilience is not sweeping the negative away; it is expanding our view of the negative to make sense of it, whilst also assimilating and allowing greater focus on what matters, what is needed to support a continued course towards a desired and meaningful outcome". This short and simple framework looks at the existing factors that have supported children's resilience and how can these be maintained.

Understanding Your Child: Ourplace: The Scottish Government, in partnership with NES, has made access to the full Solihull Approach Online resource for parents and carers free to all living in Scotland. The Solihull Approach Online is a universal resource for parents and carers from the antenatal period to 19 years during COVID-19. It offers a series of modules containing interactive activities, quizzes and video clips. The online resources focus on developing nurturing and supportive relationships between children and their carers. It aims to help parents understand their child's behaviour in the context of their child's development and the parent-child relationship. The following courses are available free for parents/carers in Scotland:

- Understanding pregnancy, labour, birth and your baby
- Understanding your baby
- Understanding your child
- Understanding your teenager's brain

You can access these free courses by [signing up here](#) and entering the code "TARTAN".

The Royal College of Paediatrics and Child Health (RCPCH) provide guidance on paediatric multisystem inflammatory syndrome temporally associated with COVID-19 (PIMS). Most children are asymptomatic or exhibit mild symptoms from COVID-19 infection. However, a small number have recently been identified who develop a significant systemic inflammatory response, which is also known as PIMS-TS or PIMS). [This document for clinicians](#), which has been developed after expert review of the cases, includes a case definition and approach to clinical management.

Obesity Health Alliance (OHA) is a coalition of over 40 leading health charities, medical royal colleges and campaign groups. Currently one in three children and more than two in three adults have a weight status that is classed as overweight or obese. Excess weight increases the risk of a range of diseases including Type 2 diabetes, cancer, heart and liver disease as well as associated mental health problems. OHA members work together to influence national policy by calling for evidence-based population health measures that address the social, economic and cultural factors that contribute to obesity. You can read about the policy positions of the alliance and see the worrying statistics they have published [here](#). The OHA however recognise the importance of reducing weight stigma, which you can read about [here](#).

The Children's Society has produced [a report on the impact of COVID-19 on children and young people](#). This 20-page document is beautifully presented and the issues — each of which comes with a clear set of policy recommendations — are comprehensive. It covers four areas of concern:

- Children in poverty
- Refugee and migrant children and young people
- Young people at risk
- Mental health and well-being

The resources below are from America and make for interesting reading:

Center for Disease Control and Prevention: [This American resource](#) is targeted at parents, school staff and others working with children. Children may worry about themselves, their family, and friends getting ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimises anxiety or fear. It is short and has some useful tips.

The Harvard Medical School have a useful website called [Coronavirus Outbreak and Kids](#), which describes how COVID-19 affects children and gives [American] advice on vaccinations for children, childcare, and children living with grandparents, plus a section with links to helping children cope and helping children with autism to manage masks.

Policies Concerning Services

The Care Commission have published a resource titled [Operating an Early Learning and Childcare Setting \(Including Out-of-School Care and Childminders\) During COVID-19](#). This is a self-evaluation resource and tool for settings which asks them to evaluate how well they are supporting children and families during COVID-19. The aim of this resource is to enable settings to gather information and continually evaluate their progress in supporting staff, children and families to have confidence in the provision of Early Learning and Childcare (ELC) by specifically evidencing how they have implemented the national guidance for COVID-19, while ensuring positive outcomes for children. This key question sits alongside the Commission's Quality Framework for Early Learning and Childcare when it is published later this year (which will include Key Questions 1-4).

The Scottish Government have published four sets of guidance for ELC, which can be accessed below. It is strongly recommended that you seek updates; policies are likely to change due to the uncertain times we are in.

- [Guidance for early learning and childcare services](#)
- [Guidance for childminding services](#)
- [Guidance for school age childcare services](#)
- [Guidance for fully outdoor childcare services](#)

Educational Resources

NHS Education for Scotland (NES) offers a new monthly programme of webinars, which commenced this month, each focusing on a different bereavement-related topic. On **Tuesday 6th October, 12:30-13:30** the webinar is on *Supporting Children Who are Bereaved During and After the COVID-19 Pandemic*. You can access details of this and other bereavement-related webinars [here](#).

Free Conference: Children with Exceptional Healthcare Needs (CEN): A Kindred and CEN online training event entitled *Supporting Families Through the Pandemic and Beyond* is taking place on-line on **9th September, 10.30-12.00**. This education event is for CEN professionals working with children who have exceptional healthcare needs. You can find out more about CEN, join the organisation and register for the conference [here](#). If you just want to register for the conference, go straight to [the registration site](#) instead.

Research Funding

NHSG Endowment Trust: The Trustees are very keen on supporting applications for funding. They state that "the emphasis should be on social research and particularly the effects of COVID-19, people with long-term conditions, prevention, inequalities and projects which informed improvements in care and support". The grants are up to £12,000.

The Burdett Trust is interested in receiving nurse-led proposals for evidence-based strategies and interventions which demonstrate innovative and sustainable changes to clinical practice and service redesign, as a result of learning gained through the pandemic. It also wishes to receive proposals aimed at tackling the mental health and well-being of nurses. The Trust is keen to receive proposals that reflect a wide range of settings in particular those that are out of hospital and which cover both prevention and care in both health and social care. Eligibility: Grant applications are invited from charities, non-profit organisations and public bodies that wish to undertake innovative projects to strengthen nursing leadership. Projects must be nurse-led and demonstrate an innovative approach. The programme is not designed to support projects developed and undertaken by individuals and cannot award grants to private sector organisations. The deadline is September 12th and the details can be accessed [here](#).

COVID-19 Library

Academic Reading

We have two very different articles for you to read.

Paediatric inflammatory multisystem syndrome temporally associated with SARS-CoV-2 (PIMS-TS): providing resuscitative care. Kempell-Smith, M., Meenan, S. (2020). Children represent a small sample of the confirmed cases of COVID-19 in the UK but the reasons for this are relatively unknown. Most children are asymptomatic or exhibit mild symptoms from COVID-19 infection. However, a small number have been identified who develop a significant systemic inflammatory response, referred to as paediatric inflammatory multisystem syndrome temporally associated with SARS-CoV-2 (PIMS-TS). This article presents a case study to explore the resuscitative care provided to a ten-year-old child with suspected PIMS-TS. ([Sign in required](#)).

How are Mothers and Fathers Balancing Work and Family Under Lockdown? Andrew, A. et al. (2020). [This report](#) from the Institute of Fiscal Studies presents the findings of a study exploring how parents are managing child care during lockdown.

Light Reading

Debate: COVID-19 and psychological well-being of children and adolescents in Italy. Caffro, E. et al. (2020). [This short article](#) from *Child and Adolescent Mental Health* raises concerns with regard to the psychological impact that the lockdown and the pandemic might have on children and adolescents, although in different ways depending on their age and other factors.

Inconveniences due to the use of face masks during the COVID-19 pandemic: a survey study of 876 young people. Matusiak, Ł. (2020). [This short letter](#) to the editor of *Dermatologic Therapy* reports on a survey of young people in Poland on the wearing of face masks from a dermatological angle.

Surviving in the present, thriving in the future? Gialama, M., McGilloway, S. (2020). In summer 2018, two health psychologists—one a practising psychologist, PhD student and native Greek, and the other a senior academic from Ireland—embarked on two separate but related journeys to the island of Lesbos in Greece, to gain some experience of, and insights into, working with child refugees. Their experience raises important questions about the psychosocial needs of this vulnerable group within the context of the Covid-19 pandemic. You can read the article [here](#).

Here's what COVID-19 does to a child's body. Giddens, S. (2020). [This article](#) in the *National Geographic* explores whether youth protects against the virus and how readily children can spread it to adults.

The Editorial Team

We are a small team from the School of Nursing, Midwifery and Paramedic Practice at Robert Gordon University (RGU). Angela Kydd (Clinical Professor in Nursing RGU / NHSG) is the editor, Colin MacLean is the librarian and Rahul Oza provides online support.

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