

Association for the Welfare of Children in Hospital



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Hospital Familiarisation Program Links to Curriculum Documents

1. Developmental Outcomes

The main aim of the Hospital Familiarisation program (HFP) is to give the children knowledge of common items of medical equipment and common medical procedures. This is followed by medical play where the children explore the medical equipment and play out the medical roles (e.g. doctor, nurse, patient) and medical procedures (e.g. listening to heartbeat, bandaging, giving injections). Through this knowledge, anxiety about the unknown is diminished. In the case of young children who have already experienced painful, invasive medical procedures, the medical play serves the therapeutic function of enabling them to come to terms with, or triumph over, the painful experience.

In addition to these important cognitive and emotional developmental outcomes, the HFP meets the student outcomes listed in the following Curriculum documents.

2. Early Years Learning Framework (EYLF) (0-5 years)

- Children have a strong sense of identity
- Children are connected to and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

3. WA Curriculum Level 1

LEARNING AREA

Health	Experiences/pointers
<p>Concepts for a healthy lifestyle 1 Recognises what it means to be healthy and the actions they can take to optimise personal health, safety and physical activity.</p>	<ul style="list-style-type: none"> • Discusses own experiences of illness, medical treatment and hospitalisation. • Identifies common items of medical equipment and their uses and common medical procedures • Talks about appropriate medical use of syringe and syringe safety. • Talks about safety, with medication only taken by person for whom it is prescribed; must be administered by adult etc. • Identifies ways children are injured; discusses safe play and road safety to avoid injury. • Discusses getting help/calling an adult. • Identifies essential components of staying healthy – personal hygiene, healthy nutrition, adequate sleep and exercise.
<p>Self-management skills 1 Demonstrates with the help of others, an awareness of basic self-management skills for a healthy, active lifestyle.</p>	
<p>Interpersonal Skills 1 Demonstrates basic communication and cooperation skills when interacting with familiar people</p>	

Technology and Enterprise	Experiences/pointers
<p>Technology Process</p>	<ul style="list-style-type: none"> • Participates in demonstration of medical equipment and common medical procedures. • Plays with and explores medical equipment such as drips, bedpan, wheel chair, stethoscope, masks.

Science	Experiences/pointers
Life and Living Process	<ul style="list-style-type: none"> • Participates in demonstration of medical equipment and common medical procedures. • Plays with and explores medical equipment such as drips, bedpan, wheel chair, stethoscope, masks.
Understands that people are examples of living things and that, like all living things, they can change over time.	

English	Experiences/pointers
Speaking and Listening	<ul style="list-style-type: none"> • Recounts own experiences. • Discusses feelings, fears and ideas. • Responds to and asks questions. • Follows instructions for activities and for use of medical equipment. • Presenter discusses children's ideas about roles of medical professionals and what happens in a hospital.
Uses expressions of routine social interaction correctly; recounts and discusses personal experiences; and conveys key information or ideas on a familiar topic. Responds to questions, instructions, statements and narratives, characterised by simple linguistic structures, brevity, familiarity and predictability	
Shows emerging awareness of school purposes and expectations for using and interpreting spoken language.	<ul style="list-style-type: none"> • Demonstrates school appropriate behaviour during group presentation. • Attends to the presenter and classmates. • Follows class rules for discussion.
Draws on linguistic structures and features of own variety of English when speaking and listening, and relies on simple sentences or uses simple connectives to link ideas.	<ul style="list-style-type: none"> • Engages in discussion with presenter, teachers and peers in role-play.

Viewing	Experiences/pointers
<p>Retells meanings and makes simple interpretations from visual texts.</p> <p>Makes connections between own knowledge and experience and ideas, events and information in viewed texts.</p>	<ul style="list-style-type: none"> Views and discusses medical video, posters, games or books, identifying components of visual images based on own experience. Identifies people associated with hospitals (e.g. patient, doctor, nurse) and interprets their actions. Identifies and discusses feelings, expressions and body language of people in the medical images.

Society and Environment	Experiences/pointers
<p>Social Justice</p> <p>Key values (no outcomes) The student values and cares for other people.</p> <p>Is sensitive to and concerned about other people.</p> <p>Treats people with dignity and respect</p>	<ul style="list-style-type: none"> Observes role models provided by adults and children caring for and respecting each other. Demonstrates sensitivity and concern for others in medical play. Behaves with dignity and respect during medical play.
<p>Place and Space</p> <p>People and Places Understands that there are places that people feel are important</p>	

Culture	Experiences/pointers
<p>Personal Group & Cultural Identity</p> <p>Understands that common and unique characteristics exist among individuals</p>	<ul style="list-style-type: none"> Demonstrates in medical play the unique characteristics of people in the community who provide medical and personal care (e.g. ambulance officers, doctors, nurses). Discusses and/or acts out feelings associated with being hurt, separated from family in an unfamiliar place, or experiencing invasive medical procedures.

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