

Chapter 1: Perspectives of Pediatric Nursing

Instructor's Manual

LEARNING OBJECTIVES

1. Identify the major goal for pediatric nursing.
2. Identify the primary factor that accounts for the lack of children's access to health care in the United States.
3. Describe the U.S. government's *Healthy People 2020* initiative and its two primary goals.
4. Identify the ten leading health indicators established as priority areas for the nation's health under *Healthy People 2020*.
5. Identify the ten leading causes of disease, disability, and death in children.
6. Identify the six categories of health promoting behaviors that the World Health Organization (WHO) proposes will markedly reduce or prevent child and adolescent disease, disability, and death.
7. Discuss the nurses' role in promoting healthy nutrition, dental health care, and immunizations in children and adolescents.
8. Identify the factors that place infants and children at highest risk for health problems.
9. Define the term *new morbidity* and provide examples of health conditions that comprise this category.
10. Discuss the etiology and consequences of five major child and adolescent health problems—obesity and type 2 diabetes, childhood injuries, violence, substance abuse, and mental health—prevalent in the United States today.
11. Define the term *mortality*.
12. Identify how *live birth statistics* and *infant mortality rates* are calculated.
13. Identify how the U.S. *infant mortality rate* compares with that of other developed countries.
14. Identify the six major factors influencing the high rate of *neonatal and infant mortality* in the United States.
15. List the leading causes of death for infants birth to 1 year.
16. Describe the disparity by race in U.S. *infant mortality rates*.
17. List the leading causes of death for children and adolescents ages 1 to 19 years.
18. Define the term *morbidity* and identify how *morbidity rates* are calculated.
19. List the major factors that contribute to increased morbidity among adolescents and children in the United States.
20. Identify five social trends that were key factors in the evolution of child health care in the United States.
21. Describe the function of the following seven federal programs designed to improve the health and well-being of children and families: Medicaid; Women, Infants, and Children (WIC); Education for All Handicapped Children (P.L. 94-142); Education of the Handicapped Act Amendments of 1986 (P.L. 99-457); Omnibus

Budget Reconciliation Act of 1990; Family and Medical Leave Act (FMLA); and Health Insurance Portability and Accountability Act (HIPAA).

22. Identify how *financial*, *system*, and *knowledge* barriers limit access to health care for children and families.
23. Discuss the impact that diagnosis-related groups (DRGs) have had on health care in the United States.
24. Identify the four essential features of contemporary nursing practice as defined by the American Nurses Association.
25. Identify major characteristics of *family-centered care*.
26. Describe the concepts of *enabling* and *empowerment*.
27. Describe *atraumatic care* and the three principles underlying this approach.
28. Discuss the following roles of the pediatric nurse: establishing therapeutic relationships; family advocacy and caring; disease prevention and health promotion; health teaching; support and counseling; care coordination and collaboration; ethical decision-making; involvement with research.
29. Define *evidence-based practice* (EBP), discuss implications of EBP for nursing, and compare steps of the nursing process with EBP.
30. Define and state the purpose of *critical thinking*.
31. Describe the five steps in the nursing process (assessment, nursing diagnosis, planning, implementation, and evaluation).
32. Describe *Nursing Interventions Classification* (NIC) and *Nursing Outcomes Classification* (NOC) and their purposes.
33. Define *quality of care* and list the eight patient-centered quality outcome measures established by the National Quality Forum (NQF).
34. Identify the Institute of Medicine's (IOM) six essential components of health care quality.

CHAPTER OUTLINE	TEACHING STRATEGIES
Health During Childhood <i>Healthy People 2020</i> health indicators	<p>Explore what measures, such as educational programs and services, are being implemented by the health care system in your state and community to address <i>Healthy People 2020</i> health indicators (physical activity, overweight and obesity, tobacco use, substance abuse, responsible sexual behavior, mental health, injury and violence, environmental quality, immunization, access to health care).</p> <p>Discuss surveillance systems implemented in your community or state to track the progress of one or more of these efforts.</p>

CHAPTER OUTLINE

Mortality and morbidity

Neonatal and Infant mortality

Childhood and adolescent mortality

Injuries—the leading cause of death in children 1 to 14 years

Evolution of child health care in the United States

Pediatric Nursing

Philosophy of care

Family-centered care

Atraumatic care

TEACHING STRATEGIES

Critical Thinking: In what ways could the pediatric nurse use an understanding of rates of mortality and morbidity to improve prenatal, child, and adolescent health care?

Critical Thinking: In what ways are children and adolescents exposed to violence in this country, both directly and indirectly? What impact does this recurring exposure have on their social and emotional development?

Critical Thinking: What specific risks to children's health are associated with each of the 10 *Healthy People 2020* leading health indicators (e.g., physical activity, overweight and obesity, tobacco use, substance abuse, responsible sexual behavior, mental health, injury and violence, environmental quality, immunization, and access to health care)? What can pediatric nurses do to minimize these risks?

Discuss characteristics of programs within your community aimed at educating children and adults about head injury prevention, firearm safety, or automobile safety.

Have students explore the Internet for information about federal programs (e.g., Medicaid; Women, Infants and Children [WIC]; Family and Medical Leave Act) that aim to improve the health and well-being of children and families.

Critical Thinking: Which pediatric health care settings in your community effectively incorporate a family-centered care approach in the care of children? What specific ways do these settings strive to provide atraumatic care?

Role of the pediatric nurse

Establishing a therapeutic relationship

Family advocacy and caring

Disease prevention and health promotion

Health teaching

Support and counseling

Care coordination and collaboration

Coordination and collaboration

Ethical decision making

Involvement in research

Critical Thinking: A 10-year-old boy is admitted to the pediatric intensive care unit after a motor vehicle–bicycle accident. He is treated and then moved to a rehabilitation center for ongoing care until he can return to school. Provide an example of an anticipated nursing action or strategy for each of the pediatric nursing roles listed.

Critical Thinking and the Process of Nursing Children and Families

Critical thinking

Nursing process

Evidence-based
practice

Assessment

Nursing diagnosis

Planning

Implementation

Evaluation

Ask the question

Search for evidence

Analyze evidence

*Apply evidence to
practice*

*Evaluate
effectiveness*

Discuss critical thinking processes and evidence-based practice (EBP). Note their important roles in ongoing, critical assessment of current pediatric nursing practice. Identify parallels in nursing process actions with actions for EBP. Provide examples of EBP in affiliating clinical facilities.

Have students generate a list of qualities that they see as essential to professional practice. Compare this list with the standards published by the American Nurses Association (see Box 1-9).

LEARNING ACTIVITIES

1. Have each student keep a tally for a 1-week period of either injuries seen in the clinical setting, or conditions that are associated with the new morbidities (e.g., overweight or obesity, type 2 diabetes, injuries, violence, overdose or complications of substance abuse, sexually transmitted infections, unintended pregnancy, or mental health issues such as depression). Have students include the condition or type of injury they observe, the age and sex of the individual affected, relevant environmental risk factors, and health promotion or disease prevention education that might have prevented or mitigated the accident or condition.
2. Assign students to observe the roles displayed by nurses in a pediatric health care setting and discuss how the observed roles are consistent with those addressed by the text.
3. Have students explore online one of the organizations listed in the text focused on child health issues (e.g., Annie E Casey Foundation, Centers for Disease Control and Prevention, National Safety Council, National Center for Health Statistics, or U.S. Department of Health and Human Services Division of Maternal Child Health) and report to the class about site content and how the information available on the site can be used by pediatric nurses to inform their practice.

SUPPLEMENTARY RESOURCES

1. Study Guide: Chapter 1
2. Evolve Website:
 - Appendix: Spanish/English Translations
 - Key Points Audio Summaries
 - NCLEX Review Questions
 - WebLinks