

## CARE FOR THE PRESCHOOLER

**Sonia** is a 5-year-old girl brought for a healthcare visit. She is an only child. She lives with her mother and father and paternal grandparents. The grandfather and father are both smokers.

**Jessica** is her mother. She says that Sonia has had colds for three days. She has no fever, no cough, no ear discharge and no other symptoms. Jessica says that is the 5th episode of colds for this year. She is worried that her child may be sickly.

You assess that Sonia's weight, height and developmental milestones are at par for her age. She is also very playful when you see her.

Jessica says that she is worried that Sonia may be a sickly child because she has frequent colds. Her previous colds were short in duration and did require any antibiotics nor hospitalizations. They have no family history of allergies. She asks if she could give her child vitamin C.

She also says that Sonia has been very choosy with what she eats very little and does not like vegetables nor fruits. She only likes to eat chicken from Jollibee and fries.

Jessica says Sonia has also lately been very clingy. She has to go to work three times a week but Sonia cries non-stop whenever she leaves for work.

When Sonia is brought to a playground, she becomes shy and doesn't play with others. She prefers to be at home playing with her tablet. She does not go to preschool or daycare.

This is Sonia. Make a health care plan for Sonia.



<https://www.hggear.com/blog/when-to-introduce-your-child-to-a-tablet>

### INSTRUCTIONS:

You will each participate in the assigned forum by submitting a health care plan for the patient in the case study. Each submission should not exceed 800 words. Those students who are not assigned to a forum may participate and contribute to the forum by submitting a reaction containing information (i.e., additional plans, teaching points or insights) that may not have been covered in the existing posts). Bonus points will be given to each post that adds to the discussion. These posts should not have more than 500 words per post.



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**HEALTH CARE PLAN**

**Client:** Sonia

**Age:** 5

**Gender:** F

IDENTIFIED NURSING PROBLEMS	RATIONALE	GOALS OF CARE	INTERVENTIONS
<p><b>Ineffective Family Health Management</b>            r/t insufficient knowledge about expected developmental characteristics concerning health a.e.b. mother's perception of the child as sickly due to frequent colds, inadequate management of colds and failure to take action to reduce risk factors of colds</p>	<p>For children aged 3 to 6 years old, minor illnesses such as colds, ear infections and flu symptoms are common (Aldaba, 2022). This is observed in this case as the client (aged 5 years old) is experiencing her 5th episode of colds for this year. Since preschoolers can have 6-10 times per year, the client's history of colds is normal for her age (Aldaba, 2022). However, the mother is worried that she may be sickly due to her frequent colds. This suggests the mother's lack of knowledge regarding the developmental characteristics concerning health expected for the client's age.</p> <p>The mother inquiring on whether she can give the client Vitamin C to aid the colds further shows her lack of knowledge and the inadequate management of the client's colds. This is because even though Vitamin C aids in immunity, iron absorption and bone structure; it does not cure nor reduce the risk of getting a cold (Harvard Health Publishing, 2020).</p> <p>Moreover, the presence of smokers in the family displays failure to take action in reducing the risk factors of colds. Winnall, Bellew, Greenhalgh &amp; Winstanley (2021) report that "exposure to tobacco smoke is a substantial risk factor" that increases the incidence, duration and/or severity of respiratory infections. Among these respirations infections is the common cold.</p> <p>With such, ineffective family health management was identified as a nursing health problem.</p>	<p>After a week of nursing interventions, the client and her family will:</p> <ul style="list-style-type: none"> <li>• Enumerate at least three common illnesses experienced by preschoolers</li> <li>• List at least three ways to manage colds of preschoolers</li> <li>• Reflect on negative health behaviors (specifically smoking) that exacerbate health problems of preschoolers</li> <li>• Demonstrate behavioral and lifestyle changes towards health management and promotion</li> </ul>	<p>The nurse will:</p> <ul style="list-style-type: none"> <li>• Conduct health teaching on the expected developmental characteristics concerning health of a preschooler, specifically on common health concerns, age as a factor, causes and sources of infection, risk factors, signs and symptoms, prevention and treatments.</li> <li>• Reassure the mother that colds are common for children her daughter's age</li> <li>• Discuss therapeutic and nontherapeutic methods to manage colds for preschoolers</li> <li>• Elaborate on the role of smoking as a risk factor for respiratory infections such as colds</li> <li>• Discuss ways to correct behaviors and lifestyle that negatively affect the health of preschoolers</li> </ul>

<p><b>Ineffective Child Eating Dynamics</b> r/t poor food choices a.e.b. preference for restaurant or fried food and dislike of fruits and vegetables</p>	<p>Though it is developmentally normal for 5-year-old children to be picky eaters and to develop their food preferences, it is important for parents to ensure that they are getting adequate and proper nutrition and vitamins (Aldaba, 2022). The client's preference for restaurant or fried foods and her dislike of fruits and vegetables does not provide her body with the necessary nutrition for her age and growth rate. These unhealthy eating preferences and habits will lead the client to develop vitamin deficiencies, obesity and an increased risk for cardiovascular and chronic illnesses in the future. Her parents must learn to utilize nutritional guidelines such as the food pyramid and DOST's RENI for ages 3-5, while practicing a variety of health techniques to treat the underlying causes of food refusal in order to address the ineffective eating dynamics observed.</p>	<p>After a week of nursing intervention, the client and her family will:</p> <ul style="list-style-type: none"> <li>• Identify at least three factors that contribute to client's food preferences and eating patterns</li> <li>• Verbalize the importance of proper and adequate nutrition on the growth and development of a child</li> <li>• Enumerate at least two nutritional guidelines to incorporate in daily life</li> <li>• Demonstrate action and lifestyle changes towards positive eating dynamics</li> </ul>	<p>The nurse will:</p> <ul style="list-style-type: none"> <li>• Explore the family's perception and behavior and practices regarding the client's eating habits</li> <li>• Discuss the behavior and habits of preschoolers related to food and nutrition (e.g., eating habits)</li> <li>• Explain the importance of adequate and proper nutrition on the growth and development of a child</li> <li>• Conduct health teaching on nutritional guidelines (i.e., the food pyramid, Pnggang Pinoy, and DOST's RENI for ages 3-5), particularly on how to use such in their daily life</li> <li>• Monitor actions and behavior towards positive eating dynamics of the client</li> </ul>
<p><b>Risk for Overweight</b> a.e.b. high frequency of restaurant or fried food, inadequate intake of fruits and vegetables, and lack of physical activities in daily regimen</p>	<p>The client's weight and height are at par with her age. However, her eating habits (preference towards restaurant and fried foods, and her dislike for fruits and vegetables) that is rich in sugar, fat, and salt place her at the risk of weight gain and obesity. Her lack of physical stimulation as shown in her preference to stay at home and play with her tablet further prevents her from maintaining an energy expenditure appropriate for her age and therefore, makes her at risk of gain weight over time (Cox, 2017).</p>	<p>After two weeks of nursing intervention,</p> <ul style="list-style-type: none"> <li>➤ the client will: <ul style="list-style-type: none"> <li>• Verbalize a more positive opinion on healthy food choices such as vegetables and fruits</li> <li>• Display increased time/frequency and level of physical activity</li> </ul> </li> <li>➤ the family will: <ul style="list-style-type: none"> <li>• Incorporate healthy food choices into the client's meal times</li> <li>• Monitor client's anthropometric measures</li> <li>• Schedule physical activities for the client throughout the weeks</li> </ul> </li> </ul>	<p>The nurse will:</p> <ul style="list-style-type: none"> <li>• Conduct health teaching on role of proper nutrition and exercise on maintaining healthy body weight</li> <li>• Discuss methods on introducing healthy food to client's diet and maintaining healthy habits</li> <li>• Assist family in choosing health and nutritious meals for the client</li> <li>• Explore client's perception on foods such as snacks, vegetables, fruits, and more</li> <li>• Encourage incorporation of physical activities into the client's daily schedule</li> </ul>

<p><b>Risk for Contamination</b> a.e.b. presence of two smokers in the family</p>	<p>The presence of two smokers in the family (the client's father and grandfather) makes the entire family susceptible to exposure to environmental contaminants from cigarettes that may compromise their health. The client is exposed to secondhand smoke which plays her at risk for developing a variety of numerous health problems such as asthma attacks, respiratory infections, bronchitis, and pneumonia (CDC, 2020).</p>	<p>After a week of nursing intervention, the client's family, specifically her father and grandfather, will:</p> <ul style="list-style-type: none"> <li>• Reflect on how smoking affects the health of the family members and the growth and development of the client</li> <li>• Demonstrate steps towards behavior and lifestyle changes to reduce adverse health effects</li> </ul>	<p>The nurse will:</p> <ul style="list-style-type: none"> <li>• Conduct health teaching regarding smoking, emphasizing on the effects secondhand smoking to health, and the growth and development of children</li> <li>• Determine the father and the grandfather's readiness for smoking cessation</li> <li>• Refer smokers to available smoking cessation programs available to them</li> <li>• Elaborate on methods for proper ventilation in their household</li> <li>• Monitor actions towards reducing risk factors and protecting self from contamination</li> </ul>
<p><b>Impaired Social Interaction</b> r/t insufficient opportunities for socializing a.e.b. shyness and not playing with other children, preference for solo activities at home, and not attending preschool or daycare.</p>	<p>It is important for children 5 to 6 years old to participate in play and recreational activities in order to develop their social, emotional, thinking, and language skills (Raising Children, 2022). The client's shyness towards others and her preference to stay at home and play with her tablet limits her opportunities to interact with others, specifically children her age. This prevents her from growing socially and emotionally.</p> <p>The client not attending preschool or daycare may contribute to this problem. Preschools are places committed to fostering children's creativity and initiative while also exposing them to new experiences and social contacts (Aldaba, 2022). The client's non-attendance to preschool prevents her from gaining access to these benefits.</p>	<p>After two weeks of nursing intervention,</p> <ul style="list-style-type: none"> <li>➤ the client will: <ul style="list-style-type: none"> <li>• Verbalize want to interact with peers and participate in social activities</li> <li>• Participate in at least two social events</li> <li>• Exhibit positive interaction with same-age peers</li> </ul> </li> <li>➤ the family will: <ul style="list-style-type: none"> <li>• Identify existing barriers that prevent client from interacting with others</li> <li>• Schedule at least two social events (e.g., play dates) for the client with same-age peers</li> <li>• Express thoughts on enrolling the client to preschool/daycare</li> </ul> </li> </ul>	<p>The nurse will:</p> <ul style="list-style-type: none"> <li>• Assess client's opinions and perception on social interaction</li> <li>• Discuss importance of social interactions on the growth and development of children</li> <li>• Elaborate on ways for the family to encourage participation of client in social activities such as role playing to stimulate social situations, and visiting places for socializing (e.g., parks) to promote client's familiarity and comfort in locations</li> <li>• Discuss with parents the role of enrolling child in a preschool or daycare center to promote social, emotional, thinking and language development of the child.</li> </ul>

<p><b>Anxiety</b> r/t separation from mother a.e.b. clinginess, and non-stop crying when mother leaves for work</p>	<p>Separation anxiety, that is children’s fear of being away from their parents or guardians, is a common part of children’s development (Raising Children, 2022). This is attributed to children’s vivid imaginations which allow them to believe that they have been deserted or left alone (Aldaba, 2022). Their anxiety is manifested with crying and clinging to their parents or guardians when being separated from them. Such is observed with the client as reported by her mother.</p>	<p>After two weeks of nursing intervention,</p> <ul style="list-style-type: none"> <li>➤ the client will: <ul style="list-style-type: none"> <li>• Express understanding on why the mother leaves for work</li> <li>• Demonstrate reduced anxiety level by decrease crying and clinging behavior</li> <li>• Exhibit positive coping mechanisms when separated from mother/family</li> </ul> </li> <li>➤ the mother will: <ul style="list-style-type: none"> <li>• Incorporates methods to gently encourage and help the client in dealing with separation, which includes but is not limited to <ul style="list-style-type: none"> <li>○ Being sensitive to the child’s fear of separation</li> <li>○ Informing the child when she will be leaving and when she will be back</li> <li>○ Not dragging out the goodbye</li> <li>○ Settling child with an enjoyable activity before leaving</li> <li>○ Providing positive attention when the child’s brave about being away from her</li> </ul> </li> <li>• Reports a decrease in the client’s clinginess and crying when separated from her</li> </ul> </li> </ul>	<p>The nurse will:</p> <ul style="list-style-type: none"> <li>• Explain reasons behind separation anxiety of children</li> <li>• Discuss methods to gently encourage and help the child with dealing with the separation</li> <li>• Role play with the mother to practice methods to calm the child and promote positive response to separation</li> <li>• Assess the family’s progress on the child’s separation anxiety</li> </ul>
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ANTICIPATED NURSING PROBLEMS	RATIONALE
<b>Sedentary Lifestyle</b>	<p>It was observed that the client was playful but was shy and does not interact with others when brought to the playground. She prefers to stay at home and play with her gadget. In today's time where electronic gadgets are used more often and children are exposed to devices at younger and younger ages, it is normal for the client to utilize her gadget during her solo playtime. However, this becomes a hindrance to a child's growth and development when it affects and limits her playtime and physical activities. If this is not addressed, she may develop a sedentary lifestyle, defined by NANDA as habit of life characterized by a low physical activity level.</p>
<b>Risk for Loneliness</b>	<p>As presented by her shyness, preference to be alone with her gadget over playtime with her peers, and her non-attendance to preschool/daycare, the client has limited access to social interactions. She also experiences separation anxiety that is observed through her clinginess and crying when her mother leaves for work. If these problems are not addressed, the client's social and emotional development will be greatly affected. This will make her susceptible to experiencing discomfort associated with a desire or need for more contact with others that may further lead to other health problems such depression and antisocial behavior.</p>
<b>Ineffective Airway Clearance</b>	<p>The presence of two smokers (the client's father and grandfather) in the home leads to the secondhand smoking of the other family members, specifically of the client. Exposure to the harmful contaminants found in cigarette smoke by secondhand smoking causes airway mucus hypersecretion and inflammation through a variety of chemical components and signaling mechanisms (Liu &amp; Di, 2012). Excess sputum is produced as a result of the greatly increased mucus production and secretion, which can cause airflow blockage and inflammation (Liu &amp; Di, 2012). This leads to ineffective airway clearance, defined by NANDA as the inability to clear secretions or obstructions from the respiratory tract to maintain a clear airway.</p>



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**HEALTH EDUCATION PLAN**

**Client:** Sonia

**Age:** 5

**Gender:** F

**Nursing Diagnoses of Focus:**

- **Ineffective Child Eating Dynamics** r/t poor food choices a.e.b. preference for restaurant or fried food and dislike of fruits and vegetables
- **Risk for Overweight** a.e.b. high frequency of restaurant or fried food, inadequate intake of fruits and vegetables, and lack of physical activities in daily regimen

**Rationale:** The two nursing diagnoses above are regarded as the priority diagnoses because these pose a threat to the physiological (food) and safety needs (health) of the client — the first and second levels of Maslow’s hierarchy of needs. The two are interconnected to each other and can therefore be addressed in the one health education plan.

<b>Title:</b> Proper Nutrition of a 5-year-old					
<b>Target Participant/s / Audience:</b> The client and her family					
<b>Goal:</b> By the end of the nursing intervention, the client and her family will demonstrate understanding of proper nutrition of a 5-year-old.					
OBJECTIVES	CONTENT OUTLINE	METHOD OF INSTRUCTION	TIME ALLOTTED	RESOURCES	METHOD OF EVALUATION
After 45-minute health teaching on nutrition for preschoolers, the client’s family will:			45 minutes		



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<p>1. Identify at least three factors that contribute to client's food preferences and eating patterns</p>	<p>1. Expected food habits of a preschooler</p> <ol style="list-style-type: none"> <li>a. Not likely to have big appetites due to decreased growth</li> <li>b. Being picky eaters</li> <li>c. Quality and quantity of food preferred by preschoolers</li> </ol>	<ul style="list-style-type: none"> <li>• Use of Visual Aids</li> <li>• Discussion</li> <li>• Inquiry-based Clarification</li> </ul>	<p>5 minutes</p>	<ul style="list-style-type: none"> <li>• Pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Question and Answer</li> </ul>
<p>2. Verbalize the importance of proper and adequate nutrition on the growth and development of a child</p>	<p>2. Proper nutritional health of a preschooler</p> <ol style="list-style-type: none"> <li>a. Healthy foods       <ol style="list-style-type: none"> <li>i. Benefits of fruits and vegetables</li> <li>ii. Vitamin and Mineral Supplementation</li> <li>iii. Recommended water intake</li> <li>iv. Role of proper nutrition on growth and development of children</li> </ol> </li> <li>b. Unhealthy foods       <ol style="list-style-type: none"> <li>i. Reason for children's preference of sugary, salty, fried, and fast foods</li> <li>ii. Effect of unhealthy foods on the body (risk for overweight)</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Use of Visual Aids</li> <li>• Discussion</li> <li>• Inquiry-based Clarification</li> </ul>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>• Pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Question and Answer</li> </ul>





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<p>3. Enumerate at least two nutritional guidelines to incorporate in daily life.</p>	<p>3. Nutritional Guidelines</p> <ol style="list-style-type: none"> <li>a. Daily Nutrient Guide Pyramid for Filipino Children</li> <li>b. Nutritional Guidelines for Filipinos, Daily Food Guide for Children, specifically ages 3-5 years old</li> <li>c. DOST's Recommended Energy Intakes per Day (RENI), Ages 3-5</li> <li>d. DOST's Acceptable Macronutrient Distribution Ranges, Ages 0-5</li> <li>e. Pinggang Pinoy</li> </ol>	<ul style="list-style-type: none"> <li>• Use of Visual Aids</li> <li>• Lecture/Discussion</li> <li>• Inquiry-based Clarification</li> </ul>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>• Infographic containing nutritional guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Question and Answer</li> </ul>
<p>4. Incorporate healthy food choices into the client's meal times</p>	<ol style="list-style-type: none"> <li>4a. Ways to replace unhealthy food</li> <li>4b. Use of nutritional guidelines into meal planning</li> </ol>	<ul style="list-style-type: none"> <li>• Use of Visual Aids</li> <li>• Lecture/Discussion</li> <li>• Demonstration</li> <li>• Inquiry-based Clarification</li> </ul>	<p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Recipe sheets</li> <li>• Pinggang pinoy plate and photos</li> </ul>	<ul style="list-style-type: none"> <li>• Return Demonstration</li> <li>• Question and Answer</li> </ul>



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