

Care of the School Aged Child Case Study

I. Health Care Plan

Nursing Problems	Rationale	Goals	Interventions
<p>Readiness for Enhanced Knowledge, Balanced Diet</p>	<p>Jane’s act of visiting the healthcare voluntarily implies that there is the presence of health seeking behavior. This implies a good possibility that with further assessment, the mother might be inclined to know more about the balanced diet as the child is overweight and frequently experiences stomachaches. Knowledge of the balanced diet is important as connecting the problems of the child to the excessive, unhealthy, and unbalanced food consumption could help kickstart the specific health seeking behaviors in solving the problems.</p>	<p>After 3 days of nursing interventions, the guardian/parent of the client will be able to:</p> <ul style="list-style-type: none"> • Verbalize importance of having a balanced diet • Identify nutritious food • Create a balanced diet for the child (1200 cal diet) 	<ul style="list-style-type: none"> • Establish rapport • Provide an environment conducive to learning • Assess for the food preferences of the child, of the family • Provide education about the balanced diet • Assist in creating a balanced diet for the child
<p>Ineffective child eating dynamics</p>	<p>The school-aged child is the stage of development in which one becomes more independent in choosing and deciding what food is to be consumed. As Justine’s grandmother has been providing him with fried chicken and pizza daily, which is most probably is the favorite/preferred food of the child, the child may therefore, end up choosing good tasting food over nutritious food. This causes problems</p>	<p>After one week of nursing interventions, the client will be able to:</p> <ul style="list-style-type: none"> • Encourage eating of healthy foods to the child • Introduce healthy foods to the child • Become the role model in eating healthy foods for 	<ul style="list-style-type: none"> • Assess for the eating behavior of the child, of the family • Provide guidance to the parent/guardian in encouraging of eating of healthy foods to the child • Assist the parent/guardian in introducing healthy foods to the child using creative approaches • Encourage the child and family to eat together

	later on down the line as tasty foods more often than not are unhealthy which are contributing factors to chronic diseases and vulnerabilities to illnesses later on in his life.	the child to follow	<ul style="list-style-type: none"> • Encourage the family to eat healthy foods in front of the child
Overweight	Jane is classified as overweight for having a BMI of 25 kg/m ² . In addition, possible exacerbation of the problem may happen as his grandmother provides daily fried chicken and pizza which are high in saturated fats and carbohydrates.	<p>After 1 month of nursing interventions, the client will be able to:</p> <ul style="list-style-type: none"> • Adhere to the planned balanced diet • Attain a normal BMI of less than 25.0 • Participate in physical activities 	<ul style="list-style-type: none"> • Client contracting for adhering to the planned balanced diet • Assist guardian/parent in creating/maintaining of food monitoring sheet to promote adherence to the planned diet • Encourage verbalization of feelings about need for exercise • Assist guardian/parent in developing an appropriate physical activity regimen • Assist guardian/parent in creating and maintaining of progress graph to promote adherence to the regimen • Monitor BMI every week
Risk for situational low self esteem	The child at this stage of development focuses on developing skills such as reading and adding numbers and tries to gain recognition from his peers and the significant adults around him (e.g. teachers and parents) according to Eriksons Stages of Psychosocial Development. However, these may not be completely fulfilled due to factors such as overweight which may cause activity intolerance and decreased class performance due to missing out	<p>After 1 week of nursing interventions, the mother of the client will be able to:</p> <ul style="list-style-type: none"> • Identify signs of anxiety and depression • Identify strengths and healthy coping skills • Set realistic expectations 	<ul style="list-style-type: none"> • Evaluate mood regularly • Provide social skills training, as needed • Provide guidance in identifying strengths and healthy coping skills • Assist in utilizing the identified strengths and healthy coping skills • Assist in setting realistic expectations

	on lessons caused by the stomachaches. These problems could also worsen into generating a vicious cycle of negativity from patterns of failures, hopelessness, and physical illness which causes the feeling of inferiority.	<ul style="list-style-type: none"> • Provide support and safe haven to the child 	<ul style="list-style-type: none"> • Assist in creating/maintaining an environment conducive to health maintenance and personal development of the child • Identify peer support groups of the child • Encourage playing with the child's peers
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II. Teaching Plan

Title: Nutritional health: Balanced Diet					
Goal: The client will be able to learn what comprises and how to develop a balanced meal.					
Objectives	Topics	Activities	Time Allotted (Total= 25 mins.)	Materials	Evaluation
After completing the class, the client will be able to:					
1. State the importance of nutritional health	1. Nutritional Health	1. [Discussion] Introduce Nutritional Intake. Discuss about diets and its importance.	5 minutes	Infographics about promoting nutritional health	1. [Q&A] Answers correctly the importance of nutritional health.
2. State the importance of having a healthy diet.	1.1. 4 basic food groups 2. Healthy Diets 2.1. It's Importance				2. [Q&A] Answers correctly the importance of having a healthy diet.
3. Understand nutritional content of food products	3. Caloric content of foods 3.1. Nutritional Information of Foods 3.2. Different Sources of Energy:	2. [Discussion] Show and discuss the content of nutritional information of food	10 minutes	Nutritional Information of Common Food Products	3. [Observation] Demonstrates correct understanding of

4. Develop a balanced meal plan	Carbohydrates, Proteins, & Fats 4. Caloric Consumption of Activities 5. Meal Planning 5.1. Client Contract	products. Discuss the main sources of energy and compare with energy consuming activities. 3. [Discussion] Assist and discuss with the client on making a meal plan.	10 minutes	Meal plan form Pen and paper	nutritional information. 4. [Written Output] A written balanced meal plan is developed with client contract.
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III. Sources

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