

# Care Planning in Children and Young People's Nursing

EDITED BY

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*For Breige Morgan, a contributing co-author of Chapter 37, who died suddenly on 12 October 2010. Breige had a huge personality, and she was a great inspiration to her colleagues, and to many sick children and their families.*

# Care Planning in Children and Young People's Nursing

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# ***Foreword***

Children's and young people's nursing has a theoretical base which has many elements including physiology, psychology, pathology, pharmacology and sociology. To deliver quality care to children and young people that is focused, safe and organised, it needs to be planned. Documenting the plan of care for a child and the implementation of that plan ensures continuity of care and provides a legal document demonstrating that care has been delivered.

The Nursing and Midwifery Council, the regulator for nursing in the UK, has published policy benchmarks which highlight the importance of nurses making records that are clear, intelligible and accurate, documented in such a way as to ensure that their meaning is clear. The plan of care for an individual child is the cornerstone of their health care journey. This new and exciting textbook is designed to help children's and young people's nurses appreciate the pivotal role that they can play in ensuring that every child receives optimum care based on their assessed needs. This book demonstrates how care can be organised using the nursing process and nursing models to help focus care delivery to meet the specific needs of the child or young person.

The importance of children's and young people's nurses planning and delivering care, underpinned by evidence-based theory, is perhaps best reflected in

Nightingale's famous pronouncement articulated in her notes for nursing (1859):

"Children: they are affected by the same things [as adults] but much more quickly and seriously." p. 72

It is because children are different from adults and become sicker much more quickly that children's nurses need a cognitive assessment and care planning toolkit to help them successfully manage the whole care paradigm of sick children and young people. Indeed, it is because sick children need care delivered by well-educated children's nurses that this book has been written by a team of writers dedicated to promoting best practice. Planning and delivering optimum care is the very hallmark and mantra of children's and young people's nurses.

This first edition provides a clear and user-friendly examination of the nursing process, the framework for organising individualised nursing care. Nurses will find the various chapters invaluable in assessing, planning, implementing and evaluating the care that they deliver. Importantly, in the case of children personal injury claims are allowed up to 3 years after their majority, although in all cases an individual judge may lengthen the period allowed. This emphasises the need for nurses to be vigilant in the way that they assess and plan care, as a child's patient record may be called before a judge sometimes decades after the event.

This book also recognizes that the involvement of children, young people and their families in the planning and implementation of care is vital in the

formation of effective partnerships with families and children in the provision of care.

However, it is the creation of a care plan that is used to determine the nursing care given to an individual patient using measurable outcomes which are measurable to enable care to be evaluated and then improved upon.

In addition, this book shows the reader the whole purpose of using the nursing process to help assess, plan and deliver care to the child, young person and family which fulfils the whole ethos of nursing, which is 'first to do no harm'.

I commend this book to you.

*Dr E.A. Glasper*

*Professor of Children's and Young People's Nursing*

*The University of Southampton*

## ***Preface***

Within this book the editors and contributing authors address a selection of the most common concerns that arise when planning care for infants, children and young people within the hospital and community setting. Discussion within each chapter and scenario will highlight that effective care planning needs to be individualised, yet collaborative, negotiated in partnership with the child or young person and their family in order to meet their many needs. It is hoped the title provides a clear, detailed and comprehensive insight into children's nursing and that this text is appropriate for practitioners throughout the world.

This textbook is mainly aimed at 'child branch' nursing students undertaking undergraduate education, postgraduate programmes and recently qualified children's nurses. It should also be an invaluable resource for the registered nurse (RN), especially when undertaking the dedicated role of mentorship. This text is richly designed with diagrams and photographs to inform the practice of care planning through the report of current research, best available evidence, policy and education, which reflects both the uniqueness and diversity of contemporary children's nursing. The overall intention is that this book will become a core text within children's nursing curricula and serve as a guide when teaching the theoretical foundation and clinical skill of care planning at each stage of the process. Furthermore, it will become an innovative

resource for nursing students, nurse educators, practitioners, researchers and carers.

Chapters 1-11 explore central aspects in the rapidly changing field of children's nursing. Key principles are addressed to facilitate children's nurses with the understanding and knowledge that will underpin their care delivery.

The scenarios outlined in Chapters 12-37 provide the link between theory and practice, whilst highlighting the implications for good practice. Proposed questions follow the individual scenarios, offering lists of potential responses with limited rationale; it is therefore recommended that the nursing student/healthcare professional should explore the issues through further reading. Answers are not meant to be definitive or restrictive and may be amended to facilitate changing circumstances at any time. These scenarios will also help develop the fundamental skills of writing competent focused care plans for infants, children and young people. Throughout the scenarios a family-centred partnership has been incorporated within a multidisciplinary and interagency framework. A collective global approach to care planning, whereby the nursing process and a model/models of nursing have been utilised, demonstrates the art and science of individualised care plans. The activities within the scenario chapters are designed to encourage self-directed learning, assimilation of information and searching of literature to stimulate the enquiring mind.

The editors have drawn together a wealth of expertise locally, nationally and internationally from a wide variety of practitioners/nurse specialists, academics and parents and we would like to thank them for their enthusiasm and commitment. Authors have reflected upon their personal/professional experience and in-depth knowledge, whilst respecting confidentiality, to explore important issues that arise when caring for infants, children and young people with a range of conditions some of which could be life-threatening or indeed life-limiting. Outstanding features within this book include contributions from parents and a young person who have shared their 'lived experiences', therefore taking cognisance of the Nursing and Midwifery Council stance on service user involvement. Also highlighted is the uniqueness of the 'practice facilitator' role in supporting mentors and nursing students within practice and the invaluable contribution from the Director of HIV/Aids Programme in Ethiopia.

Having reflected upon the Queen's University Belfast philosophy, which is to 'lead, inspire and deliver', the editors would like to take this opportunity to acknowledge the support from Head of School, Professor Linda Johnston, who has encouraged our learning trajectory.

We would also like to thank Magenta Styles and Alexandra McGregor at Wiley-Blackwell for their editorial assistance and patience throughout this timely editing process.

*Doris Corkin*

*Sonya Clarke*  
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Michelle qualified in Chichester as an RGN in 1989 and then went on to train as a children's nurse at Great Ormond Street Hospital in 1992. After working in London for a short time she moved to Nottingham in 1995 to specialise in paediatric intensive care nursing. Over the following ten years Michelle worked in both paediatric high dependency and paediatric intensive care settings within Nottingham. Michelle has always had an interest in children's pain management, which formed the basis of her BSc Honours degree dissertation, which she undertook whilst working on PICU in Nottingham. During this time Michelle also undertook the role of health lecturer- practitioner in the University of Nottingham, working with undergraduate master's degree child branch student nurses. Michelle was appointed as a Clinical Nurse Specialist in Children's Pain Management almost six years ago and continues to work at Nottingham University Hospitals NHS Trust. In this time Michelle has completed an MSc in pain management. Michelle has presented at several

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Pauline began her nursing career in 1986 and holds qualifications in adult and children's nursing. She has worked in various fields of nursing practice, including adult medical, surgical and general children's nursing in a clinical career which spans over 25 years' experience. Pauline also held a position of practice educator within the university in June 2006 before commencing her current post of teaching fellow in January 2008. Her professional interests and areas of teaching include clinical skills both within the CFP and branch programmes of the undergraduate programmes and simulated learning and practice. She has presented at regional, national and international conferences on a range of topics and has published in books and journals.

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Pauline has both an adult and children's nursing background and has worked in both the UK and Canada. She worked within the field of paediatric cardiology prior to entering into nurse education and is now primarily teaching within pre-registration nurse education. Areas of interest within nursing

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Sonya, a nurse for over 20 years, has experience in children's and adult nursing within orthopaedics and as a Marie Curie nurse within palliative care. Her current position encompasses teaching/administration, community outreach and related scholarly activity within the School of Nursing and Midwifery at Queen's University Belfast (QUB). Teaching commitments mainly involve undergraduate children's nursing for the BSc (Hons) Health Studies programme and pathway leader for the registered nurse undertaking orthopaedic and fracture trauma continuing education programmes across the lifespan. Scholarly activity reflects both children's nursing and her specialist subject area of orthopaedics. Prior to her Teaching Fellow position in 2003 she was employed as a Lecturer Practitioner at QUB and Musgrave Park Hospital (MPH, a regional elective orthopaedic unit). Sonya's nursing career commenced in 1988, she qualified as an RGN in 1991 and completed a diploma in Children's Nursing in 1996. Clinical practice was primarily within MPH for the adult and child until 2001, with additional nursing

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Doris has both adult and children's training, has specialised in neonatology for over 12 years, has worked in an acute medical/surgical ward for six years and was instrumental in establishing a new community children's nursing service before accepting her current teaching position in 2003. Teaching commitments include pre- and post-registration children's nursing, with specific interests in the nursing care of children and young people with complex/palliation needs and encouraging service user involvement within the curriculum. As a module and programme co-ordinator Doris makes every effort to develop her clinical skills within children's nursing through facilitation of interprofessional education, QUB teaching, travel awards and international conference presentations. Doris has contributed to both journal and book publications, external examining and professional committees/organisations.

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Michael trained initially as a social worker working for the voluntary sector and then latterly in a hospital setting. He went on to train as a registered general nurse, specialising in the field of oncology and haematology nursing. Since qualifying as a registered nurse Michael has worked in a number of cities and towns in Scotland as well as working in Australia. Work roles have included ward manager, specialist nurse, clinical teacher and lecturer. Michael moved to live and work in Belfast, Northern Ireland in 2005, working as a clinical leader within the newly established Northern Ireland Cancer Centre. Most recently he took up a new role as a Practice Education Facilitator within the Belfast HSC Trust. Responsibilities include the support of nurse mentors in practice to ensure that the NMC Standards to Support Learning and Assessment in Practice (2008) are adhered to as well as other professional responsibilities aimed at ensuring a high standard of practice education opportunities exists.

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