

Solution Manual for Principles of Pediatric Nursing Caring for Children 6th Edition Ball C.Bindler Cowen 0133898067 9780133898064

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CHAPTER 2: FAMILY-CENTERED CARE AND CULTURAL CONSIDERATIONS

Learning Outcome 1

Describe key concepts of family-centered care.

Concepts for Lecture

1. Family-centered care is a philosophy of health care in which a mutually beneficial partnership develops between families and the nurse, and also other health professionals.
2. Collaborating with families helps promote the best outcomes for children.

Suggestions for Classroom Activities

- Ask students for examples of the differences between family-centered and family-focused care for a specific situation. For example, differentiate the types of care when a child is reluctant to take his medicine.

Suggestions for Clinical Activities

- Have students describe how they see family-centered care provided in their clinical setting.
- Have students interview a nurse at a clinical setting for examples of how family-centered care is implemented.

Learning Outcome 2

Identify characteristics of different types of families.

Concepts for Lecture

1. A family can be a self-identified group of two or more persons joined together by shared resources and emotional closeness, regardless of whether they are related or living in the same household.
2. Pediatric nurses work with children from many different types of families.
3. Families play a vital role in the health promotion and health maintenance of their children.

Suggestions for Classroom Activities

- Have students draw a diagram of their family with designations of whom they think of as their immediate and extended family members. Ask each student to show his diagram to another student and explain the family's structure.

- Have students divide into pairs and diagram the structure of their partner's family and then discuss the differences.

Suggestions for Clinical Activities

- Have students identify the types of families seen at the clinical setting. Discuss how they identified the types.

Learning Outcome 3

Contrast four different parenting styles and analyze their impact on child personality development.

Concepts for Lecture

1. The manner in which children are parented influences their developmental outcomes.
2. Families generally exhibit one general style of parenting (authoritarian, authoritative, permissive, or indifferent), but might vary their style for certain situations.

Suggestions for Classroom Activities

- Ask students to label their own parents' parenting styles. Discuss what evidence they have for the label they assigned.
- Discuss which parenting style is likely to have the best influence on child personality development. How can nurses encourage parents to use this style of parenting?
- Have students role-play each style of parenting in different parenting situations (e.g., a teenager misses curfew; a 10-year-old wants to bike five miles to the mall by himself).

Suggestions for Clinical Activities

- Have students conduct a literature review of parenting styles and nursing practice. What does research indicate about how knowledge of parenting styles can affect nursing care?

Learning Outcome 4

Explain the effects of major family changes on children.

Concepts for Lecture

1. Changes in family dynamics or functioning (e.g., parental divorce, the addition of a stepparent, foster care placement, or adoption) can impact children in a variety of ways.
2. Nurses can assist families experiencing change by inquiring about the circumstances and the changes the child is experiencing.

Suggestions for Classroom Activities

- Have students divide into pairs. Have students briefly assess the family functioning influences on their family, then share that assessment with another student.

Suggestions for Clinical Activities

- Discuss how the agency addresses the nursing needs of families who are affected by divorce, foster parenting, and stepparenting. Who makes the healthcare decisions in these families? How are nurses involved in these situations?
- Have students review the literature on how family functioning is affected by changes such as divorce, stepparenting, foster parenting, or adoption. What should the nurse's role be when working with families experiencing these changes?

Learning Outcome 5

List the categories of family strengths that help families develop and cope with stressors.

Concepts for Lecture

1. A child's illness or injury affects every member of the family.
2. Pediatric nurses need to be able to assess family strengths and support mechanisms to identify strategies for coping and to determine when families have overextended their resources and need additional support.
3. Family strengths are the positive relationships and processes that support and protect families and family members during times of adversity and change.
4. Four types of strengths help families develop, adapt to change, and overcome challenges.

Suggestions for Classroom Activities

- In pairs, have students interview their partners for family strengths in the four

categories (resilience, assets, capabilities, and motivations). Discuss how students assessed each category.

Suggestions for Clinical Activities

- Have students identify ways in which they can use the nursing history used in the clinical setting to assess a family's strengths.
- Assign students to conduct a family strengths assessment on a family in the clinical setting. In class, discuss how information obtained from the assessment could be used in planning nursing care with the family.

Learning Outcome 6

Summarize the advantages of using a family or cultural assessment tool.

Concepts for Lecture

1. Family and cultural assessment tools help the nurse gather information about families, their members, their relationships with each other, and their values and beliefs.
2. Knowing how a family nurtures its members, solves problems, and communicates can help the nurse identify more effective strategies for managing the child's health care.

Suggestions for Classroom Activities

- In pairs, have students draw a family ecomap of their partners' families. Discuss how this assessment could be used to help the family identify and plan supportive services in the community.
- Review the case study for this chapter. Have students identify resources in your community that would be helpful for a client such as Casey and his family. Of these resources, how many of them employ staff who speak English and Spanish? How many of them do not employ bilingual staff but hire contracted interpreters when needed? Are there services available in your community to meet the needs of Casey and his family? Where are the gaps?

Suggestions for Clinical Activities

- Discuss how to determine which assessment tools to use with clients in the clinical setting. Discuss the advantages and disadvantages of using each tool with a selected family.
- Have students find a nursing research study that incorporates the use of a family or cultural assessment tool in the study. Lead a discussion in class about how the tools were used and what strengths and weaknesses were determined by the research.

Learning Outcome 7

Develop a family-centered nursing care plan for the child and family.

Concepts for Lecture

1. The goal of culturally competent family-centered nursing management is to assess and help families recognize their strengths and resources. This information then can be used in collaboratively planning the nursing care plan with the child and family.
2. Determine the affect the child's condition has on family functioning.
3. Establishing a therapeutic relationship with the family is an essential intervention.

Suggestions for Classroom Activities

- In pairs, discuss different strengths that might help a family cope with a child's illness or injury. Discuss how an absence of these strengths might impact a family and how the nurse could best help the family make gains in these areas.

Suggestions for Clinical Activities

- Have students discuss with nurses at the clinical facility how the nurses identify family strengths and resiliency, and what challenges they face in helping identify families' strengths and needs.

Learning Outcome 8

Describe cultural influences on the family's beliefs about health, illness, and treatments.

Concepts for Lecture

1. Culture can determine which member of the household is the primary decision maker for the child and family.
2. Culture determines family goals, member roles, and childbearing practices and beliefs.
3. Communication and language skills can impact ability to understand and follow treatment recommendations.
4. Cultural practices can include diet and family eating patterns which can contribute to a health problem or impede recommended treatment.
5. Many cultures practice alternative therapies that can impact the plan of care.

Suggestions for Classroom Activities

- Ask students to divide into pairs and choose a common childhood illness or injury (e.g., asthma, influenza, strep throat, eye injury, arm or leg fracture). Partners will identify alternative therapies that might be beneficial or harmful to a child with that condition and then report their findings to the class, explaining their reasoning.

Suggestions for Clinical Activities

- Have students interview a nurse in a pediatric setting about the influences of culture on family beliefs that the nurse sees in that setting.

Learning Outcome 9

Discuss nursing interventions for providing culturally sensitive and competent care to the child and family.

Concepts for Lecture

1. Nurses provide culturally sensitive and competent interventions by collaborating with the family to design the plan of care and by assisting the family in determining how they can incorporate prescribed therapies with healthcare practices.
2. Nurses also provide culturally sensitive and competent interventions by collaborating with the family to identify and select resources that will support them in maintaining ongoing appropriate care for the child.

Suggestions for Classroom Activities

- Discuss techniques for establishing a therapeutic relationship with a family who speak a different language.
- Have students identify and discuss resources available in your community for families from different cultures.
- Have students discuss ways to help families identify and select community resources.

Suggestions for Clinical Activities

- Assign students to interview a pediatric nurse to determine what strategies she uses to provide culturally sensitive and competent nursing interventions to families.

GENERAL CHAPTER CONSIDERATIONS

1. Have students study and learn key terms listed at the beginning of the chapter.
2. Have students complete end-of-chapter Clinical Reasoning in Action questions and check their answers against the suggested responses provided at www.pearsonhighered.com/nursingresources.
3. Use the Classroom Response Questions provided in PowerPoint to assess students prior to lecture.