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Emotional distress affecting participation in care Type 1 diabetes in childhood

Child Health Nursing | Focused diagnosis-based template

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Fictional educational example. Individualize using verified patient findings, authorized treatment and current local protocols. No real patient record or observed outcome is claimed.

Clinical assessment

Subjective: Thirst, frequent urination and worries about insulin at school.

Objective findings and required checks: Hyperglycemia is under pediatric assessment; ketones and hydration need review.

Physical examination and investigations: Review glucose, ketones when indicated, HbA1c and pediatric diabetes education needs.

Supply actual values, units, timing and trends during supervised application. Do not invent missing clinical data.

Clinical focus and pathophysiology

Type 1 diabetes in childhood: Autoimmune loss of insulin-producing cells creates a need for insulin replacement.

Medical / surgical management

Coordinate the prescribed insulin, meals, activity and monitoring plan with family and school support.

Illustrative drug and treatment study

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Medicine / treatment	Purpose	Nursing checks
Prescribed insulin	Replace essential insulin	Verify product, dose order, timing, site rotation and hypoglycemia monitoring
emergency glucose treatment	Treat low glucose according to the child's plan	Confirm safe route and reassessment.

Treatment examples are not a prescription. Verify the authorized product, dose, route, timing, contraindications and current local product information.

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Focused nursing-problem template

Nursing diagnoses use original clinical problem wording. They are not the licensed NANDA-I classification. Verify any formal label or code against your institution's licensed current edition; select actual or risk diagnoses only when supported by assessment.

Context task: Establish the immediate clinical priorities and verify the baseline before assuming a diagnosis.

Set individualized measurable targets and an exact review time. Select actual or risk statements only when supported by assessment.

Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
Ask: Ask what worries the patient most and how they prefer to receive information. Assess: Observe distress, attention and ability to engage without making assumptions.	Emotional distress affecting participation in care. Possible factors: uncertainty, symptoms or unfamiliar treatment. Validate against the patient's assessment.	Short-term: At the next patient-specific reassessment: Identifies one immediate concern and participates in an agreed next step. Longer-term: Before the clinically approved transition or agreed follow-up: Describes helpful support and coping strategies before transition of care.	1. Listen without judgment and acknowledge specific concerns. Rationale: Feeling heard supports trust and therapeutic engagement. 2. Explain one step at a time and use teach-back with permission. Rationale: Manageable information reduces uncertainty and checks understanding. 3. Offer culturally appropriate support and refer when distress persists or safety concerns arise. Rationale: Additional support may be needed beyond bedside reassurance. 4. Coordinate the prescribed insulin, meals, activity and monitoring plan with family and school support. Rationale: Autoimmune loss of insulin-producing cells creates a need for insulin replacement. The condition-specific plan addresses the underlying problem while response is monitored.	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.

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Apply this template

Complete with verified data: assessment cues; supported actual problem or risk; measurable outcome and review time; selected authorized interventions and rationale; observed response and next action.

Subjective / objective cues: _____

Patient-specific target and review time: _____

Evaluation evidence and next action: _____

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Health education and continuing care

Teach insulin delivery, monitoring, school support, hypoglycemia and sick-day action with age-appropriate independence.

Transition only after clinical readiness is confirmed. Reconcile medicines, check access and caregiver support, and document who will review the patient and when.

Urgent warning signs

Vomiting with ketones, deep breathing, severe low glucose or altered consciousness needs emergency help.

Evaluation and conclusion

For each goal, document met, partly met or not met using observed evidence and the review time. Reassess and revise if progress is inadequate. Individual assessment, prioritized care and coordinated review guide this topic.

Quick Revision

- Autoimmune loss of insulin-producing cells creates a need for insulin replacement.
- Priority concerns: Emotional distress affecting participation in care.
- Vomiting with ketones, deep breathing, severe low glucose or altered consciousness needs emergency help.
- Teach insulin delivery, monitoring, school support, hypoglycemia and sick-day action with age-appropriate independence.

Exam / viva: What assessment evidence supports this problem, and what measurable result would demonstrate improvement?

References

Nursing Fundamentals, 2e - Ernstmeyer & Christman (editors), Open RN / WisTech Open, 2024
https://wtcs.pressbooks.pub/nursingfundamentals/

Health conditions A to Z: external further reading - NHS
https://www.nhs.uk/conditions/

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Nursing Pharmacology, 2e - Ernstmeyer & Christman (editors), Open RN / WisTech Open, 2023
https://wtcs.pressbooks.pub/pharmacology2e/

B.Sc. Nursing curriculum and regulatory notifications - Indian Nursing Council
https://www.indiannursingcouncil.org/gazette-notification

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