

### **N433 - Developmental Observation Debriefing Journal**

After observing at the YMCA Summer Camp, complete the following questions. Submit your completed assignment to the dropbox within 72 hours of this clinical rotation (Saturday @ 2359). **You must include at least one (1) scholarly source within the last five (5) years in at least one of the questions.** This source must be properly cited with in-text citations and the full citation must be provided in APA format. **The total word count for this assignment is to be no less than 100 words per question** (this only applies to the content of your answers, not the questions or citations).

- 1. What age groups did you observe today? Which of Erikson's stages does this age group fit in? Give two (2) examples of behaviors would you expect from this age group. What behaviors did you observe?**

During clinical rotation at the YMCA Summer Camp, ages five through twelve were observed. The five and six-year-olds fit into Erikson's Initiative vs. guilt stage, whereas the seven through twelve-year-olds fit into Erikson's industry vs. inferiority group. For the initiative vs. guilt age group, one should expect to see energetic learners and guilt that occurs when unable to accomplish a task (McLeod, 2022). For the industry vs. inferiority group, one should expect to see these children achieve the development of skill and knowledge that allows the child to be productive in society and rely on others, specifically people of authority, for praise or criticism that allows them to figure out what is accepted in society (McLeod, 2022). The initiative vs. guilt age group were all very energetic learners when watching how to draw different pictures with chalk and actively doing an obstacle course made from chalk. They also asked questions a lot to learn different things about the world. The older group, industry vs. inferiority age, were more independent, relying on friends to entertain them. This group occasionally asked the nursing students to play but pretty much kept to themselves. Also, this age group demonstrated behaviors of conforming to how they act and talk to align with other people and being a more dominant group by bullying other children within this age group and lower.

- 2. Which of Piaget's stages does this age group fit in? Give two (2) examples of behaviors would you expect from this age group. What behaviors did you observe? Give two (2) examples of vocalization of this age group.**

The five and six-year-olds fit into Piaget's intuitive stage, whereas the seven through twelve-year-olds should fit more into Piaget's concrete operational stage. In the intuitive stage, one should be able to observe this age group asking more questions to try and figure out the world around them better. One should also see this age group showing signs of logical thinking, but not fully understanding why they think as they do (Nortje, 2023). One should see these children developing logical thought and conservation for Piaget's concrete operational stage. This type of thought allows them to arrange objects by sequence, be able to

reverse a sequence, be able to classify objects by shared characteristics, being able to recognize relationships that exist between two or more people, and begin to see situations from other's points of view (Nortje, 2023).

During this clinical, the children who were in the intuitive stage asked plenty of questions, such as why the nursing students were there, how to draw different pictures out of chalk, and what the nursing students were doing a lot when they played with and made an obstacle course from chalk. For this stage, some of the children also demonstrated the ability of logical thinking but could not explain the reasoning behind their thinking. An example of this included one child mentioning that she knew she should not play near the busy road but could not explain why she should not do that. For the concrete operation stage, these kids demonstrated the understanding that their friends at the camp did not have to be only their friends, but they could belong to different groups of friends. The children in this group also demonstrated the ability to align different objects, such as balls and pieces of chalk, in order by size.

### **3. What are some potential health risks (short-term and/or long-term) for the children you observed today?**

Due to the children being outside playing for four hours and eating lunch, they have the potential to many different health risks, both short-term and long-term. Since experiencing extended time outside, the children can experience sunburn, heat exhaustion, or dehydration that can lead to further health complications (kidney problems/ UTI, heat stroke, skin cancer), especially with limited time to drink water and not being required to wear sunscreen. The children can also experience typical scrapes, cuts, and bruises, which can potentially cause infection or sepsis if not cleaned and cared for properly. Next, the children have the potential risk of spreading communicable diseases to each other because all age groups are playing together and are not expected to wash their hands after playing outside and before eating. The children can also experience an allergic reaction from the pollen or grass (runny nose, itchy eyes, and sneezing) if they have seasonal allergies or if they have an allergy to bees and get stung, which can also lead to long-term complications such as an upper respiratory infection, anaphylaxis, or death. Other risks to these children besides just health risks can occur. Due to being in a very minimal supervised area, the children can get hurt by running into the busy main road or getting abducted, and because some of the children bullying with no assistance from the adult supervisors, the victimized children are at risk for anxiety, depression, and other mental problems in the future, as this can affect the child's self-esteem.

During this clinical rotation, a couple of those potential risks were observed. The children did not have any water with them or wear any sunscreen, so some of them were complaining they were hot, thirsty, and uncomfortable in the sun. Another child fell and scraped his knee open when playing with the soccer ball, which was "fixed" by just putting a Band-Aid on it, but without someone cleaning it. Also, low self-esteem was observed in the child who was being bullied, which can lead to depression and anxiety eventually.

**4. Choose one of the health risks identified in the above question and develop a plan of care to address this. Include a Nursing diagnosis, a measurable goal (SMART), and at least three nursing interventions to achieve this goal.**

- a. Nursing diagnosis: Risk for fluid volume deficit related to decreased intake of fluids as evidenced by the children playing vigorously outside for an extended time in the sun which caused them to sweat, but not being allowed to have water with them to replenish the fluid lost (Phelps, 2020).
- b. Measurable Goal: The children will drink at least 4-8 ounces of water every 15-20 minutes to stay hydrated.
- c. Intervention 1: Allow the children to keep a water bottle at the YMCA with their name on it and put it in an easily accessible basket, especially when the children are outside, so the children can take drink breaks.
- d. Intervention 2: Require 10 to 15-minute bathroom breaks or 30-minute lunch inside, so the children have time to cool down in the air-conditioned building.
- e. Intervention 3: Monitor for signs and symptoms of dehydration (thirst, vomiting, diarrhea, dry mouth and skin, irritability, lethargy, and urinating less than normal).
- f. Intervention 4: Educate the facility on the importance of having frequent water breaks and breaks from play, to prevent further complications, such as dehydration.

**5. How will the knowledge gained during this observation influence your nursing practice?**

During this clinical experience, I observed many different age groups, which can give me a wide range of exposure and familiarity if/when I need care and provide medical care to children. This clinical will help me become more familiar with how children interact with each other and help me to become more comfortable with how I work and interact with the children, both professionally and in a way that they understand. I also saw the need for education and training that nurses and healthcare teams need to help implement in these facilities, such as proper health-risk prevention techniques and caring methods for children.

## References

McLeod, S. (2022). *Eriksons stages of psychosocial development - StatPearls - NCBI Bookshelf*.

Eriksons Stages of Psychosocial Development. <https://www.ncbi.nlm.nih.gov/books/NBK556096/>

Nortje, A. (2023). *Piaget's stages: 4 stages of Cognitive Development & Theory*.

PositivePsychology.com. <https://positivepsychology.com/piaget-stages-theory/>

Phelps, L. L. (2020). *Sparks and Taylor's nursing diagnosis reference manual (11<sup>th</sup> ed.)*. Wolters

Kluwer.

## Debriefing Journal Rubric

**Minimum Words: 100 per question/ 50 Total Points Possible**

| <b>CRITERION</b>  | <b>POOR</b>  | <b>FAIR</b>  | <b>GOOD</b>  |
|---|--|--|--|
| <p><b>-Concise and Complete</b></p> <p><i>Total Weight- 5 points</i></p>  | <ul style="list-style-type: none"> <li>- Content is incomplete.</li> <li>- Major points are not clear and /or persuasive</li> </ul> <p><b>Weight-1 point</b></p>   | <ul style="list-style-type: none"> <li>- Content is not comprehensive and /or persuasive.</li> <li>- Major points are addressed but not well supported.</li> <li>- Research is inadequate or does not address course concepts.</li> </ul> <p><b>Weight- 3 points</b></p> | <ul style="list-style-type: none"> <li>- Content is comprehensive, accurate, and persuasive.</li> <li>- Major points are stated clearly and are well supported.</li> <li>- Content and purpose of the writing are clear.</li> </ul> <p><b>Weight- 5 points</b></p>                                   |
| <p><b>Critique of experience-Evaluation and Rationale for your comments</b></p> <p><i>Total Weight- 10 points</i></p>               | <ul style="list-style-type: none"> <li>- Organization and structure detract from the message of the writer.</li> <li>- Paragraphs are disjointed and lack transition of thoughts.</li> <li>- Lack of evaluation and rationale for comments</li> </ul> <p><b>Weight- 1 point</b></p>            | <ul style="list-style-type: none"> <li>- Structure of the paragraphs is not easy to follow.</li> <li>- Paragraph transitions need improvement.</li> <li>- Lack of adequate evaluation and rationale for comments</li> </ul> <p><b>Weight- 5 points</b></p>               | <ul style="list-style-type: none"> <li>- Structure of the paragraphs is clear and easy to follow.</li> <li>- Good evaluation and rationale for comments</li> </ul> <p><b>Weight- 10 points</b></p>   |
| <p><b>Thoughtful Reflection-How will this affect your practice, or will it?</b></p> <p><i>Total Points- 10 points</i></p>           | <ul style="list-style-type: none"> <li>- Paper lacks many elements of correct formatting.</li> <li>- Paragraphs are inadequate or excessive in length.</li> <li>- Unspecific as to how this experience will impact your nursing practice or not.</li> </ul> <p><b>Weight- 1 point</b></p>      | <ul style="list-style-type: none"> <li>- Paper follows most guidelines.</li> <li>- Paper is over/ under word length.</li> <li>- Lacks some specifics as to how this experience will impact your nursing practice or not.</li> </ul> <p><b>Weight-5 points</b></p>        | <ul style="list-style-type: none"> <li>- Paper follows designated guidelines.</li> <li>- Paper is the appropriate length as described for the assignment.</li> <li>- States clearly as to how this experience will impact nursing practice or not and why.</li> </ul> <p><b>Weight-10 points</b></p> |
| <p><b>APA Format Correct spelling/Grammar.</b></p> <p><b>Must use 1 scholarly reference (published within the last 5 years)</b></p> | <ul style="list-style-type: none"> <li>- Lack of APA format.</li> <li>- Paper contains numerous grammatical, punctuation, and spelling errors.</li> <li>- Language uses jargon or conversational tone</li> <li>- Lack of APA citation use and a Reference page for references used.</li> </ul> | <ul style="list-style-type: none"> <li>- Inappropriate APA format.</li> <li>- Paper contains a few grammatical, punctuation, and spelling errors.</li> <li>- Language lacks clarity or includes the use of some jargon or conversational tone.</li> </ul>                | <ul style="list-style-type: none"> <li>- Correct APA format.</li> <li>- Rules of grammar, usage, and punctuation are followed; spelling is correct.</li> <li>- Language is clear and precise; sentences display consistently strong, varied structure</li> <li>- Correct APA citation</li> </ul>     |

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| <p><b>Total Weight- 10 points</b></p>  | <p><b>Weight- 1 point</b></p>  | <p>- Inappropriate APA citation use and a Reference page for references used.</p> <p><b>Weight- 5 points</b></p>   | <p>and a Reference page for references used.</p> <p><b>Weight- 10 points</b></p>  |
| <p><b>Nursing diagnosis is appropriate for this setting; goal/outcome is measurable; Nursing interventions are appropriate and thorough.</b></p> <p><b>Total Weight- 10 points</b></p> | <p>ND is inaccurate for the setting; goal/outcome is not measurable, or Nursing interventions are inappropriate or inadequate.</p> <p><b>Weight- 1 point</b></p> | <p>- ND is accurate for the setting; goal/outcome is measurable, but Nursing interventions are inappropriate or inadequate.</p> <p><b>Weight- 5 points</b></p> | <p>- ND is accurate for the setting; goal/outcome is measurable; Nursing interventions appropriate and adequate for this setting.</p> <p><b>Weight- 10 points</b></p> |
| <p><b>Paper submitted to dropbox within 72 hours of the School Nurse shadow experience.</b></p> <p><b>Total Weight- 5 points</b></p>   | <p>- Paper submitted to dropbox or discussion board late.</p> <p><b>Weight- 1 point</b></p>  |  | <p>- Paper submitted to dropbox on time.</p> <p><b>Weight- 5 points</b></p>   |

**Total Points \_\_\_\_\_**