





## What is monitoring??

Monitoring is the series of standard assessments required to ensure a goal is being met

In healthcare, the goal for patients is similar, but how we measure it and the assessments we use can be different

When we know the goal, the assessments become easier to apply

# What is the goal?

Look on your table to find envelope **ONE** 

Decide together which description best fits your role as monitors and the goal you are observing for...





### The goals we measure against are:

- Quiet breathing which looks effortless and allows oxygen and carbon dioxide to be exchanged sufficiently to meet the body's needs
- Body systems work effectively as enough oxygen, glucose and water is provided to cells and waste products are removed successfully
- Consistent age-appropriate alertness and responses to people and the environment without discomfort: physical or emotional

- External appearance indicates no impact from injury, infection or poor temperature control
- Carer interactions are respectful and offer safety to express concerns with plan of care



# Now find envelope TWO

Raise what you believe is the appropriate response to the statements on the screen...work together to come up with the answers!

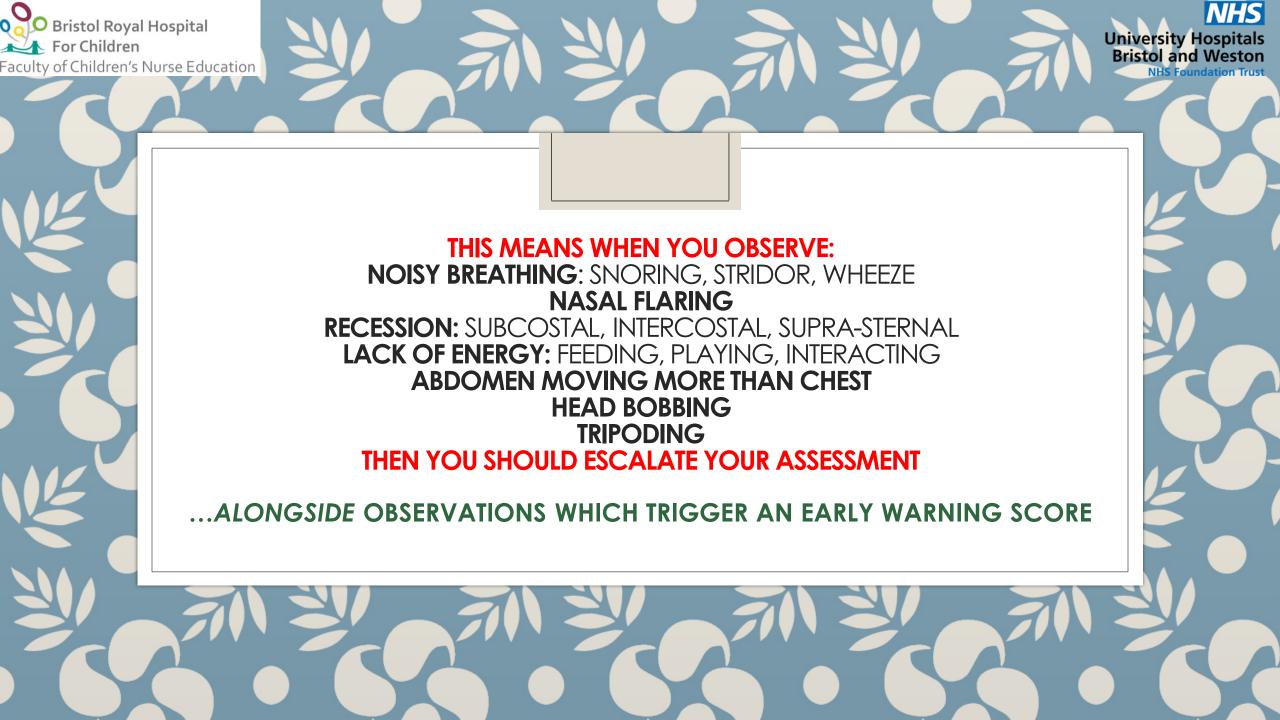
You will have 10 seconds for each statement to decide your response

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#### Airway and Breathing

Compared to adults....

- 1. Airways are smaller
- 2. Mucus in noses means infants are more at risk of obstruction
- 3. Tongue is proportionately larger
- 4. Tonsils take up more space in the pharynx
- 5. The chest wall is less compliant
- 6. The diaphragm is relied for breathing on more in infants
- 7. Muscles of neck, chest and back are less developed
- 8. Lungs have less alveoli until age 8
- 9. Energy use for breathing is larger





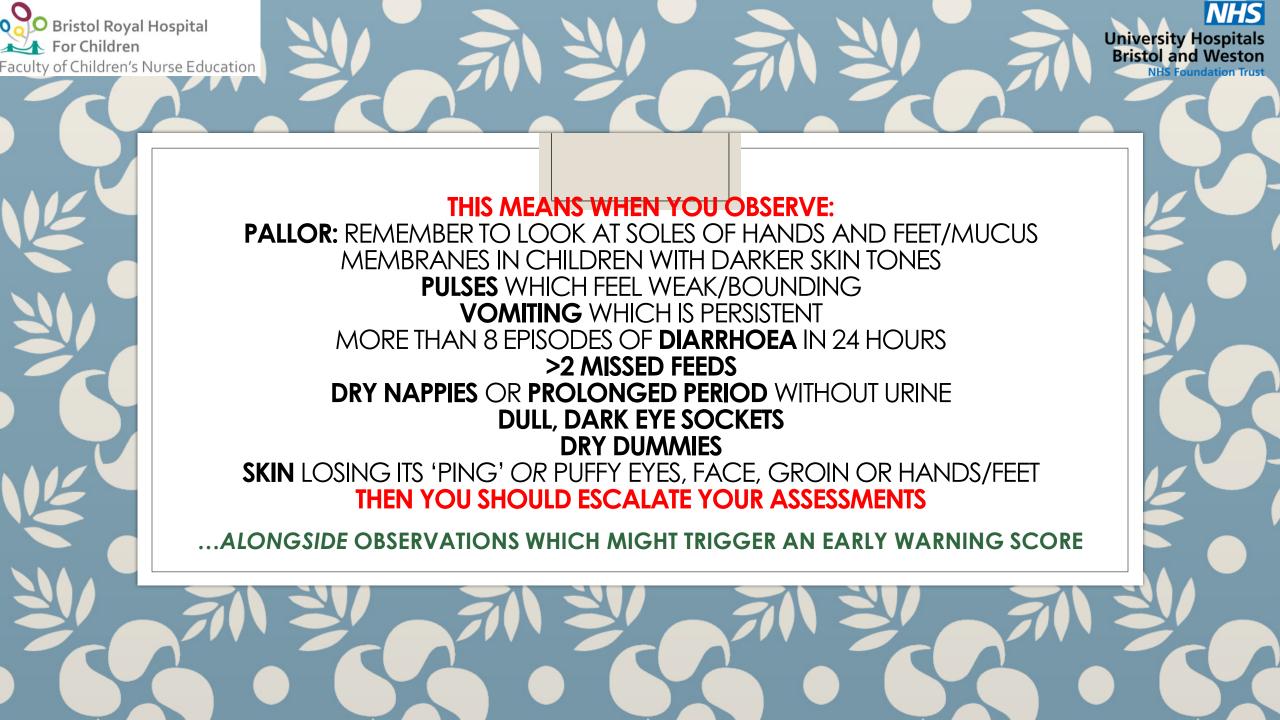
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#### Circulation

Compared to adults...

- 1. The heart is less able to change volume of blood going into blood vessels
- 2. Blood vessels are more reactive to stress hormones
- 3. Blood Pressure may be less reactive to change
- 4. Glucose is metabolised at a larger rate than adults
- 5. Kidneys are less able to retain water under 2
- 6. Less ability to rehydrate easily
- 7. Skin is more elastic

**Special question envelope 1**: what best represents the volume of blood in a 6-month-old?



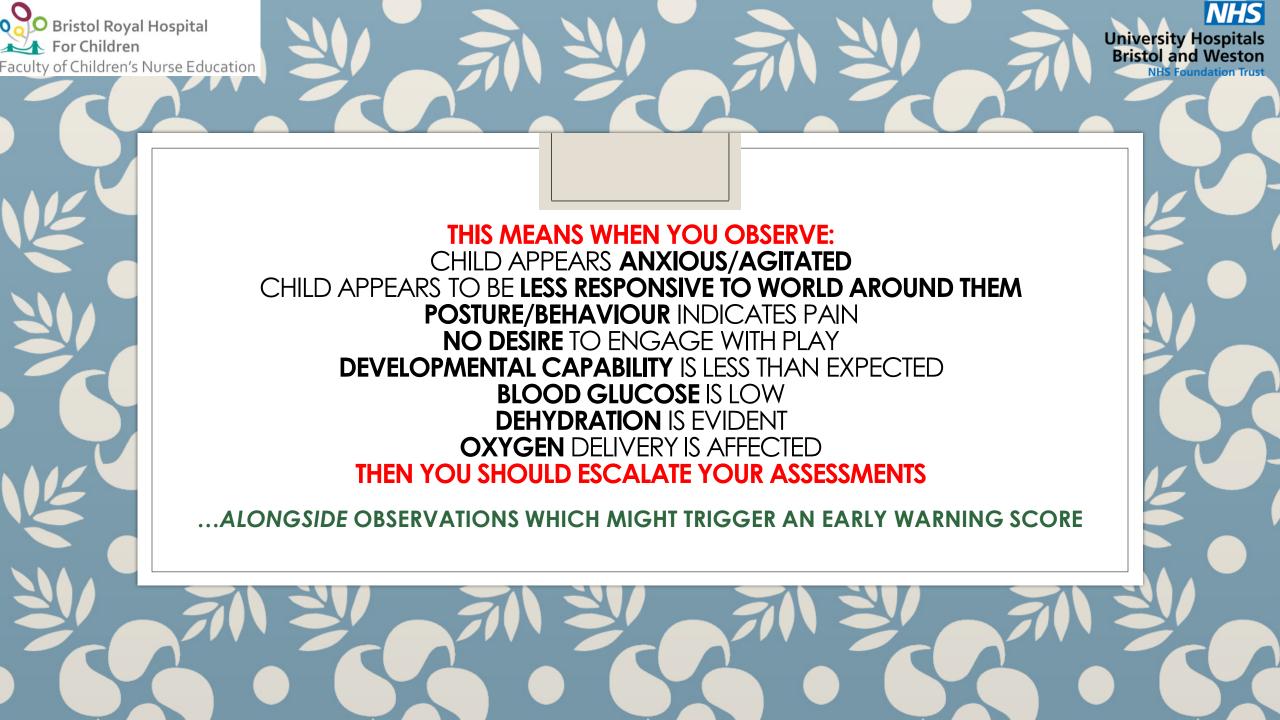


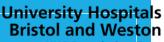


- 1. Brain uses more oxygen
- Changes in oxygen, water, glucose and removal of waste products have a larger impact
- 3. Developmental stages are more variable
- 4. The environment affects socialisation more
- 5. Pain is less obvious and assessment is easier
- 6. Tools to assess levels of consciousness are more difficult to apply

#### Disability

Compared to adults...





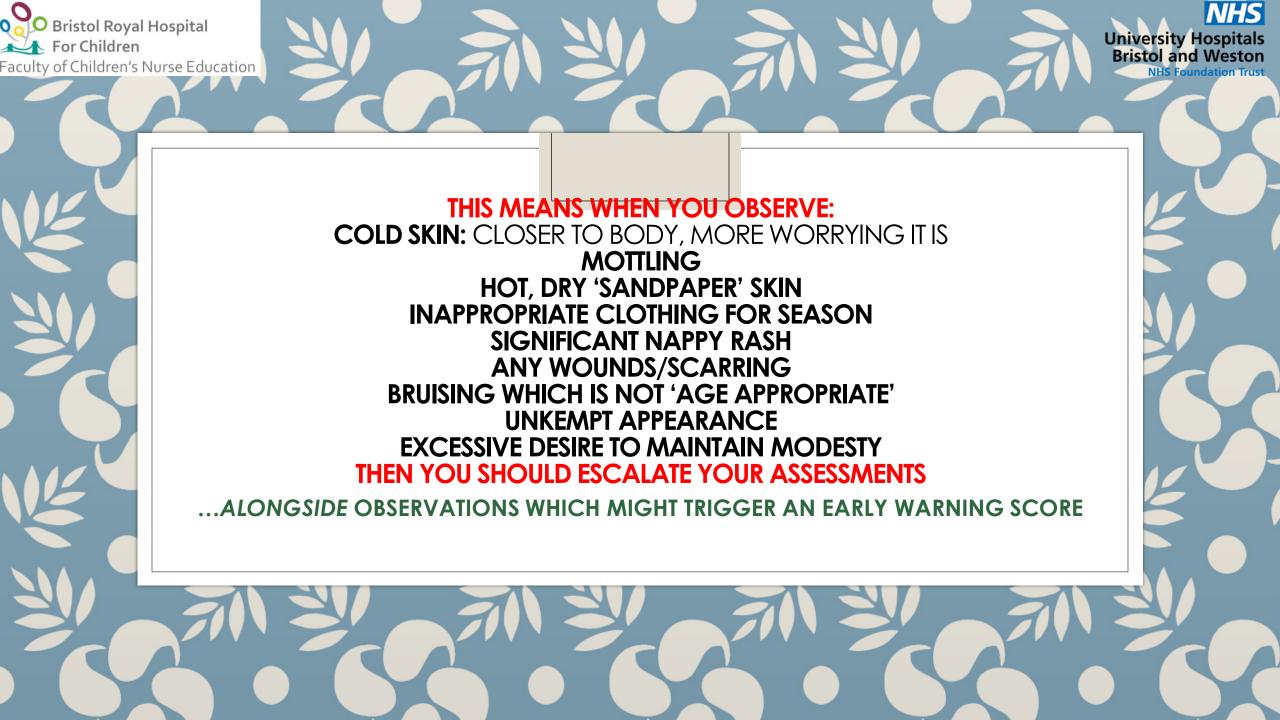


- 1. Variances of surrounding temperature have a larger impact
- 2. More reliant on others to meet hygiene needs
- 3. More risk of injury due to normal activity and development
- 4. Rashes in children are more common

**Special question envelope 2**: can you place rashes in order of concern?

#### **Exposure**

Compared to adults...





- 1. Stress affects how we interpret every interaction more
- 2. Carers have larger role as expert voice
- 3. Language or cognitive barriers make communication more difficult

**Special question:** Carers have own expectations of healthcare: what affects this?

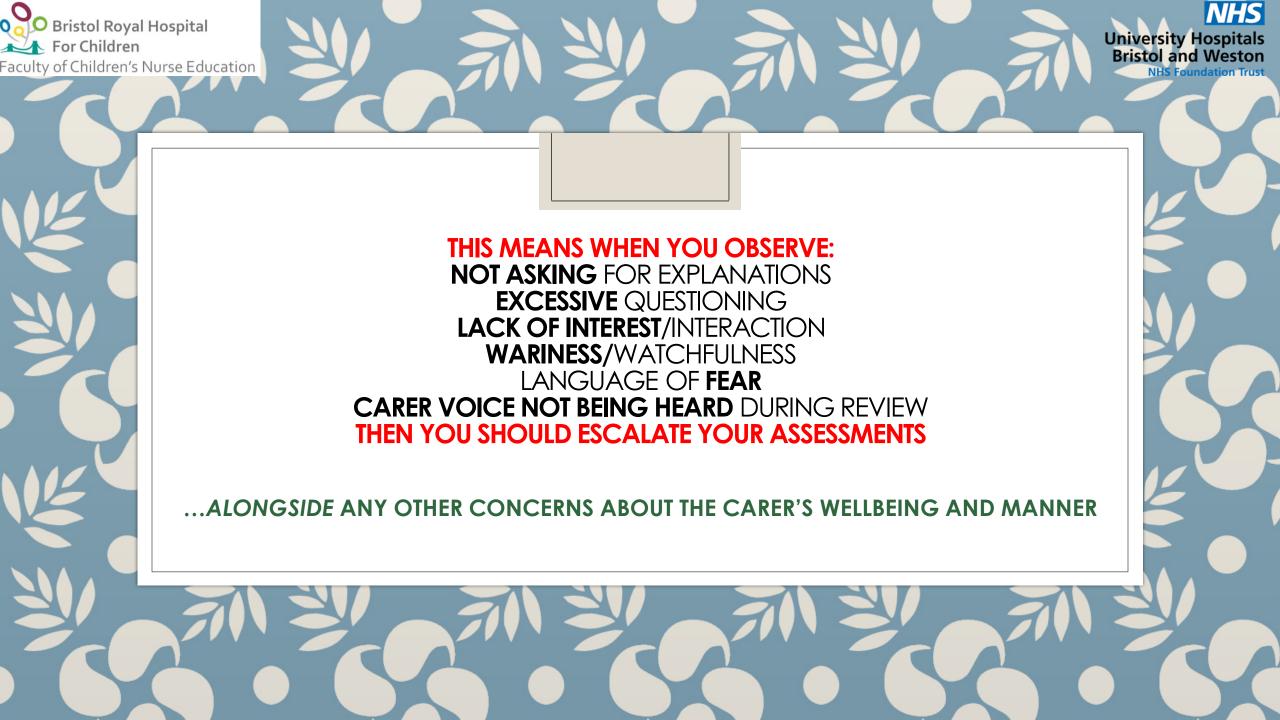


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NHS Foundation Trus

Exposure includes the dynamic around the child...

When thinking about relationships with carers...



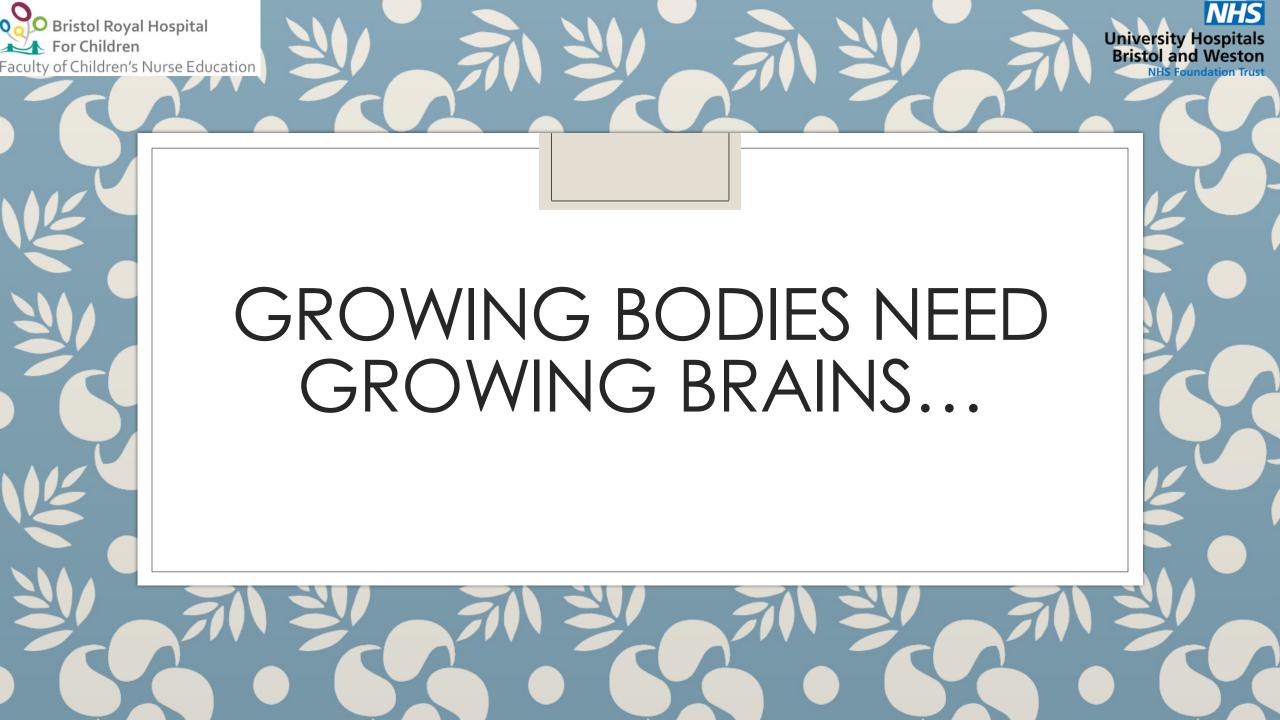






Time for a quick stretch!

5 minutes



# Time for envelope number 3!

• Take out the pictures and look at them.

Each of these ages has a purpose in terms of development....talk to one another about what that might be

Next, look at the learning activities and put them with the age you believe best matches





#### Some common development activities include:

Copying facial expressions Kicking legs/holding feet Reaching out for toys Repetitive play



**Building blocks & knocking them down** Saying 'NO!' Distress when parent leaves **Tries copying chores** 



Dressing up games 'Reading' books **Asking questions** Listening when warned something is hot

Making friends Pays attention for up to 10 minutes Likes to pay games Beginning to ask 'what if?...'



Worrying about death Experimenting with hairstyles/clothes **Voices strong opinions** Exploring reason and consequence

#### Activities

Distraction

Development monitoring

# How could you use this knowledge in your practice?



 Infants are learning how to interact with people and the world around them

They are also learning what their bodies can do

 Toddlers are learning how to communicate these interactions and what else can be done...

They are also learning that actions can have consequences which may not be pleasant

 Pre-schoolers are living in the present whilst learning about time and place

They are also learning to use their imaginations and societal norms

 School-age children are learning about the levels of friendships there are

They are also learning to become independent

 Secondary school age is long: early on, there can be learning about loss and its permanence

Then hormones affect brain development and bring about re-learning what you know about yourself and how you look, act and behave

 By the time adulthood arrives, appreciating the realities of life and acceptance of others' thoughts begin to appear....but can take many years to fully develop



In summary...

