

Realize that immediate effects of procedure are more significant than future benefits.

Striving for Independence

Involve adolescent in decision making and planning (e.g., time, place, individuals present during procedure, clothing, whether they will watch procedure).

Impose as few restrictions as possible.

Explore what coping strategies have worked in the past; they may need suggestions of various techniques.

Accept regression to more childish methods of coping.

Realize that adolescent may have difficulty accepting new authority figures and may resist complying with procedures.

Developing Peer Relationships and Group Identity

Same as for school-age child but assumes even greater significance.

Allow adolescents to talk with other adolescents who have had the same procedure.

* Applies to any age.

Children differ in their “information-seeking dimension.” Some actively ask for information about the intended procedure, but others characteristically avoid information. Parents can often guide nurses in deciding how much information is enough for the child, because parents know whether the child is typically inquisitive or satisfied with short answers. Asking older children their preferences about the amount of explanation is also important.

The exact timing of the preparation for a procedure varies with the child's age and the type of procedure. No exact guidelines govern timing, but in general, the younger the child, the closer the explanation should be to the actual procedure to prevent undue