



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210202 **Name:** Nursing Care in Childhood and Adolescence

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Nursing sciences

Subject Matter: Nursing at different stages of the life cycle **Type:** Compulsory

Field of knowledge: Health care

Department: Nursing

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Nursing sciences

Subject Matter	ECTS	Subject	ECTS	Year/semester
Nursing bases	12,00	Fundamentals of Nursing	6,00	1/1
		Nursing Methodology	6,00	1/2
Community nursing	10,50	Community Health Nursing I	6,00	1/2
		Community Health Nursing II	4,50	3/2
Nursing at different stages of the life cycle	16,50	Care for Elderly People	6,00	2/2
		Care for Women	4,50	3/1
		Nursing Care in Childhood and Adolescence	6,00	2/2
Clinical nursing	12,00	Nursing Care of the Adult I	6,00	2/2
		Nursing Care of the Adult II	6,00	3/1
Mental health nursing	6,00	Nursing Care in Mental Health	6,00	4/1
Legislation and management	4,50	Legislation and Management of Nursing Services	4,50	3/2
Palliative care	6,00	Palliative Care	6,00	3/1



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Design individualized care plans based on the needs identified in the assessment and evaluate their impact on the person's health status at each stage of the life cycle.
- R2 Select nursing care based on scientific evidence.
- R3 Explain and provide examples of preventive and therapeutic behaviors that promote healthy lifestyles.
- R4 Demonstrate proficiency in performing nursing care techniques and procedures.
- R5 Identify the normal characteristics of individuals at each stage of their life cycle.
- R6 Describe the most common health problems of individuals at each stage of their life cycle and their manifestations.
- R7 Analyze nursing assessment data.
- R8 Select specific nursing interventions and activities for each individual based on their needs and the stage of the life cycle they are in.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.	X			
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.		X		
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.	X			
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.		X		
GENERAL		Weighting			
		1	2	3	4
5	To design caring systems directed towards persons, families or groups, evaluating the impact of such systems and establishing the appropriate modifications.			X	
6	To base interventions in nursing on scientific evidence and on the available means.		X		
9	To promote healthy life spans, to promote taking care of each person by themselves and support the maintenance of preventive and therapeutic measures.			X	



SPECIFIC	Weighting			
	1	2	3	4
15c To identify care needs derived from health problems.			X	
17c . To perform the techniques and procedures of health care at the nursing level, establishing a therapeutic relationship with patients and their families.			X	
18c To select interventions leading to treating or preventing the problems derived from the deviations of health.		X		
21c To apply the general care during the process of maternity to facilitate the adaptation of women and neonates to new demands and to prevent complications.		X		
22c To identify the specific aspects of the care of the neonate.				X
23c To identify the characteristics of different stages in infancy , adolescence and the factors that determine the normal pattern of growth and development.				X
24c To know the health problems that are more frequent in infancy and to identify their manifestations.			X	
25c To analyse the data of the evaluation of the child , identifying nursing problems and the complications that may occur.			X	
26c To apply the techniques that conform health care , establishing a therapeutic relationship with children and their carers.		X		
27c To select interventions directed towards the healthy and diseased child, as well as those derived form the method of diagnosis and treatment			X	
28c To be able to provide health education to parents and primary care givers.		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R5, R6	70,00%	Theoretical written exams
R1, R7, R8	30,00%	Practical tests and works
	0,00%	Attendance and active participation

Observations

To pass the course, the student must pass 50% of the theoretical written test, plus 50% of the practical teaching (workshops), plus 50% of the work on care plans. Attendance at workshops is compulsory in order to pass the course.

THEORETICAL WRITTEN TEST: It will consist of multiple choice questions and development questions on all the material covered in class. Wrongly answered questions will be penalised (every 3 wrong answers will subtract one right). Spelling mistakes and sms language will be penalised with -0.1 per mistake. Serious misconceptions may lead to a mark of 0 for the question.

PRACTICAL TESTS AND WORK: The weighting of this section will be distributed as follows:

- PRACTICAL TEACHING (Workshops) (10%): the application of the techniques that make up the nursing care for the practice of the management of the procedures will be worked on: 7820 Handling of samples 6140 Management of cardiorespiratory arrest.

- CARE PLAN WORK (20%): the ability to analyse the assessment of the child will be assessed, identifying the nursing problems and complications that may arise, designing the corresponding care plan for each diagnosis. In the second sitting, the mark for the assessment sections passed (50%) in the first sitting will be kept.

EVALUATION CRITERIA FOR ERASMUS STUDENTS: - Written tests: 70%. Same evaluation criteria as the rest of the students. - Directed work: 10%, submitted via the virtual campus within the established deadline. - The remaining 20% will be assessed through autonomous work (CARE PLAN WORK). The student must contact the subject teacher at the beginning of the term in order to specify the work to be carried out, as well as on their return prior to the exam. - In order to pass the course, it is necessary to have passed 50% of each evaluation section. - Attendance at the workshops will be made up on the return of the Erasmus student.

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT

ENROLMENTS: When a student enrolls for the second (or subsequent) time in the subject, he/she



will enter the main group if the number of students allows it. If they do not receive tutoring sessions during the term, the lecturer in charge will contact the students through the virtual campus to communicate the days and times of the tutorials. The assessment criteria for second and subsequent enrolments will be the same as for the first enrolment: workshops, NANDA cases and written test.

Awarding of honours In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.



- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M5 Activities developed in spaces and with specialized equipment.
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
- M11 An oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to specialised and non-specialized audience.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-campus interactive lecture M1	R1, R2, R3, R5, R6	30,00	1,20
Practice Classes M2, M3, M6	R1, R8	20,00	0,80
Laboratory M5, M11	R4	6,00	0,24
Evaluation M7, M8, M9	R2, R7	4,00	0,16
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M5, M8	R1, R2, R7, R8	45,00	1,80
Group work M2, M3, M9	R4, R6	45,00	1,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BASIC NURSING CARE OF THE WELL CHILD	TOPIC 1: General concepts in paediatrics. TOPIC 2: Growth, maturation and development. TOPIC 3: Nursing care of the neonate. TOPIC 4: Nursing care of the infant. TOPIC 5: Nursing care of the school child. TOPIC 6: Nursing care at puberty and adolescence. TOPIC 7: Vaccination.
BASIC NURSING CARE FOR CHILDREN WITH HEALTH PROBLEMS	TOPIC 8: Newborn with health problems. TOPIC 9: Care of the child with fever and pain. TOPIC 10: Nursing care of the child with gastrointestinal problems. TOPIC 11: Nursing care of the child with respiratory problems. TOPIC 12: Nursing care for the child with endocrine problems. TOPIC 13: Most frequent paediatric pathology.
APPLICATION OF DIAGNOSTIC TECHNIQUES AND NURSING PROCEDURES	- Paediatric sampling - Paediatric B-CPR



Temporary organization of learning:

Block of content	Number of sessions	Hours
BASIC NURSING CARE OF THE WELL CHILD	18,00	36,00
BASIC NURSING CARE FOR CHILDREN WITH HEALTH PROBLEMS	10,00	20,00
APPLICATION OF DIAGNOSTIC TECHNIQUES AND NURSING PROCEDURES	2,00	4,00



References

- Aguilar Cordero MJ. **TREATY OF CHILD AND ADOLESCENT NURSING: PEDIATRIC CARE (2nd ED.)** Barcelona. Elsevier, 2012. ISBN 97884808686
- Baston, Helen. **POSTNATAL CARE, 2ND EDITION**. Elsevier, 2018. ISBN:9788491133353
- Baston, Helen. **FOUNDATIONS OF MATERNAL AND CHILD NURSING, 2ND EDITION**. Elsevier, 2018. ISBN: 978-84-9113-337-7
- European Resuscitation Council. **PAEDIATRIC BASIC AND ADVANCED CARDIOPULMONARY RESUSCITATION COURSE MANUAL**. Belgium. ERC; 2021
- Griffin Perry A. **MOSBY GUIDE TO NURSING SKILLS AND PROCEDURES, NINTH EDITION**. Barcelona. Elsevier; 2019
- Herdman, T. Heather. **NURSING DIAGNOSES. DEFINITIONS AND CLASSIFICATION. 2021-2023, TWELFTH EDITION**. Elsevier, 2021. ISBN:9788413821276
- Hockenberry Marilyn J, Rodgers Cheryl C & Wilson David. **WONG. PAEDIATRIC NURSING, TENTH EDITION**. 2020.
- Lowdermilk, Deitra Leonard. **MATERNAL AND CHILD NURSING CARE, 12TH EDITION**. Elsevier, 2021. ISBN: 978-84-9113-779-5
- Marshall J, Baston H, Hall J. **BREASTFEEDING**. Elsevier Masson (MOSBY), 2018.
- Pedraza Anguera AM. **NURSING CARE OF THE CHILD IN PRIMARY CARE**. Granada. Elsevier, 2019. ISBN: 9788491135128

LINKS OF INTEREST

- Generalitat Valenciana. Consellería de Sanitat [web site]. General Directorate of Public Health. Available at <http://www.sp.san.gva.es>
- Spanish Association of Paediatrics [Web site]. Available at www.aeped.es
- Diagnostic and therapeutic protocols in Paediatrics. Available at <http://www.aeped.es/protocolos/> Comité asesor de vacunas.
- Spanish Association of Paediatrics. Available at <http://vacunasaep.org>
- Spanish Association of Paediatrics in Primary Care. Child health programme. Available at <https://www.aepap.org/biblioteca/programa-de-salud-infantil>
- Cuidate. The Health Portal of the Valencian Community. Generalitat Valenciana. Available at <http://cuidatecv.es/> PrevInfad / PAPPS recommendations on preventive and health promotion activities for children and adolescents. Available at <http://www.aepap.org/previnfad/prev-recom.htm>
- Suicide Prevention Plan - Health Care. Available at <https://www.san.gva.es/es/web/assistencia-sanitaria/pla-prevencio-suicidi>