



## 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 | Nursing Care in Childhood and Adolescence      | 6,00 | 2/2           |
|   |       | Nursing Care of the Elderly                    | 6,00 | 2/2           |
|   |       | Nursing Care of Women                          | 4,50 | 3/1           |
| 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                               | 4,50  | Chronic and Terminal Patient Care              | 4,50 | 3/1           |



## Recommended knowledge

Understand the anatomical and functional development of the different systems of the human body .





## 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 That the student is capable, in the field of nursing, of providing technical and professional health care appropriate to the health needs of the people they serve, in accordance with the state of development of scientific knowledge at any given time and with the levels of quality and safety established in the applicable legal and deontological standards.
- R2 That the student is capable of planning and providing nursing care directed at individuals, families or groups, oriented towards health outcomes by evaluating their impact, through clinical and care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.
- R3 That the student is able to base nursing interventions on scientific evidence and available means.
- R4 That the student is capable of promoting healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R5 That the student is capable of protecting the health and well-being of the people, family or groups assisted, guaranteeing their safety.
- R6 That the student is able to establish effective communication with patients, family, social groups and peers and promote health education.
- R7 That the student knows the specific aspects of the care of the newborn.
- R8 The student will be able to identify the characteristics of the different stages of childhood and adolescence and the factors that condition the normal pattern of growth and development.
- R9 That the pupil knows the most frequent health problems in childhood and identifies their manifestations.
- R10 That the student is able to analyse the child's assessment data, identifying nursing problems and complications that may arise.
- R11 The student must be able to apply the techniques that make up nursing care, establishing a therapeutic relationship with the children and their caregivers.
- R12 That the student is capable of selecting the interventions aimed at the healthy child and the sick child, as well as those derived from diagnostic and treatment methods.
- R13 That the student is able to provide health education to the parents or primary caregivers.



## 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 |
| CG0      | Good Public Speaking.  | X         |   |   |   |
| SPECIFIC |  | Weighting |   |   |   |
|          |  | 1         | 2 | 3 | 4 |
| 3c       | To apply the process of nursing to guarantee wellbeing and safety for the patient.   |           |   | X |   |



|     |  |  |   |   |   |
|-----|--|--|---|---|---|
| 4c  | Knowing and applying the principles that support comprehensive nursing care.   |  |   |   | X |
| 5c  | To direct, evaluate, and give the integral care for nursing to the individual family and community.  |  | X |   |   |
| 8c  | To promote a participation of persons, family, and groups in their own process of health and disease.  |  | X |   |   |
| 15c | To identify care needs derived from health problems.   |  |   | X |   |
| 18c | To select interventions leading to treating or preventing the problems derived from the deviations of health.  |  |   | X |   |
| 19c | To have a cooperative attitude towards the different members of the team.  |  | 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 |
| 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 from the method of diagnosis and treatment             |  |   |   | X |
| 28c | To be able to provide health education to parents and primary care givers.   |  |   |   | X |

## TRANSVERSAL

## Weighting

|   |  | 1 | 2 | 3 | 4 |
|---|--|---|---|---|---|
| 1 | To be able, within the framework of nursing, to give technical and professional care to carers, of the correct needs of these persons in agreement with development of the scientific knowledge in each moment and with the levels of quality and safety that are established by the legal and the deontological norms which are applicable. | X |   |   |   |



|    |   |   |   |   |
|----|---|---|---|---|
| 2  | To plan and give nursing care directed towards persons, families or groups with the aim of improving health, evaluating its impact through guidelines of clinical practice which are described in the process by which a health problem is diagnosed, treated or taken care of.                                 |   |   | X |
| 4  | To understand the interactive behaviour of the person regarding gender, group or community within a social and multicultural context.   |   | X |   |
| 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 |
| 7  | To understand people without prejudices, taking into account their physical, psychological, and social aspects, as independent and autonomous individuals, ensuring respect for their opinions, beliefs or values, always guaranteeing their right to privacy through professional confidentiality and secrecy. |   |   | X |
| 8  | To promote and respect the right to participate in decision taking for the patients in agreement with the way in which they live their process of health – disease  | 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 |
| 10 | To protect the health and well-being of persons, family or groups, guaranteeing their health and safety.  |   |   | X |
| 11 | To establish efficient communication with patients, family, social groups, and companions to promote education for health.  |   |   | X |
| 14 | To establish means of evaluation regarding scientific and technical aspects and those of the quality required.  | X |   |   |
| 16 | To understand the systems of information related to health.   |   |   | X |
| 17 | To promote nursing care based on the attention to health involving multiprofessional cooperation, integration in the process and continuity in the care of patients   | X |   |   |



## Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes                    | Granted percentage | Assessment method                   |
|---|--------------------|-------------------------------------|
| R1, R2, R4, R5, R6, R7, R8, R9, R10, R12, R13 | 70,00%             | Theoretical written exams           |
| R3, R8, R9, R10, R11, R12, R13                | 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. - Supervised work: 10%, submitted via 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.

**This course does not allow for a single assessment, as it requires the mandatory**



## **completion of practical activities with active student participation.**

**Use of Artificial Intelligence (AI)** Students may use AI tools to: Consult questions related to training activities. Support their learning through alternative explanations or self-assessment exercises. Search for additional resources and references for study. The use of AI is not permitted for: Recording or transcribing, in whole or in part, activities carried out in the classroom in order to obtain summaries or notes generated by AI. Generating texts in assignments related to the activities proposed in the course. Presenting any content generated by an AI tool as your own. Entering statements, exercises, or assessment tests into AI tools in order to obtain automatic answers. Citation and attribution criteria. If AI is used in any activity, the student must expressly indicate: The name of the tool used. The specific part of the activity in which it was used.

## **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.
- M4 Application of interdisciplinary knowledge.
- 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](http://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](http://www.plataforma.ucv.es)).

## IN-CLASS LEARNING ACTIVITIES

|                                      | LEARNING OUTCOMES                        | HOURS        | ECTS        |
|--------------------------------------|--|--------------|-------------|
| Face-to-face class<br>M1, M2, M4, M9 | R1, R4, R6, R7, R8, R9,<br>R10, R12, R13 | 32,00        | 1,28        |
| Practice Classes<br>M3, M8           | R5, R6, R8, R9, R10, R12,<br>R13         | 18,00        | 0,72        |
| Laboratory<br>M5, M6                 | R5, R6, R11                              | 6,00         | 0,24        |
| Tutorial<br>M2, M6                   | R2, R8                                   | 2,00         | 0,08        |
| Evaluation<br>M7                     | R7, R8, R9, R10, R11, R12,<br>R13        | 3,00         | 0,12        |
| <b>TOTAL</b>                         |  | <b>61,00</b> | <b>2,44</b> |

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|                                     | LEARNING OUTCOMES | HOURS        | ECTS        |
|-------------------------------------|-------------------|--------------|-------------|
| Student's self-employment<br>M5, M8 | R3, R10, R12      | 45,00        | 1,80        |
| Group work<br>M2, M9                | R2, R9            | 44,00        | 1,76        |
| <b>TOTAL</b>                        |                   | <b>89,00</b> | <b>3,56</b> |



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block   | Contents   |
|---|--|
| BASIC NURSING CARE FOR THE HEALTHY CHILD. Assessment, Diagnosis and Planning of the NANDA Nutrition domains CLASS 1: INGESTION Provide food or nutrients to the body. Growth and Development Domain CLASS 2: DEVELOPMENT Progression or regression through a sequence of recognized life milestones. Domain: Safety CLASS 1: PHYSICAL INJURY. | UNIT 1: General concepts of Pediatrics<br>UNIT 2: Growth, Maturation and Development<br>UNIT 3: Nursing Care of the Newborn<br>UNIT 4: Nursing Care of the Infant<br>UNIT 5: Nursing Care to the School<br>UNIT 6: Nursing care in puberty and adolescence<br>UNIT 7: Vaccination  |
| BASIC NURSING CARE FOR THE CHILD WITH HEALTH PROBLEMS   | UNIT 8: Newborn with health problems<br>UNIT 9: Caring for the child with fever and pain<br>UNIT 10: Nursing care for the child with gastrointestinal problems<br>UNIT 11: Nursing care for the child with breathing problems<br>UNIT 12: Nursing care for the child with endocrine problems<br>UNIT 13: Most frequent pediatric pathology |
| APPLICATION OF DIAGNOSTIC TECHNIQUES AND NURSING PROCEDURES   | - Sample collection in pediatrics<br>- Pediatric B-CPR   |



## Temporary organization of learning:

| Block of content   | Number of sessions | Hours |
|--|--------------------|-------|
| BASIC NURSING CARE FOR THE HEALTHY CHILD.<br>Assessment, Diagnosis and Planning of the NANDA Nutrition domains CLASS 1: INGESTION Provide food or nutrients to the body. Growth and Development Domain CLASS 2: DEVELOPMENT Progression or regression through a sequence of recognized life milestones. Domain: Safety CLASS 1: PHYSICAL INJURY. | 18,00              | 36,00 |
| BASIC NURSING CARE FOR THE CHILD WITH HEALTH PROBLEMS  | 10,00              | 20,00 |
| APPLICATION OF DIAGNOSTIC TECHNIQUES AND NURSING PROCEDURES  | 2,50               | 5,00  |



## References

-Aguilar Cordero MJ. **NURSING TREATMENT OF THE CHILD AND ADOLESCENT: PEDIATRIC CARE (2nd ED.)** Barcelona. Elsevier, 2012. ISBN 9788480868624 -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. **BASIC AND ADVANCED CARDIOPULMONARY RESUSCITATION BASIC AND ADVANCED PAEDIATRIC CARDIOPULMONARY RESUSCITATION.** 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. NURSING PAEDIATRIC NURSING, TENTH EDITION.** 2020. -Lowdermilk, Deitra Leonard. **MATERNAL AND INFANT 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. Department of Health [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](http://www.aeped.es) Protocolos diagnósticos y terapéuticos en Pediatría (Diagnostic and therapeutic protocols in paediatrics). Available at <http://www.aeped.es/protocolos>

Vaccine Advisory Committee. 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>

Take care of yourself. The Health Portal of the Valencian Community. Generalitat Valenciana. Available at <http://cuidatecv.es>

PrevInfand / 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>