



## 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:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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Universidad  
**Católica de  
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## Course guide

Year 2023/2024

1210202 - Nursing Care in Childhood and Adolescence

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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



## 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
	70,00%	Theoretical written exams
	30,00%	Practical tests and works
	0,00%	Attendance and active participation

### Observations

To pass the subject, the student must pass 50% of the theoretical written test, plus the 50% of the practical teaching (workshops), plus 50% of the care plan work. The Workshop attendance is mandatory to pass the course.

**THEORETICAL WRITTEN TEST:** It will consist of multiple-choice questions and essay questions, on all the material covered in class. Wrongly answered questions will be penalized (every 3 wrong, one right will subtract) Spelling and SMS language errors will be penalized with -0.1 per offense committed. Serious concept errors can lead to a 0 grade for the question.

**PRACTICAL TESTS AND WORKS:** The weighting of this section will be distributed in:

- **PRACTICAL TEACHING (workshops) (10%):** the application of the techniques that integrate nursing care for the practice of managing procedures will be worked on: 7820 Sample Handling 6140 Management of cardiorespiratory arrest
- **WORK PLANS OF CARE (20%):** the ability to analyze the assessment of the child will be assessed, identifying nursing problems and complications that may arise, designing the corresponding care plan for each diagnosis. In the second call, the note of the evaluation sections passed (50%) in the first call will be saved.

**EVALUATION CRITERIA FOR ERASMUS STUDENTS:** Written tests: 70%. Same evaluation criteria as the rest of the students. Directed works: 10%, delivered by virtual campus within the established term The remaining 20% will be evaluated through autonomous work (WORK PLANS OF CARE). The student must contact the professor of the subject, at the beginning of the semester to specify work to be done, as well as upon his return prior to the exam. To pass the subject, it is necessary to have passed 50% of each evaluation section. Attendance at the workshops will be recovered upon return from Erasmus.

**DEVELOPMENT OF THE SUBJECT IN SECOND AND SUCCESSIVE ENROLLMENTS:** When a student enrolls for the second time (or later) in the subject, they will enter the main group if the number of students allows it. If you do not receive tutoring sessions throughout the semester, the



responsible professor, through the virtual campus, will contact the students to communicate the days and hours of the tutorials. The evaluation criteria for second and successive registrations will be the same as those contemplated in the first registration: both in regards to workshops, NANDA cases and written test.

## MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## 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 M1, M2, M9	R7, R8, R9, R10, R12, R13	30,00	1,20
Practice Classes M8	R8, R9, R10, R12, R13	20,00	0,80
Laboratory M5	R11	6,00	0,24
Evaluation M7	R7, R8, R9, R10, R11, R12, R13	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R12	45,00	1,80
Group work M2, M9	R10	45,00	1,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</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 UNIT 2: Growth, Maturation and Development UNIT 3: Nursing Care of the Newborn UNIT 4: Nursing Care of the Infant UNIT 5: Nursing Care to the School UNIT 6: Nursing care in puberty and adolescence UNIT 7: Vaccination
BASIC NURSING CARE FOR THE CHILD WITH HEALTH PROBLEMS	UNIT 8: Newborn with health problems UNIT 9: Caring for the child with fever and pain UNIT 10: Nursing care for the child with gastrointestinal problems UNIT 11: Nursing care for the child with breathing problems UNIT 12: Nursing care for the child with endocrine problems UNIT 13: Most frequent pediatric pathology
APPLICATION OF DIAGNOSTIC TECHNIQUES AND NURSING PROCEDURES	- Sample collection in pediatrics - Pediatric B-CPR



## Temporary organization of learning:

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



## References

- Aguilar Cordero MJ. TRATADO DE ENFERMERIA DEL NIÑO Y EL ADOLESCENTE: CUIDADOS PEDIÁTRICOS (2ª ED.) Barcelona. Elsevier, 2012. ISBN 9788480868624
- Cruz Hernández M. TRATADO DE PEDIATRÍA. 10ª Ed. Madrid. Ergón; 2011
- Estévez González MD. CUIDADOS DE ENFERMERÍA EN LA MATERNIDAD, INFANCIA Y ADOLESCENCIA. Las Palmas de Gran Canaria. Universidad de Las Palmas, servicio de publicaciones; 2013
- European Resuscitation Council. MANUAL DEL CURSO DE REANIMACIÓN CARDIOPULMONAR BÁSICA Y AVANZADA PEDIÁTRICA. Belgica. ERC; 2011
- Griffin Perry A. GUÍA MOSBY DE TÉCNICAS Y PROCEDIMIENTOS DE ENFERMERÍA. Barcelona. Elsevier; 2011
- Kliegman R. NELSON, TRATADO DE PEDIATRÍA (Vol 1 y 2). Ámsterdam. Elsevier; 2013
- Olivares López JL. VALORACIÓN DEL CRECIMIENTO Y LA ALIMENTACIÓN DURANTE LA LACTANCIA Y LA PRIMERA INFANCIA EN ATENCIÓN PRIMARIA. Zaragoza. Prensas Universitarias de Zaragoza; 2009
- Pedraza Anguera AM. CUIDADO ENFERMERO AL NIÑO EN ATENCIÓN PRIMARIA. Granada. Elsevier, 2019. ISBN: 9788491135128
- Ruiz Extremera A. PEDIATRÍA EN CIENCIAS DE LA SALUD. Granada. Universidad de Granada; 2013

### ENLACES DE INTERÉS

Generalitat Valenciana. Conselleria de Sanitat [sede Web]. Dirección general de Salud Pública. Disponible en <http://www.sp.san.gva.es>

Asociación Española de Pediatría [sede Web]. Disponible en [www.aeped.es](http://www.aeped.es) Protocolos diagnósticos y terapéuticos en Pediatría. Disponible en <http://www.aeped.es/protocolos>

Comité asesor de vacunas. Asociación Española de Pediatría. Disponible en <http://vacunasaep.org>

Asociación Española de Pediatría en Atención Primaria. Programa de salud infantil. Disponible en <https://www.aepap.org/biblioteca/programa-de-salud-infantil>

Cuídate. El Portal de Salud de la Comunitat. Generalitat Valenciana. Disponible en <http://cuidatecv.es>

Recomendaciones PrevInfand / PAPPS sobre actividades preventivas y de promoción de la salud en la infancia y adolescencia. Disponible

en <http://www.aepap.org/previnfad/prev-recom.htm>

Plan Prevención Suicidio - Asistencia Sanitaria. Disponible en

<https://www.san.gva.es/es/web/asistencia-sanitaria/pla-prevencio-suicidi>



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☒

Kaltura

Explanation about the practical sessions:

Regarding SIMULATIONS in case the presence is affected:

- situation of SEMI-PRESENCE: the dates and sessions are maintained, and the subgroup is divided in two at the Centre itself, carrying out the same practices, but in 2 different rooms and with two responsible instructors. The evaluation will normally be done through the proposed checklists.
- NON-PRESENCE situation: in this case, the dates and sessions remain the same, but each subgroup is added to its session through the TEAMS platform. Work will be done through the viewing of videos, resolution of clinical cases (with active participation), and kahoot-type activities. The evaluation will be carried out by filling in the checklist provided, but relying on the clinical cases worked on and uploaded as attachments, together with the



answers registered in the online activities and the participation in the session to validate the items.

For the practical sessions, audiovisual material and clinical case resolution will be used.





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: