

Teaching Guide of the subject

Year 2024 - 2025

NURSING CARE IN CHILDHOOD, ADOLESCENTS AND WOMEN

Code: 106112

ECTS credits: 6

Titulation	Type	Course	Semester
2500891 Nursing	OB	3	1

Contact	Use of languages
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Prerequisites

There are no official prerequisites, but it is advisable to have achieved the competencies of the subjects: Theoretical Bases of Nursing, Methodological Bases of Nursing, Structure of the Human Body, Function of the Human Body I, Function of the Human Body II, Nursing Care for Adults and Family and Community Nursing.

Contextualization and objectives

The subject is part of the Nursing Sciences training module, Clinical Nursing subject and is scheduled in the first semester of the third year.

The life cycle of women is marked by their own physiology: menarche, pregnancy, childbirth, puerperium, breastfeeding and menopause. The experience and quality of life in each of these stages will be conditioned by their psycho-affective, social and cultural environment.

On the other hand, the child and adolescent have characteristics and responses in all aspects very different from those of the adult, they present a series of peculiarities: biological, psychological and social, which implies a differentiated and specific training related not so much to the possible health problems that may affect them, but to the traits of the subjects themselves and, therefore, their response and experience of health and disease.

The purpose of this subject is to train the student in terms of knowledge, skills and attitudes to provide comprehensive care to women for the promotion of health and prevention of disease, as well as in the face of health problems that arise, considering their individuality and their family, social, spiritual and cultural context.

However, to be able to provide holistic care to the child, adolescent and family in all stages of the life cycle, showing an ethical and humanistic attitude, critical thinking and effective interpersonal communication.

Learning objectives of the subject

1. Identify the characteristics of women in the different stages of the reproductive cycle and in the climacteric.
2. To describe the alterations that may occur in women in the bio-psycho-social and cultural aspects.
3. To analyse women's care, considering them individually.
4. Work on the acceptance without prejudice of women throughout their life cycle.
5. Identify the characteristics of the different stages of childhood and adolescence.
6. Describe the most common health problems and their manifestations.
7. Identify the effects of prematurity on the baby and his family.
8. To analyse the different types of care needed by children, adolescents and their families in a situation of alteration of health.
9. Demonstrate an attitude of respect for children and adolescents as well as their families, considering the opinions, beliefs and values.

Competencies and learning outcomes

Competence	Learning Outcomes
SPECIFIC	
<p>E01. To provide technical and professional health care appropriate to the health needs of the people being cared for, 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.</p>	<p>E01.14. Describe the most prevalent health disorders in childhood and adolescence, their manifestations (altered needs) and the nursing care to be developed in these health problems.</p> <p>E01.15. To describe the specific nursing care that favors the adaptation of newborns and the prevention of complications.</p> <p>E01.16. Identify the characteristics of women in the different stages of the reproductive cycle and in the climacteric, as well as the care needed at each stage.</p> <p>E01.17. To describe nursing care during the maternity process to facilitate the adaptation of women and newborns to new demands and prevent complications.</p> <p>E01.22. Demonstrate skill in the execution of nursing procedures and techniques.</p>
<p>E02. Plan and provide nursing care aimed at individuals, families or groups, focused on health outcomes, evaluating its impact through clinical practice and care guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.</p>	<p>E02. 01. Identify clinical practice and care guidelines related to attention to people's health demands throughout the life cycle and in the alterations that may occur.</p>
<p>E05. Design care systems aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.</p>	<p>E05.05. Design nursing care using the appropriate instruments for the person's situation throughout their life cycle, paying attention to current regulations, the best existing evidence and quality and safety standards.</p> <p>E05.06. Apply knowledge about pathophysiology and health determinants in nursing care.</p>
<p>E06. Base nursing interventions on scientific evidence and available means.</p>	<p>E06.06. Analyze nursing interventions, justifying them with scientific evidence or contributions from experts to support them.</p>
<p>E09. Promote healthy lifestyles, self-care, supporting knowledge of preventive and therapeutic behaviors.</p>	<p>E09.05. Identify the determining risk factors in the health-disease process at the physical, emotional, social and environmental levels.</p>

<p>E10. Protect the health and well-being of the people, family or groups served by guaranteeing their safety.</p>	<p>E10.07. Describe the safety standards to be considered in the event of problems caused by clinical situations related to pharmacological administration in accordance with current regulations.</p>
<p>E18. Demonstrate knowledge of the strategies for adopting comfort measures and symptom care aimed at the person and the family, in the application of palliative care that contributes to alleviating the situation of patients in advanced and terminal situations.</p>	<p>E18.03. To analyze the bases of care in people with pain.</p> <p>E18.04. Identify the different measures of comfort at a physical, emotional and spiritual level in the advanced phase of the disease and at the end of life.</p> <p>E18.05. Design care aimed at people in a situation of advanced illness and in an end-of-life situation that includes the appropriate strategies to improve comfort and alleviate the situation, paying attention to the values and preferences of sick people and their families.</p> <p>E18.06. Recognize psychosocial responses to loss and death and know the appropriate measures to help individuals and families in these circumstances.</p>
<p>E20. Use scientific methodology in their interventions.</p>	<p>E20.03. Develop skills in the application of the scientific method to nursing interventions.</p>
<p>GENERAL / BASIC</p>	
<p>G01. To introduce changes in the methods and processes of the field of knowledge in order to provide innovative responses to the needs and demands of society.</p>	<p>G01.03. Acquire and use the necessary tools to develop a critical and reflective attitude.</p>
<p>G02. Act in the field of their own knowledge, assessing the social, economic and environmental impact.</p>	<p>G02.01. Identify the social, economic and environmental implications of academic and professional activities in the field of knowledge.</p>
<p>G03. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.</p>	<p>G03.02. Critically analyze the principles and values that govern the practice of the nursing profession.</p> <p>G03.03. To analyse difficulties, prejudices and discrimination, in the short or long term, in relation to certain people or groups.</p>
<p>G04. Act within the field of self-knowledge by assessing inequalities based on sex/gender.</p>	<p>G04.02. To analyse gender inequalities, as well as the factors that sustain them from the different systems: the family system, the kinship system, the economic system, the political system, symbolism and educational systems.</p>
<p>B01 Students must have demonstrated knowledge in an area of study that is based on general secondary education, and is usually at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.</p>	
<p>B03. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on salient social, scientific, or ethical issues.</p>	

Content

MODULE 1. Women in the current context.

- Health and risks for women.
- Gender perspective.
- Maternal morbidity and mortality and perinatal morbidity and mortality.
- Role of the nurse who takes care of the woman.

MODULE 2. Nursing care for women with gynecological problems.

- Nursing assessment of the adult woman.
- Nursing care for women with menstrual cycle disorders.
- Nursing care for women with sexually transmitted infections.
- Nursing care for women with other gynecological problems.
- Nursing care for women with sterility problems.
- Assisted reproduction techniques.
- Family planning. Contraceptive methods.
- Health education for women with menopause.

MODULE 3. Pregnancy, childbirth and puerperium.

- Genetic counseling. Prenatal diagnosis. - Fetal growth and development.
- Manifestations during pregnancy.
- Changes that pregnancy implies for the woman and the couple in the bio-psycho-social aspects.
- Pregnancy-related complications. Pregnancy at risk.
- Nursing care for women in case of abortion.
- Nursing care for women during childbirth.
- Nursing care for women in the puerperium.
- Immediate nursing care for the newborn.
- Mother/father/child bonds.
- Breastfeeding.

MODULE 4. The child and his story.

- Historical evolution of child care.
- Stages of childhood.
- Health status of the child population.
- Rights of the hospitalized child.
- Role of the pediatric nurse.

MODULE 5. The newborn.

- The newborn. Classification. Gestational age. Healthy newborn.
- Neonatology Unit. History. Aseptic standards.
- Nursing care for newborns at risk. Neonatal transport.
- Baby-Family Development-Centered Care (CCDF).
- Nursing care for premature babies.
- Home care. Infant massage.
- Care regarding the perinatal grief process.
- Innovation in pediatrics

MODULE 6. The child.

- Nursing care for preschool and school children. Hospitalization.
- Most prevalent health problems in children and nursing care.
- Nursing care for pain in children.
- Sudden death.
- Child in critical and emergency situation. Cardiopulmonary resuscitation in the child.
- Nursing care related to the child's death process.
- The child abuser.

MODULE 7. The adolescent.

- Puberty and adolescence. Changes that it implies at the bio-psycho-social level.
- Specific needs of the adolescent.
- Healthy habits and health education.
- Most prevalent health problems.
- Pregnancy in adolescence.

Methodology

The methodological approach of the subject is based on considering that the protagonist in the learning process is the student. They must be active and autonomous throughout the process and teachers must support them, providing the information and resources necessary for learning to take place. The table below shows the planning of the directed, supervised and autonomous activities.

The subject is face-to-face with attendance that is not compulsory but recommended.

Directed activity:

The main methodology is the theoretical expository class with audiovisual support, active listening, participation and critical sense are encouraged. To encourage active participation, the student is provided with articles and links to expand their knowledge so that they can make a prior reading of the topic worked on in the classes.

The student must attend the scheduled seminars before carrying out the clinical practice in healthcare centers that allow the acquisition of clinical skills and the competencies of the subject through laboratory practice workshops in small groups. Attendance is 100% mandatory.

Supervised activity:

Group work will be carried out in small groups. Students are proposed a series of topics considered to be of specific interest in the subject, to deepen, develop in groups and share in class to analyze them with a critical attitude.

Tutorials will be carried out in person or electronically, individually or in small groups.

Training activities

Activity	Hours	ECTS	Learning Outcomes
Types: Directed			
Theory (TE):	40	1,6	<i>E01.14, E01.15, E01.16, E01.17, E01.22, E02.01, E05.05, E05.06, E06.06, E09.05, E10.07, E18.03, E18.04, E18.05, E18.06, E20.03</i>
Laboratory Practices (PLAB):	5	0,2	
Types: Supervised			
Tutorials:	1	0,04	<i>G01.03, G02.01, G03.02, G03.03, G04.02</i>
Type: Self-employed			
Personal study, bibliographic consultations and documents. Preparation of works.	90	3,6	<i>E01.14, E01.15, E01.16, E01.17, E01.22, E02.01, E05.05, E05.06, E06.06, E09.05, E10.07, E18.03, E18.04, E18.05, E18.06, E20.03</i> <i>B01, B03</i> <i>G01.03, G02.01, G03.02, G03.03, G04.02</i>

The teaching staff will allocate approximately 15 minutes once the subject is finished to allow them to students can answer the assessment surveys on the teaching performance and the subject.

Evaluation

The student has only one call per academic year to pass the subject.

Academic progression and completion of the subject is assessed by:

Continuous evaluation

The evaluation of the subject consists of 3 blocks:

- **Attendance and participation in laboratory practices (PLAB)** that will be carried out in small groups. Attendance at all Laboratory Practice Seminars/Workshops (PLAB) is mandatory in order to be assessed.
- **Group work + Oral presentation.** The grade is numerical (1-10). A minimum final grade of 5 is required in this entire category, to weight this block with 20%. The grades will be individual, so that not all members of the group necessarily have to be evaluated with the same grade.

The indications on topics and the work to be carried out are established by the teaching staff at the beginning of the course. The presentation of the same must follow the regulations of the EUI Sant Pau to be accepted.

Submission up to 24 hours after the established date is penalized by subtracting one point from the grade of the work. Deliveries with longer delays will not be accepted.

Mastery of the language in oral and written communication: It is recommended that before submitting evidence of learning, it is necessary to check that the sources, notes, textual citations and bibliographic references have been written correctly following the regulations for the submission of work.

- **Written test type test.** A minimum grade of 5 is required to weight this block with 50%. The test is of the test type.

In multiple-choice tests, negative answers are subtracted according to the following formula:

$x = \text{correct answers} - (\text{errors} / n - 1)$, where n is the number of answer options.

The first written test is taken at the end of Module 3 and weighs 30%.

The second written test at the end of Module 7 and weighs 40%.

The grade of the subject is given by the weighted sum of the marks obtained in these 3 pads.

It is considered an essential requirement to pass the continuous assessment to have obtained a minimum score of 5 out of 10 in each of the tests.

The results of the evaluation tests will be retroacted through the classroom and tutorials where appropriate.

The work evaluation rubric is available in the virtual classroom.

Qualification

- 0 to 4.9: Fail
- 5.0 to 6.9: Pass
- 7.0 to 8.9: Remarkable
- 9.0 to 10: Excellent (in the event that the student has obtained a grade equal to or higher than 9, he/she may opt, at the discretion of the teacher, for an honors).

Unique assessment

1. In this subject:
 - a. There is no scheduled task to do in a group
 - b. The student must attend the classroom on the days that the laboratory practice workshops are scheduled.
2. The date of the unique test will coincide with the date of the last continuous assessment test that appears in the daily schedule and in the calendar of training and evaluation activities.
3. The unique assessment will consist of:
 - Test 1 which will consist of **laboratory practice workshops** and weights **10%**.
 - Test 2 which will consist of a **work** and weights **20%**.
 - Test 3 which will consist of **Written Test (Module 1, 2 and 3)** and weights 30 % + **Written Test (Module 4, 5, 6 and 7)** and weights **40%**.

Recovery activity

1. A unique date is set for the remedial activity for all students, whether or not they are eligible for a unique assessment.
2. A remedial activity is proposed to students who have been previously evaluated for a set of activities whose minimum weight is equivalent to 2/3 of the total grade of the subject and who have obtained a final grade of less than 5 and higher than 3.5.
3. This test will consist of an evaluation activity of the test(s) not passed.
4. The remedial tests will be determined by the teaching staff.
5. Teachers can exclude from the recovery process those activities that, by their nature, they consider not to be recoverable.
6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of the same will be a 5.
7. The retake grade will replace the grade originally obtained and the final weighted grade will be recalculated.
8. Once the subject has been passed, it may not be subject to a new evaluation.

Not assessable

When the students have not provided sufficient evidence to allow an overall grade of the subject, the grade is recorded in the record as "not assessed".

They are a reason for lack of sufficient evidence if the student has not participated in any activity of continuous assessment.

Exam Review

Once the final grade has been published, the student can request a review of the retake test within the established period. Requests for revision are not accepted on dates outside this period.

Procedure in case of copying/plagiarism

1. Copying or **plagiarism** in any type of assessment activity is a crime, and will be penalised with a 0 as the grade of the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).
2. If during the completion of an individual project in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorised by the teaching staff, it will be graded with a 0, with no retake option, and therefore, the subject will be suspended.
3. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of oneself or another classmate.
4. A work or activity will be considered "plagiarized" when a part of a text by an author is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

Aspects of assessment related to values and attitudes

1. The teacher may lower the grade of the subject between 1 and 2 points out of 10 for any student who repeatedly does not respect the indications on the rules of behaviour in class.
2. "No disrespect for colleagues or teachers will be tolerated. Homophobic, sexist or racist attitudes will not be tolerated either. Any student in whom any of the attitudes described above are detected will be classified as failing the subject."

Formal aspects of written work

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be considered.

Other considerations

1. All the evaluation tests will be published in the daily program and in the calendar of the training and evaluation activities.
2. The date of the unique test will coincide with the date of the last continuous assessment test.
3. Students who repeat the subject may request at the beginning of the academic year to take only a final synthesis assessment (Article 117, page 46 of the Academic Regulations of the Universitat Autònoma de Barcelona (Approved by agreement of the Governing Council of 7 July 2022, and amended by agreement of the Governing Council of 1 February 2023).

Students in the second or higher enrolment who have taken all the assessment tests the previous year may choose to take assessment with a single synthesis assessment activity. This activity will consist of an exam at the end of the subject coinciding with the written exam of the subject. Students in the second or higher enrolment who wish to opt for the synthesis exam must notify the teaching staff responsible for the subject in writing two weeks before the published date.

Evaluation Activities

Activity	Weight	Hours	ECTS	Learning Outcomes
Objective Assessments: 2 Objective Tests:	30% 40%	2	0,08	E01.14, E01.15, E01.16, E01.17, E01.22, E02.01, E05.05, E05.06, E06.06, E09.05, E10.07, E18.03, E18.04, E18.05, E18.06, E20.03
Group work + Oral presentation	20%	2	0,08	B01, B03, G01.03, G02.01, G03.02, G03.03, G04.02
Attendance and participation in the Laboratory Practice Workshops (PLAB)	10%			E01.22

Bibliography

Books:

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- **Aguilar Cordero, MJ. Treatise on Child and Adolescent Nursing: Pediatric Care.** 2nd ed. Barcelona: Elsevier; 2012. ISBN: 978-84-8086-862-4
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Online resources:

- **García-Franco AL. et al. Preventive activities in women. PAPPS 2022 Update. Primary Care** [Internet]. 2022 [Accessed June 13, 2023]; 54: 102471. Available at: <https://doi.org/10.1016/j.aprim.2020.09.001>
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- **Headlights. Sant Joan de Deu Hospital.** [Internet]. [Accessed June 13, 2023]. Available to:
<https://faros.hsjdbcn.org/es>

Teaching platforms

- Moodle
- Mendeley
- Solid

