



## INTRODUCTION

Course description: This subject will address different topics related to basic child and adolescent care in family and community contexts designed to achieve optimal health or, in the case of ill patients, to regain health.

- **Degree:** NURSING
- **Module in the Degree Program:** Nursing Care for Patients at Different Stages of Life
- **Number of credits:** 6 ECTS credit
- **Year:** Third 2º semester
- **Type of course:** Required
- **Professor in charge of the course:** Dra. Mainer Belintxon
- **Instructors:** Dña Hazel Wood; Dña. Almudena Castillo; D. Pablo Tabuenca
- **Language:** English
- **Lecture schedule:** Monday and Wednesday from 11-13 pm

## LEARNING OUTCOMES (Competencies)

The subject competences are adapted with the following competences for the Nursing Degree (Basic, General and Specific):

### Core competencies:

CB1. Students have demonstrated knowledge and understanding in an area of study that starts from the basis of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that demonstrate knowledge from the top of their field of study.

CB2. Students know how to professionally apply their knowledge to their profession in and possess the skills that are usually demonstrated through the explanation and defense of arguments, and the resolution of problems within their field of study.

CB3. Students have the ability to gather and interpret relevant data (usually within their field of study) to make judgments that reflect on relevant social, scientific or ethical issues

CB4. Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences

CB5. That students have developed the learning skills necessary to undertake further studies with a high level of autonomy

### General competences:

CG01. In the field of nursing, to be able to provide technical and professional health care appropriate to the health needs of the people they serve, in accordance with current scientific knowledge at all times, and with the levels of quality and safety established in the applicable legal and deontological standards.



CG02. Plan and provide nursing care aimed at individuals, families, or groups oriented to health outcomes by evaluating their impact, through clinical practice and care guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.

CG04. Understand the interactive behavior of the person according to gender, group or community, within their social and/or cultural context.

CG06. Select nursing interventions based on the best scientific evidence available.

CG07. Understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.

CG08. Promote and respect the right to participation, information, autonomy and informed consent in the decision-making of the people served, according to the way they live with their health-disease process.

CG09. Promote healthy lifestyles, self-care, and maintain preventive and therapeutic behaviors.

GC10. Protect the health and well-being of all people, family or groups served, guaranteeing their safety.

GC11. Establish effective communication with patients, families, social groups and peers, and promote health education.

GC15. Work with a team of professionals as a basic unit in which health care professionals and other staff are assembled in a multidisciplinary and interdisciplinary way.

GC17. Perform nursing care based on comprehensive health care, which involves interprofessional cooperation, integration of processes and continuity of care.

**Specific competences:**

CE09. Identify people's psychosocial responses to different health situations (in particular, illness and suffering), selecting appropriate actions to provide help. Establish an empathetic and respectful relationship with the patient and family, according to each person's situation, health problem and stage of development. Use strategies and skills that allow effective communication with patients, families and social groups, as well as the expression of their concerns and interests.

CE10. Recognize life-threatening situations and how to execute basic and advanced life support interventions.

CE26. Perform nursing care techniques and procedures, establishing a therapeutic relationship with patients and their families. Choose interventions to treat or prevent problems arising from changes in their health status.

CE27. Have a cooperative attitude with the different members of the health care team.

CE29. Apply appropriate care during the maternity process to facilitate the adaptation of women and newborns to new demands and prevent complications.



CE30. Know the specific aspects of neonatal care. Identify the characteristics of the different stages of childhood and adolescence and the patterns and factors of expected growth and development.

CE31. Know the most frequent health problems in childhood and identify their manifestations. Analyze the child's assessment data, identifying nursing problems and complications that may arise.

CE32. Apply the techniques that integrate nursing care, establishing a therapeutic relationship with children and their caregivers.

CE33. Select interventions appropriate for healthy and sick children, as well as those derived from diagnostic and treatment methods.

CE34. Be able to provide health education to parents or primary caregivers.

CE41. Provide care, guaranteeing the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of the patient and family.

CE42. Individualize care with respect to age, gender, cultural differences, ethnicity, beliefs and values.

CE43. Know the most relevant mental health problems in the different stages of the life cycle, providing comprehensive and effective care in the field of nursing.

## PROGRAM

The following themes will be addressed in this subject:

- Planning child and adolescent health. Social attitudes towards children and adolescents. Caring for children and adolescents and their families. The concept of "family-centred" care. The role of nursing in pediatrics
- Family concept. The family in contemporary life: structure, function, family development, family roles, duties of parents towards their children. Factors that influence family functioning, and health.
- Nursing care for healthy newborns.
- Health risks in the newborn derived from the birth process.
- Metabolic disorders in the newborn.
- Nursing care for infants/children premature /the low birth weight infants
- Nursing care in the nutrition process
- Nursing care for children and adolescents with nutritional disorders
- Child abuse
- Prophylaxis of illnesses caused by biological agents.
- Nursing care for children and adolescents suffering from oxygenation disorders.
- Physiological differences between children and adults. Classifications of the different stages of childhood. Growth and development in children and adolescents
- Nursing care for children and adolescents with cancer-related diseases.
- Nursing Care of Children and Adolescents with Neurological Disorders
- Accidents and poisoning
- School and Adolescent Health Promotion



- Child Mental Health

## EDUCATIONAL ACTIVITIES

### Lectures ( 2,28 ECTS. 57h)

Students will receive essential, well-organized information from diverse sources. Besides class lectures, a number of teaching resources will be used, including audiovisual aids, information technologies, document-based exercises and discussion groups to encourage student motivation and participation. The lecture topics addressed in class will be available to students on the ADI online classroom.

### Service Based Learning Activity (0,08 ECTS.2h)

#### One-to-one tutorials

Individual tutorials will be held to monitor student the topics addressed in class. Dates can be arranged in the following link: <https://calendar.app.google/moDpHoenbtjCtXrz7>.

### Evaluation (0,08 ECTS.2h)

Administration of a final examination to confirm that students have acquired the theory and practical knowledge and skills covered in the subject

### Personal work (3,56 ECTS. 89h)

Students must understand themes covered early in the course to be able to comprehend information presented later in the course, and will have to be able to integrate material learnt throughout the course. Therefore, it is important that they do not fall behind and try to set aside regular times outside of class to work on the course material on a daily basis.

## ASSESSMENT

### Learning Outcome

Students must demonstrate acquisition of the subject competencies (knowledge, skills and attitudes) through:

- Class participation and attendance 10 %
- Service Learning Activity 10%
  - The experience allows students to apply pediatric nursing knowledge in real contexts while promoting social responsibility.
- Final Examination 70% The final examination will be a multiple choice test and will be graded based on the number of correct answers. **Students must pass the final examination in order to pass the subject.**

### Criteria to pass the course

- Students whose final grade is 5 points or more will pass the course.
- Students whose final grade is below 5 points will not pass the course and will be graded as *Suspense* .



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- Students who do not take the final exam will not pass the course and will be graded as *No presentado*.

## Exams review

- Students will be able to review the exams in an interview with the professor, after publication of the grades, in a day and place that will be indicated.

## EVALUATION IN THE EXTRAORDINARY CALL

Re-sit Examination Period:

- Students who only fail the examination must take it again.

People re-taking a subject:

- Students re-taking a subject must attend classes again. They must turn in the relevant activities and take the examination.

## Service Learning Activity

- The subject must be passed, in order to add the extra point to the final mark.
- Details will be explained in class.
- Service-Learning activity in which students design and deliver health promotion workshops aimed at children.
- Workshops are adapted to different groups, including schools, hospital classrooms, and special education units.
- The experience allows students to apply pediatric nursing knowledge in real contexts while promoting social responsibility.

## ATTENTION: Warning about academic fraud

Please note that any attempt at fraud, cheating, plagiarism, or other irregular behavior constitutes a serious offense, as established in Title IV, "Rules of Academic Discipline for Students", within the system of regulations on coexistence at the University of Navarra

## OFFICE HOURS

**Dña Hazel Wood** (hwoodw@unav.es)

- Appointments will be arranged by email

**Dña. Almudena Castillo Ocaña** (acastillooc@unav.es)

- Appointments will be arranged by email

**Dra. Maider Belintxon** (mbelintxon@unav.es)

- Appointments will be arranged by email

**D. Pablo Tabuenca Agramonte** (ptabuencaag@unav.es)

- Appointments will be arranged through the following link: <https://calendar.app.google/GnXhTMUwu99cM4JD9>

## BIBLIOGRAPHY AND RESOURCES



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## Basic Bibliography/Recommended Readings:

### Main Textbook:

Hockenberry, M. J, & Willson, D. & Rodgers, C.C. (2019) Wong's Nursing Care of Infants and Children, 11<sup>th</sup> Edition. [Localízalo en la Biblioteca](#) (Ed. 2015)

### Other Recommended Readings:

Stein (2019). Communication with children and adolescents about the diagnosis of their own life-threatening condition, *Lancet*, 393, 1150-1163 [Find this article in the library](#)

Svavarsdottir, E.K., Kamban, S.W., Konradsdottir, E., & Sigurdardottir, A.O. (2020). The impact of family strengths oriented therapeutic conversations on parents of children with a new chronic illness diagnosis, *Journal of Family Nursing*, 26(3), 269-281 [Find this article in the library](#)

Khleif, Samir N, Olivier Rixe, and Roland T Skeel. *Skeel's Handbook of Cancer Therapy*. Ninth edition. Philadelphia, [Pennsylvania: Wolters Kluwer, 2016. Print. [Localízalo en la biblioteca](#)

### Other References of Interest

Acerbo F y Garrahan JP. Cuidados en Enfermería Neonatal. 3ª edición. Ediciones Journal. Argentina, 2009. [Localízalo en la Biblioteca](#)

Aguilar Cordero MJ. Tratado de Enfermería Infantil. Cuidados Pediátricos. Madrid: Elsevier Science, 2003. [Localízalo en la Biblioteca](#)

Bernal A. Instituto de Ciencias para la Familia. Universidad de Navarra. La familia como ámbito educativo. 2ª edición. Editorial Rialp. Madrid, 2005. [Localízalo en la Biblioteca](#)

Bras i Marquillas J y de la Flor i Brú JE. Pediatría en Atención Primaria. 2ª edición. Ed. Masson SA. Barcelona, 2005. [Localízalo en la Biblioteca](#)

Bowlby J. Vínculos afectivos: Formación, desarrollo y pérdida. 6º ed. Madrid: Morata, 2014. [Localízalo en la Biblioteca](#)

Polo, Leonardo. *Ayudar a crecer : cuestiones de filosofía de la educación*. 1ª ed. Pamplona: EUNSA, 2006. Print. [Localízalo en la Biblioteca](#)

Pélissié du Rausas, Inès, Anne-Charlotte Larroque, y Almudena Liger. *¿Y si hablamos de amor? : la educación afectiva y sexual de los niños y adolescentes*. Madrid: Ediciones Palabra, S.A., 2023. Print. [Localízalo en la Biblioteca](#)