Universidad de Navarra

Child Nursing Care (INP)

Teaching guide 2026-27

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
- **Thype of course**: Required
- **Professor in charge of the course:** Dra. Maider Belintxon
- **Instructors**: Dña Hazel Wood; Dña. Almudena Castillo; D. Pablo Tabuenca; Dr. Marcia Van Riper.
- **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

Interdisciplinary Innovation Seminars: "*Conectando disciplinas: formación integral del alumnado de Educación, Psicología y Enfermería.*" This course incorporates two seminar-style training sessions taught by faculty members from the **Faculty of Education and Psychology**. These sessions aim to provide students with a comprehensive, interprofessional perspective on child development, complementing clinical nursing care with psychoeducational insights.

EDUCATIONAL ACTIVITIES

Lectures (2,28 ECTS. 57h)

Universidad de Navarra

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 by writting to the desired professor.

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.

SERVICE LEARNING

Activity Overview

Detailed guidelines and operational schedules will be presented and discussed during class.

This Service-Learning (ApS) initiative provides students with an immersive, experiential learning opportunity to implement health promotion workshops tailored for pediatric populations.

By taking learning beyond the traditional classroom, workshops are dynamically adapted to diverse community settings, including primary schools, hospital classrooms, and special education centers. This dual-purpose methodology enables students to apply core pediatric nursing knowledge in real-world clinical and community scenarios while cultivating deep civic engagement, social responsibility, and humanized care:

- **Societal Need Addressed:** The project targets the critical need for preventive health education in early childhood and addresses the widespread anxiety associated with healthcare environments ("white coat syndrome"). By deploying interactive workshops in schools, hospital classrooms, and special education units, students promote health literacy, emergency preparedness (basic CPR), and emotional regulation in pediatric populations.
- **Alignment with Course Objectives:** This activity directly reinforces the course's core clinical and educational goals. Students operationalize pediatric nursing knowledge by designing developmentally appropriate interventions, promoting healthy lifestyles, and executing health education for children and primary caregivers (*CG09, CE34*).
- **Professional Competencies (Decision-Making, Personal & Public Communication):** Students strengthen critical professional capabilities by autonomously adapting pedagogical strategies in real time based on pediatric responses. The activity demands high-level public communication to translate complex clinical concepts into accessible language (*CB4, GC11*) and master one-on-one therapeutic communication to establish trust and psychological safety (*CE09*).
- **Social Competencies & Civic Skills:** As active agents of health promotion, students develop civic engagement, social responsibility, and ethical commitment by bringing higher education resources into the local community. They cultivate empathy, active listening, and a humanized approach to care, recognizing vulnerable pediatric populations without prejudice (*CG04, CG0).*

Universidad de Navarra

Assessment & Evaluation Framework

The evaluation of this Service-Learning activity adopts a continuous, three-stage reflective model designed to capture academic performance, practical competence, and personal transformation before, during, and after the intervention.

1. Pre-Activity Stage: Learning Contract (*Prior to Intervention*)

- **Format:** Individual Written Reflection (ADI Upload)
- **Description:** Before entering the community setting, students will complete and submit a structured *Learning Contract*. In this document, students articulate their personal learning objectives, anticipate potential challenges in pediatric communication, and explicitly reflect on the specific clinical, interpersonal, and civic competencies they aim to acquire throughout the experience.

2. Active Stage: Direct Practical Assessment (*During Intervention*)

- **Format:** On-Site Observational Rubric
- **Description:** Faculty members will directly observe and evaluate students in real-time during the execution of the workshops. The evaluation focuses on two critical practical pillars:
  - **Therapeutic Pediatric Communication:** The ability to adapt language, tone, and non-verbal cues to the developmental age of the child.
  - **Interactive Engagement & Empowerment:** The capacity to foster active, hands-on participation and enthusiasm among pediatric participants.
  - *Note: The detailed evaluation rubric will be published on ADI at the beginning of the semester.*

3. Post-Activity Stage: Reflective Portfolio & Journaling (*Post Intervention*)

- **Format:** Guided Reflective Questionnaire (ADI Upload)
- **Description:** Following the completion of the workshops, students will submit a comprehensive *Reflective Diary* addressing a series of qualitative prompts. This instrument is specifically designed to facilitate deep metacognition, allowing students to internalize the competencies gained, evaluate their personal and ethical growth, and analyze the long-term impact of their service on the community and their evolving professional identity as future nurses.

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 80% 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 *Suspenso* .

- 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.

Students with specific educational support needs

- Students with specific educational support needs must contact the Academic Coordination Office of the (faculty/school) in advance to obtain the appropriate authorization for any accommodations (for example, additional time during examinations). This authorization must then be sent by the student to the instructor. It is recommended that this process be completed at the beginning of the semester.

- **Use of Devices:** On the day of the final exam, students may only enter the classroom with a pen and an identification document. The use of mobile phones, smartwatches, earpieces, or any similar devices is strictly prohibited.

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.

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

Dr. Marcia Van Ripper

- Appointments will be arranged by email (vanriper@email.unc.edu)

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

Basic Bibliography/Recommended Readings:

Main Textbook:

Hockenberry, M. J, & Willson, D. & Rodgers, C.C. (2019) Wong's Nursing Care of Infants and Children, 11th 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 filosófia de la educación*. 1ª ed. Pamplona: EUNSA, 2006. Print. Localízalo en la Biblioteca

Pélissié du Rausas, Inès, Anne-Charlotte Larroque, y Almudena Ligero. *¿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