

Nursing Care in Child Health Primary Care

Code: 101772
ECTS Credits: 3

Degree	Type	Year	Semester
2500891 Nursing	OT	4	0

Contact

Name: Raquel Coronado Robles
Email: Raquel.Coronado@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Maria Angeles Pizarro Gonzalez

Prerequisites

There are no official prerequisites.

However, it would be recommended to review the competences worked in nursing subjects of de child, the teenager and the woman.

Objectives and Contextualisation

Objectives

The subject is programmed in the fourth year of the Nursing Degree and is part of the group of subjects of the Nursing Degree mention Childhood and health, of optional training. It constitutes, therefore, part of the scientific basis necessary for the formation of the nursing graduate.

GENERAL OBJECTIVES

The study of the child between the birth and adolescence, emphasizing in the development of the child and the adolescent in health situations.

To apply the main nursing tools that contribute to the improvement of nursing practice in the specialized primary care and the school care.

SPECIFIC OBJECTIVES

To plan the care process for the people attended, following one of the models of human needs. CRITERION: It must apply the stages of the care process.

To describe different models of health education most used in the field of health. CRITERION: It must be necessary to identify the objective that you want to achieve from the puero-centric and socio-centric models.

To select the most appropriate care plans that allow to intervene on the stress of the child and the family against the disease. CRITERION: It must be based on evidence because they are considered the most appropriate.

To analyze the interventions proposed in the care plan. CRITERION: You must justify your membership with the selected care model.

Competences

- Base nursing interventions on scientific evidence and the available media.
- Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
- Identify, analyse and choose the most suitable option to respond efficiently and effectively to problems in the professional context.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Plan and carry out nursing care aimed at people, families and groups orientated to health results and evaluate the impact of them using clinical and care practice guides describing the processes for the diagnosis, treatment or cure of a health problem.

Learning Outcomes

1. Applying the nursing methodology in professional care as health needs child.
2. Defend nursing actions in infant health in original articles and/or expert contributions.
3. Describe the nursing actions to accompany the family as a basic unit of infant health.
4. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
5. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
6. Plan nursing care aimed at groups: school health.
7. Plan nursing care aimed at infancy and the family.

Content

This subject tries to introduce the student when taking care of the childhood in the Primary Health Care (APS). Broadly speaking, the health situation of the population of Catalonia is characterized by one life expectancy that is located among the highest in the world. Habits and lifestyles have improved in relation with smoking habit, the use of safety elements in cars and motorcycles and the carrying out of activity preventive (control of blood pressure, cholesterol level measurement, mammography and cytologies or influenza vaccination).

But there are important areas of improvement, especially those in which we have not advanced, as they are physical activity, healthy eating or maintaining proper weight. In the case of young people, concerns about the importance of smoking and excessive consumption of alcohol and drugs, as well as sexual habits and eating disorders.

The concept of a child, as well as childhood and adolescence, as it is understood today, would be "like one special and comprehensive phase of life "(Bergen, 2007).

At present, a child is understood as "every human being under 18 years of age, unless, under the laws that be applicable, get before the majority of age ", (Art 1 of the UNICEF Children's Rights Convention, 1996). The convention on the rights of children says the following: all children must be free from discrimination. They must develop themselves physically and mentally in freedom and dignity. To have a name and one nationality. To have adequate nutrition, housing, recreation and health services. To receive special treatment, for any deficiency. To receive love, understanding and material security. To receive education to develop their capabilities. To be the first to receive protection in case of catastrophes. To be protected from abandonment, cruelty and exploitation. To be educated in the spirit of friendship among peoples. (General Assembly of the United Nations 1989).

Currently and in our environment, to offer of nursing care is based on a dissemination generalized of the concept of health; a permanent influence of the socio-economic conditions in the situation of children and adolescents and a very important development of healthcare since the technological and organizational aspect.

The need to train nurses in caring for children in a special way is parallel to development of pediatric questions in primary health care. Nursing is defined pediatrician as "providing care or taking care of the child and the teenager to promote the balance of basic needs in relation to health, illness and death".

On the other hand, research in pediatric nursing is framed within this field of study. The nurse research, is that that increases the knowledge within the scope of the object of the nursing, as they could be, the studies of the level of modification of the basic needs of a child with problems of health based on the degree of development.

CONTENTS

- General aspects of nursing care of the child, the adolescent, and the family.
- Protocol for preventive and health promotion activities at the pediatric age.
- Vaccination in children and adolescents. General concepts.
- Food and nutrition in the baby, the child and the adolescent.
- BPSO. Guide to Good Practices in Nursing for Breastfeeding.
- Growth and development.
- The adolescence: problems of paying attention to the adolescent health.
- School health: health programs at school.
- Social influences of the environment in the children health.
- Violence and its effects on children.
- Pediatric nursing care for children in situations of chronic illness.

Practical skills

1st. Role playing on nursing consultations about the healthy child.

1b. Emergencies and childhood emergencies in Primary Health Care.

2. Vaccines.

Methodology

Expositive classes in order to explain the most current evidence, clarify doubts and relate concepts where students have a greater difficulty.

Group presentations: presentation and presentation of a clinical situation of pediatric nursing in the field of the childhood, adolescence in the context of the primary health care.

Laboratory practices: in order to carry out certain procedures and apply different protocols and clinical guidelines to take care children in pediatric nursing consultations within the framework of primary health care

Individualized tutorials: specific tutorials can be specified by contacting them by email with the teacher via the Moodle.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
LABORATORY PRACTICES (PLAB)	6	0.24	1, 2, 3, 4, 6, 7

THEORY	20	0.8	1, 3, 4, 5, 6, 7
Type: Autonomous			
PREPARATION OF WRITTEN WORKS/SELF STUDY/READING ARTICLES/REPORTS OF INTEREST	42	1.68	1, 2, 3, 4, 5, 6, 7

Assessment

According to the modifications approved by agreement of the Governing Council of July 12, 2017 in Title IV of the academic regulations RD 1393/2007:

The evaluation system is organized into 3 evaluative activities distributed through the course, none of them has a weigh over than 50% of the final grade:

Completion and presentation of a case studies of pediatric nursing (35%).

This will be done in a group. The evaluation process will be throughout of 2 formative assessment rubrics: a written presentation rubric and one rubric of oral defense of written work.

The clinical case will be presented by 2 students from each group and the rest of the group's students they will answer the questions asked by the rest of the class students and the teacher.

Students will have available the formative assessment rubrics of the subject in the Moodle before to be assigned the work groups and the clinical cases.

Written evaluation (50%)

Purpose: This test allows us to assess the ability to apply knowledge and skills in caring for children hospitalized, organize and integrate ideas and information and develop a discourse of their own.

Type of test:

- 30 questions test (selection items).
- 4 restricted questions
- 1 extensive question.

This test requires ability to develop a discourse of its own and not only know how to apply information.

Laboratory practices (PLABs) (15%).

Preliminary preparation, assistance, attitude and participation of students, as well as preparation of support annotations will be evaluated. It will be evaluated through a formative evaluation rubrics.

Students will have available the rubric of the subject in the Moodle before starting the curs.

MARKS:

Merit (EX). The student has achieved the competencies evaluated and carried out independently doing its justifications with evidences.

Good (N). The student has attained the competencies evaluated and carries out them autonomously with some evidences.

Pass (AP). The student can achieve supervised evaluation skills.

Fail (SS). The student has not achieved the competencies evaluated.

1.- The requirement to obtain the final grade through continuous evaluation is to have been submitted to all the parts evaluated and have them passed by a mark of 5 or higher.

2.- It will be considered not evaluable through continuous evaluation to the student who has been missing more than one laboratory practice. To facilitate assistance to the PLABs, a document of group exchange of laboratory practices (exchange with a colleague from another group) and one spot laboratory practice permute document will be provided.

3. To participate in the recovery process the student must have been previously evaluated in a set of activities whose weight equals to a minimum of two thirds of the total rating of the subject. To participate in the recovery process the student must have obtained a qualification minimum of 3.5 in the average of the subject. The PLABs, because of their eminently practical nature, do not they are recoverable.

4.- The final grade of the subject will be the weighted average of the different parts that configure it.

Grade F = Fail

Grade E = Pass

Grade B = Good

Grade A = Merit

Grade A+ = Honour distinction (will be awarded to those students who have obtained the best grades totals greater than or equal to 9, within the cup of 5% of students enrolled in the subject).

5.- The student has the right to review the evaluation tests. For this purpose, the revision dates will be specified once the provisional qualifications have been transferred and published to the academic record of students. The revision data will be published in Moodle in the following week in the publication of qualifications provisional. A link to Doodle will be provided to the students to schedule the time of the review.

6.- The valuation of special and particular situations will be valued by a set evaluation committee to that effect.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in classed seminars	15%	1	0.04	1, 2, 3, 4, 5, 6
Oral assesments: structured test/Evaluation through case studies and problem solving	35%	3	0.12	1, 2, 3, 4, 5, 6, 7
Written evaluation: objective test.	50%	3	0.12	1, 2, 3, 4, 5, 6, 7

Bibliography

- Ann Towle M. Asistencia de enfermería materno-neonatal. Pearson Education, SA; 2011
- Ball JV, Bindler RC. Enfermería Pediátrica. Asistència infantil. Madrid:Pearson Educación.S.A.; 2010
- Díaz Gómez, NM, Gómez García MC, Ruíz García MJ. Enfermería de la infancia y la adolescencia. Madrid: McGraw-Hill Interamericana España; 2006
- Edo Gual M, Giró Sanabria I, March Vilà G. Manual de procedimientos y técnicas de enfermería en pediatría. Bellaterra. Barcelona: Servei de Publicacions. Universitat Autònoma de Barcelona; 2010.
- Galbán Oliert JA. Enfermería pediátrica. Manual de urgencias. Sevilla: Editorial MAD; 2000.
- Lissauer T, Graham C. Texto ilustrado de pediatría. Elsevier; 2009.

McInerney TK, Adams HA, Campbell DE, Kamat DM, Kelleher KJ. Tratado de Pediatría. (2 Vol.) American Academy of Pediatrics. Madrid: Editorial Médica Panamericana;2011.

Markenson DS. Asistencia Pediátrica Prehospitalaria. Elsevier España S.A.; 2007.

De los Reyes López, M, Sánchez Jacob M. Bioética y Pediatría. Sociedad de Pediatría de Madrid y Castilla-La Mancha; 2010.

Ruiz González MD, Martínez Barellas MR, González Carrión P. Enfermería del niño y del adolescente. Madrid: Enfermería 21. Difusión Avances de Enfermería (DAE); 2009.

Generalitat de Catalunya. Departament de Salut. Protocol d'activitats preventives i de promoció de la salut a l'edat pediàtrica. Direcció General de Salut Pública; 2008.

Generalitat de Catalunya. Departament de Salut. Manual de vacunacions de Catalunya. Cinquena actualització. Agència de Salut Pública de Catalunya; 2018.

Webs:

- Societat Catalana de Pediatría www.scpediatría.cat
- http://www.isciii.es/htdocs/redes/investen/Best_Practice.htm
- http://www.naos.aesan.msssi.gob.es/naos/estrategia/que_es/
- <http://www.unicef.org/progressforchildren/>
- http://issuu.com/ligaeducacion/docs/adolescentes_de_hoy
- http://www.savethechildren.es/docs/Ficheros/519/Informe_MAS_ALLA_DE_LOS_GOLPES_v1_OK-1.pdf
- <http://plataformadeinfancia.org/publicaciones/documento/guia-practica-del-buen-trato-al-nino>
- http://www20.gencat.cat/docs/dasc/03Ambits%20tematics/07Infanciaiadolescencia/Recursos_professio
- <http://www.mgf.uab.es/>
- <http://salutpublica.gencat.cat/ca/inici>