

Nursing Care in Childhood, Adolescents and Women

Code: 106112
 ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	3	1

Contact

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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

Prerequisites

There are no official prerequisites.

However, it would be good to review the skills worked on in the subjects Clinical, of Structure and function of the human body and Physiology in tl recommended to review the competencies of the subject of Nursing Metf

Objectives and Contextualisation

The subject is programmed in the third year of the Degree in Nursing and is part of the group of subjects of compulsory training. It therefore constitutes part of the scientific basis ne nurse.

GENERAL OBJECTIVES

Its general objectives are the study of the child from the moment of conce of women's sexual and reproductive health. Emphasizing the developme life cycle and in the knowledge of the main nursing tools that collaborate nurse in primary health care and specialized care.

SPECIFIC OBJECTIVES

Identify the changes that occur in women during childbirth and postpartu : You must relate at least 80% of them at this stage of the life cycle.

Relate the stage of development in which the child is with how to meet th basic from birth to adolescence. CRITERION: It must be based on how a in this way throughout these stages.

Analyze the health situation of women in the different stages of the life cy CRITERION: identifying the main problems, describing the etiology, and of them.

Plan the process of caring for the people cared for, following one of the n CRITERION: You must apply the stages of the care process.

Select the most appropriate care plans that allow you to intervene on the illness and hospitalization. CRITERION: It must be based on evidence be suitable.

Analyze the interventions proposed in the care plan. CRITERION: You must select a care model.

Select the most appropriate interventions to address the health problems at the different stages of the life cycle. CRITERION: Must justify with evidence each of them.

Analyze care, on the stress of the child and the family in the face of illness to identify and justify with evidence the actions that guarantee the stabilization of complications.

Competences

- Base nursing interventions on scientific evidence and the available media.
- Demonstrate knowledge of strategies to adopt measures of comfort and care of symptoms, the patient and family unit, in the application of palliative care that will contribute to alleviate the situation of advanced and terminal patients.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Generate innovative and competitive proposals for research and professional activities.
- 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.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- Respect diversity in ideas, people and situations.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use scientific methodology in interventions.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse gender inequalities and the factors on which they are based in different systems: family system, parents, economic, political, symbolism and educational systems.
3. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
4. Analyse the factors involved in the health and welfare of people, families and groups attended to and ensure their safety.

5. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
6. Apply knowledge of physiopathology and factors affecting health in nursing care.
7. Critically analyse the principles and values that regulate the exercising of the nursing profession.
8. Demonstrate skill in performing nursing procedures and techniques.
9. Describe nursing care during the maternity process to facilitate the adaptation of women and new-borns to new demands and prevent complications.
10. Describe specific nursing care that favours the adaptation of new-borns and the prevention of complications.
11. Describe the most common health changes in children and adolescents, their manifestations (changing needs) and the nursing care to be employed for these health problems.
12. Design care aimed at patients in situations of advanced illness and end of life which includes the appropriate strategies to improve their comfort and alleviate the situation, taking into account the values and preferences of care receivers and their families.
13. Develop skills for the application of the scientific method in nursing interventions.
14. Identify and prioritise the different measures of physical, emotional and spiritual comfort in advanced stages of illness and at the end of life.
15. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
16. Identify the characteristics in women at different stages of the reproductive cycle and the menopause as well as the care necessary in each stage.
17. Identify the different measures for physical, emotional and spiritual comfort in advanced stages of illness and in situations of end of life.
18. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
19. Justify nursing actions with physiopathological processes.
20. Propose protocols for care aimed at people at risk of becoming ill.
21. Recognise psychosocial responses to loss and death and understand the measures that can help patients and their families in these circumstances.
22. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
23. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Content

INTRODUCTION

In this subject we will address the issue of health in childhood, adolescence, pregnancy, childbirth and puerperium. We start from the state of health of much of the changes (sociodemographic, epidemiological, technological, Some with the arrival of immigrant population in a short period of time, health population sex and fertility trends. There are, however, important areas for physical fitness, healthy eating or maintaining proper weight. In the case of smoking and excessive alcohol consumption, as well as the increase in In our environment, nursing care for children is based on: A widespread health concept. A permanent influence of socioeconomic conditions on the of adolescents. A very important development of health care from the technological organizational.

Contents

Childhood. Take care of the newborn. The child of school age. Promote and maintain health in growth

and child development. Characteristics of the different stages of childhood which condition the normal pattern of growth and development. Most common childhood and identify its manifestations. Nursing care for the child and family. The process of nursing care in the child and adolescent in the hospital at the stages of the nursing care process. Nursing care process to assess the health situation (monitoring and development of the healthy child) and illness in the family with the arrival of a new member. Family caregivers.

Adolescence. Puberty. Pregnancy in adolescence / Aggression in adolescence / Risky behaviors in adolescence. The most common health problems in adolescence.

The woman. Pregnancy, childbirth, puerperium normal and high risk. Characteristics of women in the different stages of the reproductive cycle. Women and menopause. Taking care of women at different stages. The most common health problems in women. The process of nursing care for health problems - illness.

Methodology

Expository theoretical classes will be offered on topics related to the cases that will be worked on in class.

Supervised case seminars will be held. each case will be resolved through group work and its subsequent presentation.

They will have to make a work plan, a bibliographic search, compare their results, be critical, to finally find the best solution.

After that in the last case seminar, they will perform the group self-assessment.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory	20	0.8	11, 9, 10, 15, 14, 17, 18, 23, 22
Type: Supervised			
Seminars	30	1.2	1, 7, 4, 2, 5, 3, 6, 8, 11, 9, 10, 13, 12, 15, 14, 16, 17, 18, 19, 20, 23, 22, 21
Type: Autonomous			
personal study	90	3.6	1, 3, 6, 9, 14, 16

Assessment

The evaluation system is organized in 3 modules each of which will have a specific weight in the qualification final:

Attendance and active participation in seminars (50%)

It consists of an oral evaluation at the end of each of the situations

The aim of this assessment is to serve as a stimulus for learning to feed they contemplate four dimensions: responsibility, learning skills, commur group.

Delivery of self-assessment reports / written work (10%)

Two days after the end of each situation, each group must submit, by me 2-page self-assessment with a reflection and assessment of their degree of each group of Self-assessments out of time established will not be accepted. Failure to deliver the exercise will result plagiarism in any of the exercises would mean the suspension of the sub

Oral defense of works (40%) at the end of the work of situations.

The following dimensions are evaluated:

Contents

Question asked (complexity). Bibliographic search (keywords, sources of Background

(problem definition, epidemiology, associated factors, current state of the (clear and coherent argumentation to answer the question). Presentation Applicability and usefulness in practice. Bibliography (bibliographical refe Presentation methodology

Exposition and language (order, vocabulary). Audiovisual material design indicated time). Non-verbal language (posture, movements, eye contact) computer support.

OBTAINING THE FINAL QUALIFICATION

The requirement for obtaining the final mark is to have presented to all th obtained a score of 5.

It will be considered non-evaluable, of all the integrated subjects that mal the student has missed 30% of the sessions.

According to agreement 4.4 of

Governing Council 11/17/2010 of the evaluation regulations, the grades \ Excellent (EX) From 9.0 to 10. The student has achieved the assessed c autonomously making their justifications with evidence.

Notable (N) From 7.0 to 8.9. The student has achieved the assessed cor autonomously with some evidence.

Approved (AP). From 5.0 to 6.9. The student can achieve the competenc

Suspension (SS). From 0 to 4.9. The student has not achieved the asses
Not Evaluated (NA) The student has not completed the scheduled activiti
competencies.

4. The student has the right to review the assessment tests. For this purp
virtual.

5. The assessment of special and particular situations will be assessed b
the subject / module by means of the continuous evaluation will be able t
end of recovery, provided that they have been submitted to all scheduled

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Examen	50%	2	0.08	1, 7, 2, 5, 3, 6, 8, 9, 10, 13, 12, 14, 16, 17, 18, 19, 20, 23, 22, 21
case resolution	40%	6	0.24	1, 7, 4, 2, 5, 3, 6, 8, 11, 9, 10, 13, 12, 15, 14, 16, 17, 18, 19, 20, 23, 21
self-assessment	10%	2	0.08	7, 23, 22

Bibliography

Given that one of the general competencies that the student is intended to acquire is to develop strategies for autonomous learning (CG2) the bibliography is not specific
In solving problems the student must become competent in the search for
first session students, depending on the work plan proposed, find out what
suitable for your work plan,
they confront findings and evidence. Depending on this shared work they
same.
These are the fundamental reasons why it is not considered appropriate
specific bibliography list.

Software

No specific software is required