

Degree	Type	Year
2500891 Nursing	OB	3

## Contact

Name: Purificación Escobar García

Email: purificacion.escobar@uab.cat

## Teachers

Ariadna Huertas Zurriaga

Pablo Rodríguez Coll

## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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 the recommended to review the competencies of the subject of Nursing Methods

## 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 of the nurse.

### GENERAL OBJECTIVES

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

## SPECIFIC OBJECTIVES

Identify the changes that occur in women during childbirth and postpartum.

## CRITERION

: 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 the basic from birth to adolescence.

CRITERION: It must be based on how and why they are satisfied  
in this way throughout these stages.

Analyze the health situation of women in the different stages of the life cycle.  
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 models.  
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 based suitable.

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

Select the most appropriate interventions to address the health problems 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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 run, in the application of palliative care that will contribute to alleviate the situation of advanced and terminal patients.
- Design systems for caring aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

- 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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 bases for care in patients who are in pain.
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. Describe the safety rules to be followed in cases of problems arising from clinical situations related to pharmacological administration in accordance with the current regulations.
13. 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.
14. Design nursing care using instruments adequate for the situation of people throughout their life cycle taking into account the current regulations, the best existing evidence and standards of quality and safety.
15. Develop skills for the application of the scientific method in nursing interventions.
16. Identify guides for clinical and care practice related to caring for the health demands of people during the whole life cycle and in changes which may occur.
17. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.
18. Identify the characteristics in women at different stages of the reproductive cycle and the menopause as well as the care necessary in each stage.
19. Identify the different measures for physical, emotional and spiritual comfort in advanced stages of illness and in situations of end of life.
20. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.

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 the population and much of the changes (sociodemographic, epidemiological, technological, etc.) that have occurred. Some with the arrival of immigrant population in a short period of time, have led to changes in population sex and fertility trends. There are, however, important areas for health promotion: physical fitness, healthy eating or maintaining proper weight. In the case of smoking and excessive alcohol consumption, as well as the increase in the use of drugs. In our environment, nursing care for children is based on: A widespread health concept. A permanent influence of socioeconomic conditions on the health of adolescents. A very important development of health care from the technical and 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 health problems in 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 and in the community. 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 of life. The most common health problems in women. The process of nursing care for health problems - illness.

## Activities and Methodology

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

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 preser

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

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.

## Assessment

### Continuous Assessment Activities

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

This subject does not provide for the single assessment system

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

Theoric exam(50%)

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

Two days after the end of each situation, each group must submit, by means of a 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 in 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 reference 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 the obtained a score of 5.

It will be considered non-evaluable, of all the integrated subjects that make the student has missed 25% of the sessions.

According to agreement 4.4 of

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

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

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

Suspension (SS). From 0 to 4.9. The student has not achieved the assessed

Not Evaluated (NA) The student has not completed the scheduled activities and competencies.

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

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

#### 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 information. In the first session students, depending on the work plan proposed, find out what is suitable for your work plan, they confront findings and evidence. Depend on the same.

These are the fundamental reasons why it is not considered appropriate to have a specific bibliography list.

## Software

No specific software is required

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	301	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	302	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	303	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	304	Catalan/Spanish	first semester	afternoon
(SEM) Seminars	501	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	502	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	503	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	621	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	622	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	623	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	301	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	501	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	601	Catalan/Spanish	first semester	morning-mixed