

Degree	Type	Year
Nursing Innovation Applied to Vulnerability and Health	OB	1

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

There are no established prerequisites

## Objectives and Contextualisation

There are many situations in childhood and adolescence that mean that children and adolescents in general should be considered vulnerable populations. Boys and girls, like teenagers, are vulnerable because they are at constant risk of being harmed, abused, persecuted, harmed or influenced by different agents in front of whom they are helpless. Sometimes they are victims of violence in institutions, society and even their family, so they need to be protected and cared for by qualified health professionals.

The main objective of the Vulnerable Groups in Children and Adolescents module is for students to know the main problems of inequality and vulnerability of children and adolescents, as well as the nursing care associated with each of the problems treated.

## Competences

- Analyse professional practice in situations of vulnerability on the basis of innovation and research.
- Develop critical reasoning and social commitment to the diverse facets of today's society, based on respect for fundamental rights, equality between women and men and non-discrimination.
- Develop scientific knowledge, critical reasoning and creativity
- Integrate practice informed by evidence in the area of vulnerability and care.
- Involve bioethics in diagnosis and intervention in situations that place the population at risk of vulnerability.
- That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.

## Learning Outcomes

1. Analyse nursing interventions, justifying these with scientific evidence and/or expert contributions that support them.
2. Analyse the prejudices and discrimination experienced by vulnerable populations in the short and long term.
3. Be aware of the physical, psychological and social characteristics that can lead to vulnerability in childhood and adolescence.
4. Describe the most frequent situations of vulnerability in the physical, social, emotional and family spheres applying nursing care.
5. Develop critical reasoning and social commitment to the diverse facets of today's society, based on respect for fundamental rights, equality between women and men and non-discrimination.
6. Develop scientific knowledge, critical reasoning and creativity
7. Identify situations of risk of vulnerability in children and adolescents based on specific situations and applying critical reasoning.

## Content

During the second semester of the course, the following topics will be taught in person:

- Child and Youth Development
- Neurodevelopmental alterations
- Adolescence and sexual and gender diversity
- School assets and child abuse
- Mental health interventions in addictions and drug addictions
- Premature boy and girl
- Nursing communication between parents and mothers of premature babies
- Congenital cardiopathies of children and infants
- Immigration, problems in children, children, and adolescents
- You will impregnate the adolescent
- Intellectual disability

- Mental disorders more frequent in the new, the baby and the adolescents

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS (SESP)	14.5	0.58	1, 2, 3, 4, 6, 5, 7
THEORY (TE)	42	1.68	1, 2, 3, 4, 6, 5, 7
Type: Autonomous			
DELIVERY OF WORKS / REPORTS	60	2.4	1, 2, 3, 4, 5, 7
SELF-STUDY	106.5	4.26	1, 2, 3, 4, 6, 5, 7

Theoretical classes will be held in the second semester of the course. Also will be seminars specialized.

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
ATTENDANCE AND ACTIVE PARTICIPATION IN CLASS AND SEMINARS	10%	0.5	0.02	6
EVALUATION BY OBJECTIVE TESTS	50%	1	0.04	1, 2, 3, 4, 5, 7
SUBMITTING WRITTEN WORKS	40%	0.5	0.02	1, 2, 3, 4, 5

The following aspects will be evaluated:

- Attendance and participation (10%): attendance sessions will be evaluated. Each absence from a Session deducts 0.5 points from the grade.
- Delivery of works (40%): Part of the content will be assessed through reflective work.
- Evaluation by means of objective tests (50%): Of the face-to-face theoretical sessions will do an examination of knowledge that will consist of 20-25 questions of multiple answer To promise with the other sections, you must have taken a 4.

In case of not passing the exam with a minimum mark of 4, the student will be able to present to a proof of recovery, as long as he has delivered all the works and has a minimum of 5 in the sections of assistance and participation to the discussion forums.

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively for support tasks, such as bibliographic or information searches, text correction, translations or other specific situations in which it is considered appropriate. Students should clearly identify which parts have been generated using this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in this assessed activity will be considered as academic dishonesty and may result in a partial or full penalty in the activity grade, or higher penalties in severe cases

Contributions that involve a lack of respect for classmates and / or teachers will result in the suspension of the module.

The final grade corresponds to the sum of the previous sections. To pass the module, the summation of all sections must give a minimum grade of 5.

The student who does not attend 30% of the sessions will be considered "Not assessable".

#### Qualifications

According to agreement 4.4 of the Governing Board 11/17/2010 of the evaluation regulations, the grades will be:

suspense: from 0 to 4.9

approved: 5.0 to 6.9

Notable: from 7.0 to 8.9

Excellent: 9.0 to 10

## Bibliography

1- Rodes Lloret F, Monera Olmos C E, Pastor Bravo, M. Vulnerabilidad Infantil: un enfoque multidisciplinar. Madrid: Díaz de Santos; 2010

2- Observatorio Nacional de la Violencia Contra las Mujeres y los integrantes del grupo familiar. Los niños, niñas y adolescentes: población vulnerable al maltrato y al abuso. 2018. disponible en: <https://observatorioviolencia.pe/ninez-vulnerable-al-maltrato/>

3- Generalitat de Catalunya. Departament d'Educació. Protocol de prevenció, detecció i intervenció davant l'assetjament i el ciberassetjament entre iguals. 2019. disponible a : <http://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/protocols/assetjament-ciberassetjament-entre-iguals/in>

4-INJUVE. La violencia de género en los jóvenes. Una visión general de la violencia de género aplicada a los jóvenes en España. disponible en: <http://www.injuve.es/observatorio/familia-pareja-e-igualdad-de-genero/la-violencia-de-genero-en-los-jovenes>.

5- Hövels-Gürich H. (2019). Psychomotor and Cognitive Development and Quality of Life in Children and Adolescents with Congenital Heart Defect]. *Klinische Padiatrie*, 231(4), 183-190. <https://doi.org/10.1055/a-0942-1756>

6-<https://www.who.int/es/news-room/fact-sheets/detail/preterm-birth>

7-Meentken, MG., van Beynum, IM., Legerstee, JS., Helbing, WA. y Utens, EM. (2017). Estrés postraumático médicamente relacionado en niños y adolescentes con cardiopatías congénitas. *Frontiers in pediatrics* , 5 -20. <https://doi.org/10.3389/fped.2017.00020>

8-Mous, S.E., White, T., Muetzel, R. L., Marroun, H. E., Rijlaarsdam, J., Polderman, T. J. C., Jaddoe, V. W., Verhulst, F. C., Posthuma, D., & Tiemeier, H. (2017). Cortical morphology as a shared neurobiological

substrate of attention-deficit/hyperactivity symptoms and executive functioning: A population-based pediatric neuroimaging study. *Journal of Psychiatry & Neuroscience*, 42(2), 103-112.

<https://doi-org.are.uab.cat/10.1503/jpn.150371>

9-Siciliano RE, Prussien KV, Lee CA, et al. (2019). Cognitive Function in Pediatric Hypoplastic Left Heart Syndrome: Systematic Review and Meta-Analysis. *J Pediatr Psychol.*;44(8):937-947.

<https://doi.org/10.1093/jpepsy/jsz021>

10-Rubio, B., y Gastaminza, X., (2014). *Paidosiquiatria psicósomática*. Ed. Selene. Madrid.

11-Ezpeleta L., y Toro J., (2014). *Psicopatología del desarrollo*. Ed. Pirámide, Madrid.

12-<https://www.nhlbi.nih.gov/es/salud/cardiopatias-congenitas/vivir-con-cardiopatias-congenitas>

## Software

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEMm) Seminars (master)	101	Catalan/Spanish	first semester	morning-mixed
(TEm) Theory (master)	101	Catalan/Spanish	first semester	morning-mixed