

## 1. OVERVIEW

Subject area	Health and Illness in Childhood and Adolescence
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	Third
ECTS	3 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 5

## 2. INTRODUCTION

"Health and Illness in Childhood and Adolescence" is a compulsory subject area within the curriculum of the Bachelor's Degree in Nursing of the Universidad Europea de Madrid. The child and adolescent population has special characteristics inherent to these stages of the life cycle, which impact their care needs and sometimes expose them to situations of greater vulnerability than other population groups.

Thus, in order to respond to these specific needs, the post of Specialist Nurse in Paediatrics was created, as identified in the Spanish Royal Decree 450/2005 of 22 April, on Nursing specialities, with the education programme for the speciality laid out in Order SAS/1730/2010 of 17 June.

Given the existence of this specialist figure, in the context of undergraduate training, the purpose of this subject area will be to understand the characteristics of each age group, the most common pathophysiological processes at each stage, as well as the monitoring of health in healthy children and their behaviour in different health situations. This will all be approached under the paradigm of family-centred care, as families' participation in the interventions and planning of nursing care is essential.

The fundamental concepts that will guide the subject area are:

- **Best interests of the child.** Programmes and activities developed in the field of child healthcare should follow the guiding principle that "*the best interests of the child shall be a primary consideration*", as established in the UN Convention on the Rights of the Child.
- **Family-centred care.** The family is at the heart of children's development, and is where their physical, psycho-affective and psychosocial needs are met, especially in early childhood, so they should be encouraged to form part of the therapeutic team.
- **Comprehensive healthcare.**

## 3. SKILLS AND LEARNING OUTCOMES

### Basic skills (CB, by the acronym in Spanish):

- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

### General skills (CG, by the acronym in Spanish)

- CG2: Plan and provide nursing care directed at individuals, families or groups, geared towards effective results for health and assess their impact through clinical care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.

- CG11: Establish effective communication with patients, families, social groups and colleagues, and promote health education.

**Cross-curricular skills (CT, by the acronym in Spanish):**

- CT2: Manage information, resources and technologies independently to achieve your learning objectives.
- CT4: Apply effective communication strategies in professional practice.

**Specific skills (CE, by the acronym in Spanish):**

- CE20: Identify the characteristics of the different stages of childhood and adolescence, as well as the factors that determine normal growth and development patterns.
- CE21: Analyse a child's assessment data, identifying the nursing problems and complications that may arise and selecting the nursing interventions appropriate to their health status, as well as those derived from the methods of diagnosis and treatment. Employ nursing care techniques, establishing a therapeutic relationship with children and their carers and providing health education to parents or primary carers.

**European skills:**

- CUE1: Independently diagnose the necessary nursing care using theoretical and clinical knowledge, in order to plan, organise and manage nursing care when treating patients on the basis of the knowledge and skills acquired in accordance with paragraphs 6(a), (b) and (c), with the aim of improving professional practice. (b) and (c), with a view to improving professional practice
- CUE3: Empower individuals, families and groups to take responsibility for healthy lifestyles and self-care based on the knowledge and skills acquired in accordance with paragraph 6(a) and (b).

**Learning outcomes (RA, by the acronym in Spanish):**

- RA1. Analyse the characteristics of the most common pathophysiological disorders and associated risk factors in childhood and adolescence.
- RA2. Explain the link between diagnostic/treatment methods and characteristics of pathophysiological processes in childhood and adolescence.
- RA3. Implement the phases of nursing assessment and diagnostic opinion for the paediatric patients with health disorders.
- RA4. Establish individualised nursing interventions based on scientific evidence, describing the specific skills of nursing care for children and adolescents.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CE20	<b>RA1.</b> Analyse the characteristics of the most common pathophysiological disorders and associated risk factors in childhood and adolescence.
	<b>RA2.</b> Explain the link between diagnostic/treatment methods and characteristics of pathophysiological processes in childhood and adolescence.
CB2, CG2, CE21, CUE1	<b>RA3.</b> Implement the phases of nursing assessment and diagnostic opinion for the paediatric patients with health disorders.
CB4, CG2, CG11, CT2, CT4, CE21, CUE1, CUE3	<b>RA4.</b> Establish individualised nursing interventions based on scientific evidence, describing the specific skills of nursing care for children and adolescents.

## 4. CONTENTS

Unit 1. Stages of childhood and characteristics of adolescence Unit 2. Neonatal nursing care  
Unit 3. Nursing care for high-risk newborns  
Unit 4. Nursing care of children or adolescents with the most common neurological pathophysiological processes.  
Unit 5. Nursing care of children or adolescents with the most common respiratory pathophysiological processes.  
Unit 6. Nursing care of children or adolescents with the most common cardiovascular pathophysiological processes.  
Unit 7. Nursing care of children or adolescents with the most common digestive pathophysiological processes.  
Unit 8. Nursing care of children or adolescents with the most common infectious diseases. Unit 9. Nursing care of children or adolescents with the most common metabolic pathophysiological processes.  
Unit 10. Nursing care of children or adolescents with the most common oncological pathophysiological processes.  
Unit 11. Safe practice in paediatrics: safe medicine use

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture
- Collaborative learning

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On campus:

Learning activity	Number of hours
Lectures	21
Asynchronous lectures	5
Reports and written work	1
Group tutorials	2
Searching resources and choosing information sources	10
Oral presentations	2
Simulation activities	4
On-campus knowledge test	2
Independent working	25
<b>TOTAL</b>	<b>75</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

### On campus:

Assessment system	Weighting
Activity 1. Searching resources and choosing information sources, reports and written work: Literature search	10%
Activity 2. Searching resources and choosing information sources, reports and written work: Clinical case study	30%
Activity 3. Oral presentations	5%
Activity 4. On-campus knowledge test	55%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

## 8. BIBLIOGRAPHY

The recommended bibliography is indicated below:

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- Eichenwald EC, Hansen AR, Martin C, Stark AR. *Cloherly and Stark's manual of neonatal care*. 8<sup>th</sup> ed. Philadelphia: Wolters Kluwer; 2017.
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- López- Herce Cid J., Calvo Rey C., Baltodano Agüero A., Rey Galán C., Rodríguez Núñez A., Lorente Acosta MJ. *Manual de Cuidados Intensivos Pediátricos*. 3ª edición. Publimed;2009.