

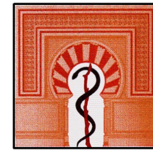


UNIVERSIDAD DE CORDOBA

FACULTAD DE MEDICINA Y ENFERMERÍA

GRADUADO EN ENFERMERÍA

2024/25 YEAR

ENFERMERÍA PEDIÁTRICA

Course details

Course name: ENFERMERÍA PEDIÁTRICA**Code:** 144002**Degree/Master:** GRADUADO EN ENFERMERÍA**Year:** 2**Field:****Character:** OBLIGATORIA**Duration:** SECOND TERM**ECTS Credits:** 6.0**Classroom hours:** 60**Face-to-face classroom percentage:** 40.0%**Study hours:** 90**Online platform:** <https://moodle.uco.es/>

Coordinating teacher

Name: CANTÓN HABAS, VANESA**Department:** ENFERMERÍA, FARMACOLOGÍA Y FISIOTERAPIA**Office location:** Edificio Servicios Múltiples. Planta 1**E-Mail:** n92cahav@uco.es**Phone:** 957218093

Brief description of the contents

The contents are geared to provide comprehensive training for future nurses caring for children and adolescents. They cover a large scope of topics, from general concepts such as the periods of childhood and the evolution of care in paediatrics, to specific aspects such as newborn care, child nutrition, common health problems and management of paediatric emergencies. This programme provides a strong foundation for understanding and addressing the health needs of paediatric patients in a variety of clinical situations.

Prerequisites

Prerequisites established in the study plan

University entrance exam.

Recommendations

It is related to the subject of Obstetric-Gynaecological Nursing.

Study programme

1. Theory contents

SECTION I: GENERAL ASPECTS OF NURSING CARES IN CHILDREN AND FAMILIES

Unit 1. Concepts and definitions. Childhood stages. Perinatal and infantile morbidity and mortality rates.

Unit 2. Evolution of childhood and adolescence cares. Care planning process. Specializing and researching in pediatric nursing.

SECTION II. NURSING CARE IN NEWBORN CHILDREN

Unit 3. Healthy newborn children. Anatomical and physiological characteristics of the standard newborn. Apgar test. Nursing care for regular newborn children.

Unit 4. High risk newborns. Preterm, postterm and full time newborns. Nursing intervention. Kangaroo method.

Unit 5. Obstetrical traumas in newborns.

Unit 6. Respiratory problems in newborn children. Adaptation syndrome. Meconium's suction. Loss of fetal well-being.

Unit 7. Metabolic disorders in newborn children. Hypoglycemia. Hypocalcemia. Congenital hypothyroidism. Diabetic women's child.

Unit 8. Newborn with social problems. Mother addicted to intravenously administered drugs. HIV in newborn children.

Unit 9. Neonatal jaundices. Nursing cares.

Unit 10. Infections in newborns. Neonatal sepsis. Nursing cares. Prevention.

SECTION III. NUTRITION, GROWTH AND CHILD DEVELOPMENT

Unit 11. Children's growth, development and maturation process. Influential factors in growth. Main growth disorders.

Unit 12. Breastfed baby feeding I. Breastfeeding. Mixed breastfeeding.

Unit 13. Breastfed baby feeding II. Complementary feeding. Pre-school feeding.

SECTION IV. MOST FREQUENT HEALTH PROBLEMS IN CHILDREN

Unit 14. Children with endocrinometabolic issues. Diabetes. Obesity. Diabetological educational and nursing.

Unit 15. Children with vomit problems. Gastroesophageal reflux. Dehydration.

Unit 16. Gastroenteritis and diarrhoea in children.

Unit 17. Respiratory illnesses in upper respiratory tract.

Unit 18. Respiratory illnesses in lower respiratory tract.

Unit 19. Congenital cardiopathies in children. Acquired cardiovascular diseases. Main aspects of interest.

Unit 20. Rash diseases and childhood infections. Nursing cares. Childhood vaccination. Role of the nurse.

Unit 21. Urinary disease in children. Urinary malformations. Urinary infections. Glomerulonephritis. Nefrotic syndrome. Enuresis.

Unit 22. Attention to children with neurological problems. Nervous system malformations. Convulsions. Meningitis.

Unit 23. Oncological and hematological problems in children. Psychological aspects of the child and their family.

Unit 24. Pain in pediatrics. Use of assesment scales, pharmacological and non-pharmacological treatments. Nursing cares.

SECTION V. PEDIATRIC EMERGENCIES

Unit 25. Children in coma. Reasons. Management. Basic neurological evaluation.

Unit 26. Abused children. Sexual abuse in children. Sudden infant death syndrome.

Unit 27. Accidents and intoxications.

Unit 28. Initial assistance to pediatric polytrauma.

The professor will be able to update the program depending on upcoming scientific information.

2. Practical contents

- Somatometry in paediatrics. Use of tables and graphs. Interpretation of results. Physical examination in nursing.
- Feeding in children and adolescents.
- Administration of medicines in paediatrics. Routes of administration. Calculation of doses. Nursing care.
- Nursing care of a child admitted to a children's hospital. Reactions of the child to hospitalisation. Stress reduction techniques.
- Non-invasive techniques for children.
- Invasive techniques in the child: nursing care of vascular accesses (peripheral and central lines in paediatrics), care of the central lines in paediatrics), care of bladder catheterisation, care of nasogastric catheterisation and nursing care in the management of the Salem catheter in paediatrics.
- Basic and advanced life support, neonatal and paediatric.
- Group presentation.

Bibliography

- Wong. Enfermería Pediátrica. 10ª Edición. Elsevier. 2019.
- Tratado de enfermería del niño y el adolescente. 2ª Edición. Elsevier. 2012.
- Nelson. Pediatría Esencial. 9ª Edición. Elsevier. 2023.

Methodology

General clarifications on the methodology (optional)

The methodology used may be modified according to the number and characteristics of the group, as well as the teaching activity.

Methodological adaptations for part-time students and students with disabilities and special educational needs

In the event that students have enrolled part-time or have joined the degree course later, the lecturers will be notified of this condition as soon as possible, in order to establish the appropriate compensation mechanisms, if necessary.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Oral communication activities</i>	-	2	2
<i>Practical experimentation activities</i>	-	10	10
<i>Projects based on the course contents</i>	44	-	44
<i>Tutorial action activities</i>	-	2	2
Total hours:	46	14	60

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	20
<i>Information processing activities</i>	45
<i>Information search activities</i>	25
Total hours	90

Results of the training and learning process**Knowledge, competencies and skills**

- CB1 Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzado, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.
- CB2 Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- CB3 Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.
- CB4 Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.
- CB5 Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.
- CET1 Ser capaz, en el ámbito de la enfermería, de prestar una atención sanitaria técnica y profesional adecuada a las necesidades de salud de las personas que atienden, de acuerdo con el estado de desarrollo de los conocimientos científicos de cada momento y con los niveles de calidad y seguridad que se establecen en las normas

- legales y deontológicas aplicables.
- CET3 Conocer y aplicar los fundamentos y principios teóricos y metodológicos de la enfermería.
- CET4 Comprender el comportamiento interactivo de la persona en función del género, grupo o comunidad, dentro de su contexto social y multicultural.
- CET7 Comprender sin prejuicios a las personas, considerando sus aspectos físicos, psicológicos y sociales, como individuos autónomos e independientes, asegurando el respeto a sus opiniones, creencias y valores, garantizando el derecho a la intimidad, a través de la confidencialidad y el secreto profesional.
- CET8 Promover y respetar el derecho de participación, información, autonomía y el consentimiento informado en la toma de decisiones de las personas atendidas, acorde con la forma en que viven su proceso de salud-enfermedad.
- CET9 Fomentar estilos de vida saludables, el autocuidado, apoyando el mantenimiento de conductas preventivas y terapéuticas.
- CET17 Realizar los cuidados de enfermería basándose en la atención integral de salud, que supone la cooperación multiprofesional, la integración de los procesos y la continuidad asistencial.
- CEM15 Dirigir, evaluar y prestar los cuidados integrales de enfermería, al individuo, la familia y la comunidad.
- CEM19 Conocer los aspectos específicos de los cuidados del neonato. Identificar las características de las diferentes etapas de la infancia y adolescencia y los factores que condicionan el patrón normal de crecimiento y desarrollo. Conocer los problemas de salud más frecuentes en la infancia e identificar sus manifestaciones. Analizar los datos de valoración del niño, identificando los problemas de enfermería y las complicaciones que pueden presentarse. Aplicar las técnicas que integran el cuidado de enfermería, estableciendo una relación terapéutica con los niños y sus cuidadores. Seleccionar las intervenciones dirigidas al niño sano y al enfermo, así como las derivadas de los métodos de diagnóstico y tratamiento. Ser capaz de proporcionar educación para la salud a los padres o cuidadores primarios.

Assessment methods and instruments

Intended learning outcomes	Examination	Means of practical execution	Oral means
CB1	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X	X	X
CB5		X	X
CEM15	X	X	X

Intended learning outcomes	Examination	Means of practical execution	Oral means
<i>CEM19</i>	X	X	X
<i>CET1</i>	X	X	X
<i>CET17</i>	X	X	
<i>CET3</i>	X	X	
<i>CET4</i>	X	X	X
<i>CET7</i>	X	X	X
<i>CET8</i>	X	X	
<i>CET9</i>	X	X	
Total (100%)	60%	20%	20%
Minimum grade (*)	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

General clarifications on instruments for evaluation:

Examination:

The final exam in the ordinary session will consist of multiple-choice questions with four answer options, only one of which will be true. One question will be subtracted from the total number of correct answers for every three negative answers. Similarly, unanswered questions will not be marked and a pass mark of 5 or more will be considered a pass.

In the extraordinary exams, the exams will consist of multiple-choice questions with four answer options, only one of which will be true. In the same way as in the ordinary exams, one question will be subtracted from the total number of correct questions for every three incorrect ones, unanswered questions will not be marked and a pass mark of 5 or more will be considered a pass.

Means of practical execution:

For the development of the practical content will be taken to various seminars. Attendance at these seminars will be assessed by means of checklists or various types of homework. A total of 2 hours of seminars may be missed. Non-attendance and in order to obtain 20% of the corresponding evaluation in this section in future calls, the student will carry out a work at the discretion of the teacher.

Oral means:

In the first ordinary call, it will consist of the development of a group work in written format that must subsequently be defended by the members of said group in the context of the practical classes, with attendance at said activity being compulsory.

In the second ordinary call and in the extraordinary calls, the student must develop a compensatory activity agreed with the teachers.

In order to obtain the weighted average, the student must have a five in each of the sections.

Additional information: In the event of not achieving the minimum mark in any of the forms of assessment, a maximum of 4 will be graded.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

In the event that the student has enrolled part-time or has joined the degree course later, he/she shall notify this condition to the teaching staff as soon as possible, in order to establish the appropriate compensation mechanisms, if necessary.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

In the following examinations, the details of this assessment tool will be agreed between teachers and students where appropriate.

Qualifying criteria for obtaining honors:

Honours will be awarded to the students who have obtained the highest numerical grade among all those who meet the requirements established in the UCO Academic Regulations.

Sustainable development goals

Good health and well-being

Quality education

Gender equality

Other Faculty

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
