



UNIwersYTET
Andrzeja Frycza Modrzewskiego
w Krakowie

**Collegium Medicum
Health Science Faculty**

SUBCJET CARD
Field of studies: Nursing
Level: bachelor of science
effective from the academic year 2025/2026
Language: English

| Nursing in urology | |
|-------------------------------|--|
| Subject Name | Child Nursing Process |
| Number of ECTS points | 1 |
| Language | English |
| Teacher | Mgr Monika Malska |
| Person responsible | Mgr Monika Malska |
| Number of hours | |
| Lectures | - |
| Lectures – e-learning | - |
| Conversational lecture | - |
| Classes | - |
| Simulation | 10h |
| PRACTICAL | - |
| GENERAL OBJECTIVES | |
| OBJETIVE 1 | To develop advanced competences in comprehensive assessment, nursing diagnosis, care planning, implementation and evaluation of nursing care for the pediatric patient across developmental stages (neonate, infant, toddler, preschooler, school-age child and adolescent) in selected clinical situations. |

Nursing in urology

OBJECTIVE 2

To improve clinical reasoning, decision-making, communication and therapeutic education skills in child- and family-centered nursing care, with emphasis on age-appropriate interactions, parental involvement and developmental considerations.

LEARNING OUTCOMES

C.W4.

The nursing process (its definition, stages, and principles) as well as methods of work organization, including within primary nursing, its essence and distinct features, taking into account their impact on the quality of nursing care and the development of nursing practice.

C.W5.

Classifications of nursing practice, including the International Classification for Nursing Practice (ICNP) and the International Nursing Diagnoses by NANDA (North American Nursing Diagnosis Association, NANDA).

C.U1.

Apply a selected nursing method in patient care.

C.U2.

Collect information through interview, observation, measurements, physical examination, and document analysis to assess a patient's health status, and interpret and document the results for the purposes of nursing diagnosis.

C.U3.

Develop a nursing care plan and implement it collaboratively with the patient, their family, or caregiver.

K.S6.

Anticipating and taking into account factors influencing one's own and the patient's responses.

K.S5.

Consulting experts when facing difficulties in resolving a problem independently.

INTRODUCTORY REQUIREMENTS

- Basic knowledge of pediatric nursing and pharmacology.
- Ability to perform basic physical assessment and formulate nursing diagnoses.
- Basic communication skills in English in a clinical setting.

COURSE PROGRAM

Description

**LEARNIN
G
OUTCOM
ES**

| | | |
|---|--|--------------------------------------|
| <p style="text-align: center;">Simulated classes 1</p> | <p>Topic: The nursing process in pediatric care – definition, stages and principles– 2h Description: Introduction to the nursing process as a systematic method of providing nursing care to children across developmental stages (newborn, infant, toddler, preschool, school-age, adolescent). Definition, goals, stages and principles of the nursing process in the context of pediatric nursing. Discussion of methods of work organization in pediatric nursing, including family-centered care (FCC) and primary nursing, their essence, distinguishing features, and impact on the quality of care provided to children and their families. Emphasis on the child's developmental stage as a key factor influencing each phase of the nursing process.</p> | <p>C.W4. C.U1.</p> |
| <p style="text-align: center;">Simulated classes 2</p> | <p>Topic: Classifications in pediatric nursing practice: ICNP and NANDA– 2h Description: Overview of selected nursing classifications used in pediatric professional practice. Characteristics, structure and practical application of the International Classification for Nursing Practice (ICNP) and NANDA nursing diagnoses relevant to child health and development. Identification of ICNP focus terms and NANDA-I diagnoses related to child development, growth, nutrition, safety, and family dynamics. Using classifications to formulate nursing diagnoses specific to pediatric patients (e.g., risk for delayed development, impaired comfort, caregiver role strain) and standardize pediatric nursing documentation.</p> | <p>C.W5.</p> |
| <p style="text-align: center;">Simulated classes 3</p> | <p>Topic: Pediatric patient assessment and data collection for nursing diagnosis– 2h Description: Collecting patient data through age-appropriate interview (with the child and/or parent/caregiver), observation, anthropometric measurements, developmental screening, pediatric physical examination and document analysis. Assessment of the health status of a child at various developmental stages, including vital signs interpretation according to pediatric norms, use of pediatric pain scales, and developmental milestone evaluation. Interpretation of findings and documentation of results for the purpose of pediatric nursing diagnosis. Practical exercises in simulated conditions involving parent–nurse communication and child-friendly assessment techniques.</p> | <p>C.W4. C.U2.</p> |

| | | |
|---|--|--|
| <p style="text-align: center;">Simulated classes 4</p> | <p>Topic: Planning nursing care for a child and applying a selected pediatric nursing method– 2h Description: Selection and application of an appropriate nursing method in the care of a pediatric patient, taking into account the child's developmental stage, emotional needs, and family involvement. Formulating pediatric nursing diagnoses, setting age-appropriate and measurable goals, planning developmentally appropriate interventions and expected outcomes. Developing an individualized nursing care plan in cooperation with the child (as appropriate to their developmental level), parents/legal guardians, and the interdisciplinary healthcare team. Incorporation of therapeutic play, health education for parents, and strategies for minimizing hospitalization-related stress in children.</p> | <p>C.W4. C.U1. C.U3.</p> |
| <p style="text-align: center;">Simulated classes 5</p> | <p>Topic: Integrated simulation: documentation, teamwork and evaluation of the pediatric nursing process- 2h Description: Full simulated scenario involving a pediatric patient case – including age-appropriate assessment, nursing diagnosis, care planning, intervention, communication with the child and family, teamwork within the pediatric healthcare team, handover using pediatric-specific tools (e.g., I-PASS, SBAR adapted for pediatric context), and pediatric nursing documentation. Emphasis on family-centered communication, child safeguarding considerations, and recognizing the deteriorating child. Structured debriefing with reflection on pediatric-specific challenges, ethical considerations in caring for minors, and the role of parental consent and child assent.</p> | <p>C.W4. C.U1. C.U2. C.U3. K.S5. K.S6.</p> |
| <p style="text-align: center;">SELF-STUDY</p> | <p>study of recommended literature (4hrs.)</p> | <p>C.W4. C.W5.</p> |
| | <p>preparation for simulation scenarios (3hrs.)</p> | <p>C.U1. C.U2. C.U3.</p> |
| | <p>development of an individual nursing care plan / case study (4 hrs.)</p> | <p>C.U1. C.U2. C.U3. C.W4. C.W5.</p> |
| | <p>preparation of nursing documentation and reflective summary (4 hrs.)</p> | <p>K.S5. K.S6.</p> |

| DIDACTIC METHODS | |
|--|---|
| M1 | Medical simulation (low- and/or high-fidelity depending on facilities) and debriefing after each simulation |
| M2 | Case-based learning |
| M3 | Guided discussion |
| M4 | Clinical scenario analysis |
| STUDENTS WORKLOAD | |
| CONTACT HOURS WITH THE ACADEMIC TEACHER | 10 hrs. |
| HOURS WITHOUT THE PARTICIPATION OF THE ACADEMIC TEACHER | 15 hrs. |
| TOTAL NUMBER OF HOURS FOR THE COURSE | 25 hrs. |
| CONDITIONS FOR COURSE COMPLETION | |
| <p>Attendance All classes are compulsory. Students must attend 100% of the scheduled sessions to complete the course.</p> <p>Methods of verification</p> <ol style="list-style-type: none"> 1. Continuous assessment during simulated classes – structured observation checklist. 2. Individual case study / nursing process assignment – written care plan and documentation. 3. Final integrated simulation task – assessment of clinical reasoning, implementation of interventions, communication and documentation. | |
| ASSESSMENT OF STUDENT PROGRESS | |
| IN TERMS OF KNOWLEDGE | oral questioning during debriefing, structured discussion based on clinical scenario. |
| IN TERMS OF SKILLS | observation of performance in simulation, correctness of nursing process, quality of documentation. |
| IN TERMS OF SOCIAL COMPETENCE | responsibility, teamwork, communication, respect for safety and ethical principles. |
| FORMATIVE | Not applicable |
| SUMMATIVE (I & II) | Not applicable |
| GRADING SCALE | |
| The course is completed with a pass/fail assessment (no grade). | |
| Basic literature | |

- [1] Ackley B.J., Ladwig G.B. *Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care*.
[2] International Council of Nurses, ICNP® – Polish translation, 2017 release
[3] Płaszewska-Żywko L. (red. nauk.), *Diagnozy i interwencje w praktyce pielęgniarstwa*, wyd. 2, PZWL,
[4] Emeryk, A., & Zarzycka, D. (red.) (2020). *Pediatrics and pediatric nursing*. Warszawa: PZWL.

Supplementary literature

- [1] Górajek-Jóźwik J. (red. nauk.), *Wprowadzenie do diagnozy pielęgniarstwa*, wyd. 1, PZWL, 2016. [Source](#)