

Module specification

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Module Code	NHS7F6
Module Title	Improving health outcomes through school nursing
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100293
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Diploma in Specialist Community Public Health Nursing (School Nursing)	Core
*Standalone module aligned to PG Dip Specialist Community Public Health Nursing (School Nursing) for QA purpose	Option

*Credit only is awarded for a standalone module. As a standalone module, it is not eligible for a WU exit award or registration with the NMC.

Pre-requisites

Students on the Pg Dip SCPHN (School Nursing) will have met the entry requirements for admission to and be enrolled on the programme.

Standalone module: This module may be taken as a Welsh funded CPD module with written employer support. Students will be registered nurses (level one) or midwives and be working within a Welsh SCPHN school nursing service.

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200hrs

For office use only	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

Module aims

This module aims to support students to develop person-centred and needs led school nursing practice. Students will explore the factors influencing human development, including the application of genomics and with a particular focus on the school aged child and adolescent. They will consider the use of strengths-based approaches to health promotion, prevention and early intervention in school nursing practice. They will draw on national legislation, public health frameworks and evidence to provide school nursing assessments including the early identification of atypical development, ill health or disability for school aged children and young people. Participation of children and young people in health decision making and service delivery will be considered at the heart of the decision-making process.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Systematically apply advancing knowledge of biopsychosocial development and identity across the life course to the delivery of needs led school nursing assessment and practice (SPSCPHN A3, CSN10, D2, D4, D7, D9, D13, DSN1, DSN2, DSN3, DSN4, DSN10, DSN11, E1)
2	Critically evaluate the impact of evidence, legislation and policy in providing a framework to support equitable and positive biopsychosocial, emotional and moral health for parents, school aged children and young people (SPSCPHN A4, A5, B1, B2, B3, B5, B8, B9, C1, CSN2, CSN9, D3, D14, DSN6, DSN7, ESN5)
3	Work in partnership to systematically communicate, plan and justify health promotion and early school nursing interventions, developing trusting relationships that empower and support school aged children, young people, families and carers (SPSCPHN A6, A11, C5, C6, C7, C8, C10, CSN1, CSN4, D5, D6, D9, DSN3, DSN5, DSN7, DSN8, DSN9, DSN12, E2, ESN3, F5, F8, FSN6)
4	Critically evaluate access to and advocate for culturally sensitive support networks, school nursing practice and inter agency interventions for parents, school aged children and young people including those with atypical development and/or disability and/or other adverse experience/vulnerability (A8, A9, A10, C4, C11, D10, DSN8, ESN6, ESN7 F7, FSN3)

Assessment

Indicative Assessment Tasks:

Formative Assessment:

Students will present a school nursing assessment with a plan for an aspect of health improvement. Presentations will be made to a facilitated peer group with collective formative feedback

Summative Assessment:

Assessment 1: Written case study (4000 words).



The case study should be based on the health assessment and planned interventions aimed at reducing risk and improving health for a school aged child or young person. The chosen case study should enable all module learning outcomes to be met.

More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Written Assignment	100%

Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.

Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

The module uses a blended learning strategy. On campus learning and teaching will comprise 50% of the total contact hours with the other 50% using synchronous and asynchronous learning activity. Supervised asynchronous learning will include the delivery of recorded lectures, discussion forums, quizzes, group tasks, workbooks and key readings. Learning activities will incorporate reflection on children’s experiences and digital storytelling. Synchronous online learning is used for live lectures, discussion, live group tasks and reflective or debriefing activity. On campus activities will be focused on enquiry-based learning using case studies, seminars and peer presentations, reflection and debriefing. Specialist practitioners and experts from other agencies will also inform the student’s enquiry.

Indicative Syllabus Outline

- Biopsychosocial, emotional and moral human development and genomics in school aged children. Rights and identity of the school aged child and adolescent. Neurodiversity. Communication development in school aged children and young people. Impact of adverse childhood experiences on the life course. Transition periods.
- Health assessment and surveillance in school aged children and young people, use of validated tools. Childhood measurement programme. Assessment of mental health. Nutrition and nutrition assessment - obesity and eating disorders. Oral health, sexual health, childhood accidents

- Strengths based health promotion and prevention, empowerment and advocacy. Minimising risk from adverse childhood experiences. Influencing positive behaviour choices in children and young people. Inclusive practice and reasonable adjustments. Health literacy. Social prescribing
- Infection control, immunisation programme. Managing allergies and anaphylaxis. Medicines management in schools

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cowie, H. (2019), *From Birth to Sixteen. Children's Health, Social, Emotional and Linguistic Development*. 2nd ed. London: Routledge.

Other indicative reading

Holland, A et al (2022), *Fundamentals for public health practice*. London: SAGE.

Levine, L.E. and Munsch, J. (2023), *Child Development from Infancy to Adolescence*. London: SAGE.