

1. OVERVIEW

Subject area	School Nursing
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical and Health Sciences
Year	4th
ECTS	3 ECTS
Type	Optional
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 8

2. INTRODUCTION

The subject area “School Nursing” introduces the 4th year Nursing student to the professional skills of nurses working in schools.

The aim of this subject area is for students to know and understand the role of nurses in this specific field, with the educational community: students, families, teachers and non-teaching professionals.

The learning outcomes focus on understanding the conceptual and organisational framework of nursing in educational settings, the acquisition of knowledge and skills in direct nursing care in the various forms of individual and family care, based on the methodology of the nursing process and the acquisition of skills to plan health education in schools.

3. SKILLS AND LEARNING OUTCOMES

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

- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

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

- CG9: Promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviours.
- CG11: Establish effective communication with patients, families, social groups and colleagues, and promote health education.

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

- CT4: Apply effective communication strategies in professional practice.
- CT5: Be oriented towards the development of others by understanding their attitudes, interests, needs and perspectives.

European skills:

- CUE5: Independently give advice, guidance and provide support to people in need of care, as well as those close to them.

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

- RA1. Early identification of signs and symptoms of prevalent health problems at school.
- RA2. Select evidence-based nursing care for individuals and groups for health preservation and monitoring of chronic diseases at school.
- RA3. Plan group educational activities related to health promotion, self-care and maintenance of preventive and therapeutic behaviours in school.

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

Skills	Learning outcomes
CB5, CT4, CT5	RA1. Early identification of signs and symptoms of prevalent health problems at school.
CB5, CG11, CT4, CT5, CUES	RA2. Select evidence-based nursing care for individuals and groups for health preservation and monitoring of chronic diseases at school.
CB5, CG9, CT4, CT5, CUES	RA4. Plan group educational activities related to health promotion, self-care and maintenance of preventive and therapeutic behaviours in school.

4. CONTENTS

The subject area is organised into 3 units, which in turn are divided into topics:

Unit 1. School Health:

- 1.1. Historical evolution of school nursing.
- 1.2. Professional school nursing skills.
- 1.3. Nurse's consulting room: physical space and equipment.
- 1.4. School nursing medical history: nursing assessment and records in schools.

Unit 2. Nursing care for students with chronic, rare and disabling conditions

- 2.1 Asthma attacks.
- 2.2 Epileptic seizures.
- 2.3 Anaphylaxis.
- 2.4 Hypoglycaemia.
- 2.5. Choking. Dysphagia.
- 2.6. Traumatic injuries.
- 2.7. Complex/chronic conditions.

Unit 3. Health Education Programmes (HEP) for the Educational Community.

- 3.1 Development of an HEP project in the educational field. Methodology of the HEP project. Digital health in education.
- 3.2 Digital health in education. Digital design and writing of HEP content.
- 3.3 Strategies for creating higher impact HEPs.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture
- Collaborative learning.
- Project-based 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	14 h
Asynchronous lectures	6h
Research and projects	14 h
Case studies	17 h
Group tutorials	2 h
On-campus knowledge tests	2 h
Independent working	20 h
TOTAL	75 h

7. ASSESSMENT

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

Assessment system	Weighting
On-campus knowledge test	30%
Case study/problem scenario	35%
Projects	35%

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

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Recommended websites:

- Asociación Madrileña de Enfermería en Centros Educativos (AMECE). Disponible en: www.amece.es
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