



**Commission on Teacher Credentialing  
Biennial Report**

**Academic Years 2010-11 and 2011-12**

<b>Institution</b>	California State University, Fresno
<b>Date report is submitted</b>	August 24, 2012
<b>Program documented in this report</b>	School Nurse
<b>Name of Program</b>	CSUF School Nurse Services Credential Program
<b>Credential awarded</b>	School Nurse Services Credential
<b>Is this program offered at more than one site? Online Course</b>	
<b>If yes, list all sites at which the program is offered</b>	
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## SCHOOL NURSE SERVICES CREDENTIAL PROGRAM

### I. Contextual Information

The CSUF School Nurse Services Credential Program offers coursework leading to a Clear Professional School Nurse Services Credential. This is an online program, available to registered nurses who hold a bachelor's degree from a regionally accredited university. The goal of the program is the preparation of competent school nurses through the provision of learning experiences taught by qualified and experienced faculty and university approved school nurse preceptors at school sites in areas of the state in which candidates are located. The experience includes an in-depth school site practicum which requires that the candidate must demonstrate professional competencies as set forth in the 2007 CCTC *Standards of Quality and Effectiveness for Programs of Professional School Nurse Preparation in California*.

The coursework includes 27 units divided into phase I and Phase II. Phase I (includes 15 units, five 3 unit courses): Audiometry for School Nurses, Introduction to Counseling, Health Teaching, Health Assessment, and Mainstreaming. Candidates may take Phase I courses through other accredited universities with program coordinator permission. At least 15 program units must be taken through CSUF, which includes four 3 unit Phase II core school nurse courses (12 units): Phase II course are: NURS 184, Introduction to School Nursing (Seminar); NURS 186, School Nurse Practicum I (Elementary); NURS 185, School Nurse Seminar; NURS 187, School Nurse Practicum II (secondary). The program offers a Vision and Scoliosis (1 unit) course which candidates are asked to take if they have not previously completed a previous vision screening course or workshop. Candidates are accepted into Phase II in the fall each year and generally take a seminar and a practicum course each semester. Candidates are expected to complete Phase I coursework, which give them the necessary tools for practice prior to entering Phase II. Since fall 2001, over 441 nurses have completed the online program.

Following are enrollment numbers for 2010-2011 and 2011-2012 in Phase II core SN courses:

Year	Fall Admit	Failed	Incomplete	Dropped	Returning to Complete	Completed Program	% Completed
2010-11	32	0	0	1	0	31	96.9%
2011-12	36	0	1	0	0	35	97.2%
<b>Totals</b>	68	0	1	1	0	66	97%

### II. Candidate Competence and Program Effectiveness Data

Assessment procedures and instruments used to ensure that candidates have the requisite competencies and that the program is effectively meeting its candidates' academic and professional growth needs.

<b>Instrument</b>	<b>Description</b>	<b>When Administered</b>
Post Graduation  <b>District School Nurse Supervisor Survey of Program Effectiveness</b>	District health services directors/ supervisors are asked to rate the effectiveness of the program related to performance of school nurses under their supervision based on the nine CCTC 2007 program standards using a 5-1 Likert Scale.	Sent to school nurse supervisors 1 year of employed graduates after candidate has completed program and obtained a Clear School Nurse Services Credential.
KSOEHD  <b>Program Evaluation Upon Exit Survey</b>	Candidates indicate responses to 15 questions related to program effectiveness and preparedness to function in a full-time professional role using a 5-1 Likert Scale.	Completed by candidates upon completion of program.
NURS 186 & NURS 187 (Practicum courses)  <b>Preceptor Evaluation of Clinical Course</b>	Questions asked: "How pertinent is the course content to the school nursing experience?" "Are there experiences you would include/eliminate?" "Could changes be made to improve your preceptor experience?"	Completed by preceptor and submitted to program coordinator at the end of the semester.
NURS 184, 185, 186, 187 (Core SN Courses)  <b>Course Evaluation by Candidate</b>	Questions asked: "Overall rating of this three unit course." Aspects of the course which have been most valuable?" "Suggested changes that would enhance your learning experience?"	Completed by candidates at the end of each course and submitted to program coordinator.
NURS 186 & NURS 187 (Practicum courses)  <b>Preceptor Checklist of Skills and Competencies</b>	Program clinical competencies are specifically based on CCTC school nurse competencies: SNC 1, Providing health and wellness services; SNC 2, Providing direct client care services (primary, secondary, tertiary intervention); SNC 3, Professional Management Skills. Competencies under each of these categories to be check by the candidates' preceptor as "met". If "unmet" explanation required.	This tool is used to assess competencies and mentor candidate throughout practicum experience. The preceptor meets with the candidate before end of semester to discuss accomplishments, strengths and areas of need. Preceptor completes and signs the evaluation and submits to clinical instructor at the end of the semester before a final grade can be issues to the candidate.

Instrument	Description	When Administered
<p>NURS 186 &amp; NURS 187 (Practicum courses)</p> <p><b>Final Narrative Self Evaluation</b></p>	<p>Candidates are asked to write a Final Narrative Self Evaluation upon completion each of the two practicum courses and commenting on the following: Success in attaining goals and objectives (which candidates developed in the beginning of the semester); areas of major learning, insights and skills; what candidate would have done differently to improve his/her learning experience.</p>	<p>Completed by candidate at the end of the each practicum experience (semester).</p>
<p>NURS 184 and NURS 185 (seminar courses)</p> <p><b>Candidate coursework and class participation monitored and evaluated by faculty</b></p>	<p>It is possible for candidates to earn up to 100 grade points in a given course (90-100 = A, 80-89 = B, etc.). In seminar courses, written assignments are evaluated by the instructor and grade points are allotted to written assignments, responses to weekly research questions, creation of a Blackboard presentation for classmates, and participation in class discussion.</p>	<p>Each semester is divided into four modules. Completed assignment work is sent electronically at the end of each module. The instructor allots points to candidate work and a progress report is sent to the candidate with comments and a breakdown on points earned. Candidate Blackboard presentations are given a point value by the instructor and classmates are asked to anonymously rate presentation.</p>
<p>NURS 186 &amp; NURS 187 (Practicum courses)</p> <p><b>Mid-term Conference</b></p>	<p>The purpose of the conference is to determine candidate progress in completing student goals and objectives, as well as expected competencies. The clinical instructor completes a mid-term progress report which is kept in the candidate's file.</p>	<p>Mid-term conference held at school site where practicum is taking place in the Fresno area or, for distance learners, a 3-way telephone conference takes place between clinical instructor, candidate and preceptor.</p>
<p><b>Grade point average</b></p>	<p>Candidates are expected to maintain a 3.0 GPA in coursework throughout program coursework.</p>	<p>The program coordinator reviews transcripts of incoming candidates to determine satisfactory GPA before acceptance. The candidate's GPA is monitored throughout program.</p>

Instrument	Description	When Administered
<p>NURS 186 &amp; NURS 187 (Practicum courses)</p> <p><b>Candidate evaluation of preceptor experience</b></p>	<p>Candidates are asked to rate the value they placed on preceptor assistance in developing student goals and learning objectives; planning clinical experiences; with mentoring and supervision; and in accomplishing student goals, learning objectives and meeting clinical competencies. Candidates are asked if they would recommend this preceptor to future credential program students. 1-5 Likert Scale used.</p>	<p>Completed by candidate at the end of each clinical experience.</p>
<p>NURS 186 &amp; NURS 187 (Practicum courses)</p> <p><b>Faculty Teaching Effectiveness</b></p> <p>Candidate evaluation of faculty/instructor/clinical supervisor</p>	<p>According to univ. policy, students evaluate faculty in a representative sample of courses each semester using an evaluation form that has been developed by the Dept. of Nursing. The Dept. Chair reviews summaries of evaluations. A report is then placed in faculty personnel file and used to determine reappointment, tenure, and promotion, and teaching effectiveness.</p>	<p>This evaluation form is sent to individual candidates at the end of semester by the Dept. of Nursing. Candidate comments are confidential. Faculty members receive an evaluation report from the Dept. Chair after the end of the semester in which the teaching effectiveness of the faculty member has been evaluated by the candidate.</p>
<p>Faculty Evaluation</p> <p><b>Faculty Peer Evaluation</b></p>	<p>All faculty members are evaluated for teaching effectiveness according to procedures, policies, and instruments found in the CSUF Academic Policy Manual and the Department of Nursing Faculty Handbook.</p>	<p>Academic Policy Manual procedures determine the timetable for evaluating tenured, tenure track, and temporary faculty members by peers.</p>

### Candidate Assessment

#### 1. Knowledge Base Questionnaire, Pre-Post Phase II (core school nurse courses).

Two cohorts of students in the SNSCP (2010-2011, 2011-2012) completed questionnaires designed to evaluate their knowledge of program content prior to taking courses and upon

completion of course work. The purpose of this approach was threefold: 1) To determine if the program addressed the needs of school nurse practitioners; 2) To determine if program participants showed significant gains in their knowledge level; and 3) To determine if the pre and post knowledge levels was directly related to years of school nursing experience. Participants rated their level of knowledge in all content elements (128) before and after the program by rating their knowledge of each element using a Likert-type scale of 1 (no knowledge) to 5 (very knowledgeable). A total of 65 participants completed pre and post questionnaires.

This instrument will be professional analyzed to provide accurate data for the School Nurse Services Credential Program. Results will be reviewed and improvements implemented.

**2. Preceptor Checklist of Skills and Competencies (N 186, SN Practicum I - Elem)**

**3. Preceptor Checklist of Skills and Competencies (N 187, SN Practicum II – Sec)**

Note: Because of the likeness in the NURS 186 and NURS 187 evaluation tools, though specific to each educational level for each practicum, they will be discussed and presented together.

**NURS 186 & NURS 187 Preceptor Checklist of Skills and Competencies are divided into 3 sections:**

The following two sections have a comprehensive list of skills and competencies that must be observed and checked off by the candidate’s preceptor as “Met” or “Unmet.”

**\* School Nurse Competencies I:** *Providing Health and Wellness Services (Primary Intervention)* Examples of expected candidate competencies in this category for both N186 & N187: “Organizes and correctly performs state mandated screening, i.e., vision, hearing, scoliosis.”

“Correctly carries out the nursing process in problem solving matters related to program; and in health assessment of clients, which includes history taking, growth & development, nutritional status.”

**\*School Nurse Competencies 2:** *Providing Direct Client Care (Secondary & Tertiary Intervention).* Examples of expected candidate competencies in this category: “Demonstrates competence in providing appropriate healthcare services to students coming to the health office and others in the school setting.”

”Demonstrates competence in assessment and management of acute injuries and other medical emergencies; and provides appropriate emergency first aid.”

**\*School Nurse Competencies 3:** *Professional Management Skills*

Competence in this area is determined by a 5 point Likert Scale. The same 10 questions were used each practicum course, though they relate specifically to elementary school nursing for NURS 186 and secondary school nursing for NURS 187. See following data outcomes for School Nurse Competencies.

<b>* School Nurse Competencies 3: Professional Management Skills</b>											
Taking all practicum activities into consideration, rate the total performance of this candidate using the following scale.											
Key: 5 = Excellent; 4 = Very Good; 3 = Good; 2 = Fair; 1 = Poor											
		Elementary					Secondary				
<b>NURS 186, Practicum I (Elementary) and NURS 187 (Secondary)</b>		Fall 2010					Spring 2011				
<b>Number of Candidates</b>											
		5	4	3	2	1	5	4	3	2	1
1.	Demonstrates leadership and the ability to use professional knowledge, skills, and ethical decision making to promote the overall health of the school community and of individuals.	16	2				21	3			
2.	Describes a realistic plan for organizing and implementing an overall school health program that considers uniqueness of population and cultural differences.	16	2				24				
3.	Reiterates (give examples of) legal guidelines of school nursing practice, i.e., sections of Ed. Code, other state and federal laws as they applied to health services, program planning, health promotion and teaching.	13	5				21	3			
4.	Demonstrates ability to model evidence-based healthcare practices in the delivery of school nursing services (research), as well as use a theoretical base to guide practice.	16	2				22	2			
5.	Demonstrates the ability to advocate appropriately with students, families, community, and others to promote healthy behaviors and lifestyles.	15	3				24				
6.	Demonstrates ability to communicate with clarity and professionally, both orally and	15	3				24				

	in writing, with professionals, families, and students.									
7.	Demonstrates ability to work in a collaborative and collegial manner with others in a public education system, with understanding for the structure and authority of school district administration.	17	1				21	4		
8.	Demonstrates ability to organize and maintain accurate and complete health records.	17	1				24			
9.	Demonstrates the ability to use time effectively, and manage fiscal and personnel resources prudently.	15	3				21	3		
10.	Demonstrates the ability to train, supervise, and monitor others who may assist students in taking medication and/or provide specialized physical healthcare procedures to students.	17	1				23	1		

**Final evaluation of candidate performance, 4**

	5	4	3	2	1	5	4	3	2	1
Was the preceptor satisfied that the candidate demonstrated that he/she was capable of satisfactorily meeting required competencies/skills?	18 100%					24 100%				
Taking all activities into consideration, rate total candidate performance	15	3				24				
Would you recommend this candidate for a Clear Credential?	YES (18) 100%					YES (24) 100%				

**Summary of Findings:**

In NURS 186 (Elementary) - Preceptors rating candidate clinical performance as 5 “Excellent” (83%) or 4 “Very Good” (17%); no candidates were rated 3 “Good,” 2 “Fair,” or 1 “Poor” in any category.

In NURS 187 (Secondary) – Preceptors rated candidate clinical performance as 5 “Excellent”



(100%). No candidates were rated in the 4 “Very Good”, 3 “Good,” 2“Fair,” or 1“Poor” categories.

<b>* School Nurse Competencies 3: Professional Management Skills</b>											
Taking all practicum activities into consideration, rate the total performance of this candidate using the following scale.											
Key: 5 = Excellent; 4 = Very Good; 3 = Good; 2 = Fair; 1 = Poor											
		Elementary					Secondary				
<b>NURS 186, Practicum I (Elementary) and NURS 187 (Secondary)</b>		Fall 2011					Spring 2012				
<b>Number of Candidates</b>											
		5	4	3	2	1	5	4	3	2	1
1.	Demonstrates leadership and the ability to use professional knowledge, skills, and ethical decision making to promote the overall health of the school community and of individuals.	28	1				34	3	1		
2.	Describes a realistic plan for organizing and implementing an overall school health program that considers uniqueness of population and cultural differences.	27	2				34	3	1		
3.	Reiterates (give examples of) legal guidelines of school nursing practice, i.e., sections of Ed. Code, other state and federal laws as they applied to health services, program planning, health promotion and teaching.	26	2	1			32	5	1		
4.	Demonstrates ability to model evidence-based healthcare practices in the delivery of school nursing services (research), as well as use a theoretical base to guide practice.	23	6				31	5	2		
5.	Demonstrates the ability to advocate appropriately with students, families, community,	24	5				30	7	1		

	and others to promote healthy behaviors and lifestyles.										
6.	Demonstrates ability to communicate with clarity and professionally, both orally and in writing, with professionals, families, and students.	25	4				29	9			
7.	Demonstrates ability to work in a collaborative and collegial manner with others in a public education system, with understanding for the structure and authority of school district administration.	26	3				34	4	1		
8.	Demonstrates ability to organize and maintain accurate and complete health records.	23	6								
9.	Demonstrates the ability to use time effectively, and manage fiscal and personnel resources prudently.	24	5				31	6	2		
10.	Demonstrates the ability to train, supervise, and monitor others who may assist students in taking medication and/or provide specialized physical healthcare procedures to students.	25	4				37	1	1		

**Final evaluation of candidate performance, 4**

	5	4	3	2	1	5	4	3	2	1
Was the preceptor satisfied that the candidate demonstrated that he/she was capable of satisfactorily meeting required competencies/skills?	29 100%									
Taking all activities into consideration, rate total candidate performance	26	3				33	5	1		
Would you recommend this candidate for a Clear Credential?	YES (26) 100%					YES (39) 100%				

**Summary of Findings:**

In NURS 186 (Elementary) - Preceptors rating candidate clinical performance as 5 “Excellent”

(90%) or 4 “Very Good” (10%); no candidates were rated 3 “Good,” 2 “Fair,” or 1 “Poor” in any category.

In NURS 187 (Secondary) – Preceptors rated candidate clinical performance as 5 “Excellent” (85%) or 4 “Very Good” (13%) or 3 “Good” (2%). No candidates were rated in the 2 “Fair,” or 1 “Poor” categories.

#### 4. Preceptor Evaluation of Candidate Professional Dispositions

Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor																					
		12 Respondents					21 Respondents					22 Respondents					40 Respondents				
Candidate Dispositions Demonstrated		NURS 186 F 2010					NURS 186 F 2011					NURS 187 S 2011					NURS 187 S 2012				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1.	Ability to REFLECT	10 83 %	2 16 %	1 1 %			19 90 %	2 10 %				21 95 %	1 5%				35 87 %	4 10 %	1 3 %		
2.	CRITICAL THINKING SKILLS	11 91 %	1 9 %				16 76 %	5 24 %				20 91 %	2 9%				35 87 %	4 10 %	1 3 %		
3.	Ability to make ETHICAL JUDGEMENTS	11 91 %	1 9 %				20 95 %	1 5%				20 91 %	2 9%				35 87 %	4 10 %	1 3 %		
4.	Tendency to VALUE DIVERSITY	11 91 %	1 9 %				18 86 %	3 24 %				22 100 %					34 85 %	5 12 %	1 3 %		
5.	COLLABORATIVE disposition	11 91 %		1 9 %			18 86 %	3 24 %				18 82 %	4 18 %				33 83 %	6 15 %	1 3 %		
6.	Enthusiasm for LIFE-LONG LEARNING	11 91 %	1 9 %				20 95 %	1 1%				21 95 %	1 5%				33 83 %	5 12 %	2 5 %		

#### Summary of Findings:

##### Preceptor ratings of Candidate Professional Dispositions:

**Fall 2010, NURS 186, SN Practicum I** – Preceptors rated all candidate dispositions as “Excellent” (83%-91%) or “Very Good” (1%-24%) or “Good” (1%-9%).

**Fall 2011, NURS 186, SN Practicum I** – Preceptor rated all candidate disposition areas as “Excellent” (76%-95%) or “Very good” (5%-18%).

**Spring 2011 NURS 187, SN Practicum II** - Preceptor rated all candidate disposition areas as “Excellent” (82%-100%) or (4) “Very good” (0%-6%).

**Spring 2012, NURS 187, SN Practicum II** - Preceptor rated all candidate disposition areas as 5



of course										
Overall course rating	14 47%	16 53%				21 75%	7 25%			

	NURS 186 F 2011					NURS 187 S 2012				
Candidate evaluation of course	38 Respondents					30 Respondents				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Overall course rating	18 47%	11 29%	9 24%			18 60%	11 37%	1 1%		

### Section A, Part III – Analysis of Data

<b>Candidate Preparedness</b>	
Data identifying how well candidates are performing.	Where candidates are not performing as expected or noted weaknesses in program.
<b>1. NURS 186 (Elementary) Preceptor Checklist of Skills and Competencies (5 Point Likert Scale)</b>	
Preceptors rating candidate clinical performance as 5 “Excellent” (87%) or 4 “Very Good” (13%). 100% of candidates were reported as meeting skills and competencies.	
<b>2. NURS 187 (Secondary) Preceptor Checklist of Skills and Competencies (5 Point Likert Scale)</b>	
Preceptors rated candidate clinical performance as 5 “Excellent” (90%) or 4 “Very Good” (8%) or 3 “Good” (2%). 100% of candidates were reported as meeting skills and competencies.	
<b>3. Preceptor Evaluation of Candidate Professional Dispositions (5 Point Likert Scale)</b>	
In 2010-2011 and 2011-2012 preceptors rated candidate dispositions in both NURS 186 (elementary) and NURS 187 (secondary) as 5 “Excellent,” ranging from 76%- 100% of the time, or 4 “Very Good” ranging from 1%-24% of the time, or 3 “Good” 1%-9% of the time.	
<b>Program Effectiveness</b>	
<b>1. NURS 186 and NURS 187 Course Evaluation by Preceptor (4 Point Likert Scale)</b>	
Preceptors rated NURS 186 (elementary) as “Very Pertinent,” F 2010, 40% and F 2011, 60%; or “Pertinent,” F 2010, 60% and F 2011, 40%. Preceptors rated NURS 187 (secondary) in S 2011	3% of preceptors rated NURS 187 practicum in spring 2012 as (2) “Fairly Pertinent.” However, no ratings fell into this category in 2010-2011.

<p>as “Very Pertinent” 38% and “Pertinent” 62%; or for S 2012 “Very Pertinent” 62%, “Pertinent” 35%, and “Fairly Pertinent” 3%. Note significant increase in preceptors who rated courses as “Very Pertinent” over “Pertinent” from 2010-2011 to 2011-2012.</p>	
<p><b>2. Candidate rating of Seminar Courses (5 Point Likert Scale)</b></p>	
<p>Candidates rating both school nurse seminar courses on average as 5“Excellent” or 4“Very good” 87% of the time. On average 13% of candidates rated courses as 3“Good.”</p>	
<p><b>3. Candidate rating of Practicum Courses (5 Point Likert Scale)</b></p>	
<p>Candidates rating both practicum courses as 5“Excellent” or 4“Very good” 99% - 100% of the time. 1% of candidates rated courses as 3“Good.”</p>	
<p><b>Summary of Findings:</b> <u>Analysis of data reveals that overall the program is doing a “more than adequate” job of meeting the educational and clinical experience needs of candidates.</u> The majority of candidates were very satisfied with their educational preparation, as were employers-school nurse supervisors. Preceptors have also reported receiving good support from faculty and had no suggestions for improving their preceptor experience. Two areas that were addressed in previous Biennial Report continue to be strengthened: 1) Preparation” in the area of “familiarity with research in the field of school nursing.” and 2) candidate experience could be strengthened in the area of “Preparation for Health Management Responsibilities in the School Setting 7,” specifically in the area of health leadership beyond the Health Office. This was successfully addressed by adding the Leadership Project to the Practicum courses.</p>	

**Section A, Part IV – Use of Assessment Results for Program Improvement**

Two areas will be addressed that were noted in Part III Summary of Findings as fell below “adequately.”

**Program Response:**

Currently, in core school nurse courses, candidates asked to respond to weekly questions specific to school nursing in which they must resort to reading articles in the Journal of School Nursing, many of which are related to current research in school nursing; One week in NURS 187, School Nurse Seminar, is devoted to research in school nursing; candidate decision making in clinical experience must also be based on research findings; candidates are encouraged to look for involvement in research opportunities in their clinical practice; as an assignment, candidates have an option of writing a research paper specific to school nursing practice.

**Solution:**

To strengthen insight into research school nursing, candidates were asked to write a paper discussing current research in school nursing practice and how it benefits the candidate in his/her own school nursing practice.

**Program Response:**

Currently, in NURS 186, School Nurse Practicum I, and NURS 187, School Nurse Practicum II, candidates are given the option of spending up to 10 hours of their clinical time involved in a leadership project outside of the Health Office. This may be involvement in a health related community activity, developing a health fair, working with management to prepare for a possible epidemic, i.e., Tdap, etc.

**Solution:**

Participation in a health related leadership role outside of the Health Office was incorporated as a required experience for all candidates in at least one practicum course.

While a data revealed that a very small percentage of responses to surveys and evaluations fell into the “less than adequate” or “fair” range, faculty will never the less continue to strive for “excellence” in all areas of the program recognizing the importance of maintaining a viable school nurse services program that will produce school nurses capable of meeting the healthcare needs of school age children in our communities.