

NURS 184/NURS 185/NURS 186/NURS 187

Candidate Evaluation of Core School Nurse Courses 2008-2009 and 2009-2010

Includes:

- (1) Evaluation Tool, (2) Data Analysis**
- (3) Response to Complaints/Suggestions**

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.

1. EVALUATION TOOL

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing
School Nurse Services Credential Program

Semester/Year **Spring 2010**

COURSE #31571, NURS 185, School Nurse Seminar

Overall rating of this 3 unit course. Place an (*) following your number selection.

Excellent 5 4 3 2 1 Poor

Aspects of the course which have been most valuable to you:

Suggested changes that would enhance your learning. Please be as specific as possible:

Name (optional)

Please note: This same evaluation form is used for NURS 184, NURS 186, and NURS 187.

Fax completed evaluation to Carol Rayner, Dept. of Nursing, at 559-278-6360. Thank you!

2. ANALYSIS OF DATA

COURSE EVALUATION BY CANDIDATE

For the following core school nurse courses:

NURS 184, Introduction to School Nursing, F 2008 and F 2009

NURS 185, School Nurse Seminar, S 2009 and S 2010

NURS 186, School Nurse Practicum I, F 2008 and F 2009

NURS 187, School Nurse Practicum II, S 2009 and S 2010

Candidate rating of Seminar Courses – NURS 184, Introduction to School Nursing; NURS 185, School Nurse Seminar																				
Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor																				
	NURS 184 - F 2008					NURS 184 – F 2009					NURS 185 – S 2009					NURS 185 – S 2010				
Candidate evaluation of course	24 Respondents					23 Respondents					24 Respondents					34 Respondents				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Overall course rating	16	7	1	0	0	16	6	1	0	0	19	5	0	0	0	34	4	1	0	0
	67%	29%	4%			70%	26%	4%			74%	21%				85%	12%	3%		

Candidate rating of Practicum Courses – NURS 186, School Nurse Practicum I; NURS 187, School Nurse Practicum II																				
Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor																				
	NURS 186 - F 2008					NURS 186 – F 2009					NURS 187 – S 2009					NURS 187 – S 2010				
Candidate evaluation of course	22 Respondents					23 Respondents					26 Respondents					32 Respondents				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Overall course rating	16	5	1	0	0	17	5	1	0	0	21	5	0	0	0	23	6	2	0	0
	73%	23%	3%			74%	21%	5%			80%	20%				75%	19%	6%		

Summary of findings:

Candidates rating all four core school nurse courses, both seminars and practicum as “Excellent” or “Very good” at least 94% of the time. Between 3-6% of candidates rated courses as “Good.”

No candidates rated any of the courses in the “Fair” or “Poor” categories.

3. FACULTY RESPONSES TO CANDIDATE COMPLAINTS/SUGGESTIONS

CSUF School Nurse Services Credential Program
CANDIDATE EVALUATION OF CORE SCHOOL NURSE COURSES

NURS 184, Introduction to School Nursing (seminar) – Fall 2008 (26 responses out of class of 35)	
<p>Positive comments from candidates regarding course: The opportunity to choose topics and assignments to suit their educational needs (3), insight into Education Code and other laws that guide school nursing practice (2), resources provided in course to respond to research questions (3), discussion board participation and networking (2), valuable research questions and variety of topics (6), value of Blackboard presentations (3), review of basic skills (1), insight into history of school nursing (1), school board visit and related write-up (1). (Note: Number following each comment = number of candidates with same comment.)</p>	
Complaints/Suggestions	Faculty response
<p><u>Most significant complaint:</u> Too much required reading and written work. (8) (31% of responders.)</p> <p>Note: In many cases, students (all of whom are adult learners) admit that their overload is related to complex lives, i.e., full-time jobs and family responsibilities while trying to complete course requirements for a credential at the same time.</p> <p>(See following for improvement in input from responders for F. 2009)</p>	<p>Faculty continues to find ways to work with students to decrease stress and lighten the workload without jeopardizing the learning experience, i.e. working with individual candidates to help them organize their time, decreasing assignment writing requirements and time spent participating in Blackboard discussion whenever possible, and giving candidates a choice of assignments.</p> <p>Candidates are also reminded before beginning the program that they need to evaluate their circumstances and consider taking just one class at a time if necessary.</p>
<p>Questioned need for assignment related to cultural differences – book report or cultural interview. (1)</p>	<p>Value of understanding cultural differences cannot be overstated. Candidates must understand importance of need for insight into working with clients from all cultural and ethnic backgrounds.</p>
<p>Expressed discomfort in being asked to critique Blackboard presentations by fellow classmates. (1)</p>	<p>This has always been anonymously. At one point candidates were asked to elaborate on strengths and weaknesses of presentation. This has since been change asking candidates to respond to a simple rating scale related to value of presentation to readers school nursing practice. Insight into value students place on presentation information is helpful to faculty.</p>
<p>Complaints of Blackboard technical issues. (1)</p>	<p>Digital Campus is available to candidates, as well as a CSUF Help Desk, to assist them in resolving computer issues. These complaints are getting fewer as technology continues to improve.</p>
<p>Complained about time spent reading and participating in discussion following Blackboard presentations (3)</p>	<p>To stimulate discussion candidates had been asked to respond to postings by two other classmates following Bb presentations as well as responding to presenter’s case scenario following the presentation. This has since been changed to requiring students to just respond to one fellow classmate’s posting in participating in discussion along with responding to the case scenario.</p>

NURS 184, Introduction to School Nursing (seminar) – Fall 2008 (23 responses out of class of 31)

Positive comments from candidates regarding course:

All 23 responders included positive comments or rated the course favorably. Positive responses can be found in returned evaluations completed by candidates.

Complaints/Suggestions	Faculty response
<u>Most significant complaint:</u> Too much required reading and written work. (3) (13% of responders.)	Note efforts made by faculty in previous fall semester to deduce workload for students.
Complaints of minor Blackboard technical problems (2)	See previous comment.
Minor suggestions, i.e., improving scoring for a particular assignment.	Improvements continue to be made in information provided in syllabus and assignment details.

NURS 186, School Nurse Practicum I – Fall 2008 (26 responses out of class of 36)

Positive comments from candidates regarding course:

Learned so much regarding policies, procedures, IEPs, legal guidelines, law (2); enjoyed going to different school sites (2); excellent preceptor and role model (9); online resources (1); “All I have done and recommended readings (1); Blackboard discussion, research from text (1); being able to tailor clinical experience the my needs (2); projects and journal questions (1); class participation and sharing (2); exposure to unknown areas (1); value to case study (1); visits to outside agencies.

Complaints/Suggestions	Faculty response
<u>Most significant complaint:</u> Too much written work required, i.e., journaling (4) (15% of responders)	Journaling is an important means by which faculty monitors student clinical activities. Faculty has reformatted and streamlines journaling to lessen need for extensive narrative.
Suggestion to shorten Blackboard discussion time related to clinical practice and sharing. (1)	Candidates are required to spend 40-45 minutes a week in discussion in clinical courses. Faculty does not consider this excessive. Discussion time is an important aspect of learning in the course. Candidates share case scenarios, experiences with one another and respond to instructor prompts with regard to topics.
Suggested that it be recommended that students take just one class each semester at a time to reduce workload. (1)	Again, candidates are advised that they should evaluate their own situation and make a discussion regarding workload based on their own needs.
Suggested use of own school worksite for practicum instead of working with preceptor at another site. (2)	There is a need for close monitoring of clinical activities in this online program. Candidates are not allowed to use their employee work time for practicum hours as a student. Working away from their worksite gives the student the opportunity to concentrate on learning without job interference. It also allows the student to observe their preceptor involved in office management, case management, etc.
Complaint that Student Internship Agreement (University-Agency Contract) takes too much time to negotiate and infringes on practicum hours.	Candidates are given information on need of University-Agency Contract in April prior to the fall semester and informed that initiation of the contact needs to begin as soon as possible.

NURS 186, School Nurse Practicum I – Fall 2009 (22 responses out of class of 36)	
Positive comments from candidates regarding course: Excellent course!, course was great!, constructive clinical instructors, enjoyed Blackboard discussions.	
Complaints/Suggestions	Faculty response
Most significant complaint: Heavy workload (3) 14% of responders	When candidates enter Phase II (core school nurse courses) and choose to take both a seminar and a practicum with all their other responsibilities, they can feel overwhelmed in the fall. Adjustments have been made such as requiring fewer formal papers, i.e. SARB paper and making it into a response to a journal question, giving candidates assignment choices, and decreasing required written time on Blackboard. This was done without jeopardizing the candidate's learning experience.
Journaling took too much time (1) Note: 5% compared to 15% in fall 2008	Changes made in journaling format decreased complaints of "too much writing in journaling."
Blackboard technical difficulties (2)	See previous comments

NURS 185, School Nurse Seminar – Spring 2009 (26 responses out of a class of 35)	
Positive comments from candidates regarding course: All 26 responders included positive comments or rated the course favorably. Positive responses can be found in returned evaluations completed by candidates.	
Complaints/Suggestions	Faculty response
Most significant complaint: Heavy workload (6) 23% of responders	The spring semester is usually less stressful for candidates as they have adjusted to the workload. In both seminar courses, candidates are required to respond to one research question a week along with three additional papers. A research question is not required the week that the partnered candidate's Blackboard presentation is due. Consideration is being given to changing a required narrative response to research questions to a summary report or preformatted worksheet to demonstrate knowledge.
Suggestion that candidates be informed before semester begins regarding details of assignments. (1)	Course syllabi are available to candidates at least a week prior to the beginning of the semester. Candidates completing NURS 184 are given information on a book report in December for an assignment candidates may choose for NURS 185. Consideration is being given to send out information in the Phase II Admission Packet, sent out in April, on a book related to cultural differences that candidates may choose to report on as an assignment in NURS 184. This would also reduce stress in the fall.

NURS 185, School Nurse Seminar – Spring 2010 (34 responses out of a class of 34)

Positive comments from candidates regarding course:

All 34 responders included positive comments or rated the course favorably. Positive responses can be found in returned evaluations completed by candidates.

Complaints/Suggestions	Faculty response
Miscellaneous complaints/suggestions	
Candidate questions need for legislative paper (1)	The importance of the legislative paper cannot be overstated, as candidates need to understand the legislative process, opposing and supporting bills, and contacting legislators as it relates to protecting and advocating for children and families, as well as school nursing.
Candidate questions need for book report related to gaining insight into adolescent mental health issues. (1)	Candidates have a choice of reading a book related to adolescent mental health issues or researching and writing a paper on mental health issues. It should go without saying that candidates planning to work with adolescents must have insight into adolescent mental health issues that affect live and learning.
Candidate would prefer to have all learning take place via Blackboard presentations rather than writing up weekly research questions. (1)	Candidates are divided on value of researching on their own and presentations by others. Many candidates prefer to have the opportunity to choose a topic of personal interest to them rather than have it selected for them as a Bb presentation. For that reason, students are given both avenues of learning.
Candidate would like an in-class meeting during the semester. (1)	This is an online program. Pulling students together from around the state during the semester for an in class experience would not be possible, though online class meetings are possible. While it is difficult to bring the entire class together at one time, faculty plans to arrange to meet with small groups of candidates to go over questions and concerns, especially before assignments are due for the first module (first four week period).

NURS 187, School Nurse Practicum II, Spring 2009 (26 responses out of a class of 36)

Positive comments from candidates regarding course:

All 26 responders included positive comments or rated the course favorably. Positive responses can be found in returned evaluations completed by candidates.

Complaints/Suggestions	Faculty response
Most significant complaint: Time spent away from own worksite were too many for experienced school nurses. (2) 8%	Explanation of hours: Guidelines for hours related to clinical courses are the same as those for other nursing courses in the university. There are a total of 135 hours for each three (3) unit practicum course. Of those 135 hours, 15 hours are devoted to class discussion relevant to clinical practice (leaving 120 hours). Candidates who are employed as school nurses are automatically given 40 hours credit for experience (leaving 80 hours). Ten (10) hours are allotted to community activities relevant to school nursing and ten (10) hours are

	<p>allotted to attendance at school nurse workshops and conferences (leaving 60 hours). Candidates who have worked in school nursing for two (2) years are allowed to use up to 20 hours of that time on a special project relevant to school nursing. The remainder of time, 40 hours, must be spent away from the candidate's worksite working and learning under a qualified school nurse preceptor. Faculty believes this is the very minimum amount of acceptable time that needs to be spent working with a qualified preceptor.</p> <p>Note: Other candidates have expressed the need for more quality clinical practice time with their preceptor.</p>
Suggestion that candidates be allowed to use work time at their own worksite for clinical hours.	See NURS 186, fall 2008 for comments.
Candidate (1) indicated that health teaching in the classroom was not done by school nurses in the district in which he/she was doing clinical experience. The preceptor in this case was able to accommodate the candidate and provide this experience.	This is a rare situation. Health teaching is an important aspect of school nursing. In the future clinical instructors will be advised to discuss the importance and need for the candidate to spend time presenting a health lesson in the classroom.
NURS 187, School Nurse Practicum II, Spring 2010 (32 responses out of a class of 32)	
<p>Positive comments from candidates regarding course: All 32 responders included positive comments or rated the course favorably. Positive responses can be found in returned evaluations completed by candidates, i.e., "program enhanced knowledge," "really enjoyed the class," "Don't change a thing."</p>	
Complaints/Suggestions	Faculty response
Most significant complaint: Workload issue. Clinical and writing expectations stressful (3) 9% of responder	See previous comments NURS 186, fall 2009.
More time with preceptor, less theory	No changes. It is important to balance practicum experience with an understanding of theory as it relates to practice. Candidates need to know the basis for their practice.
Difficulty working and arranging time with preceptor away from candidate's worksite.	Faculty realizes this can be a problem area and tries to ease the problem. In each practicum syllabus there is a memorandum to employers of working candidates, which candidates are encouraged to share with their employer, which explains the need for the student to be away from their worksite for their practicum experience. The candidate is also urged to meet with their preceptor to plan a schedule the will work for all parties.