

# SCHOOL NURSE COMPETENCIES (SNC)

## School Nurse Competencies 1

**By design, the program provides extensive opportunities for candidates to demonstrate their knowledge, skills and abilities with respect to the school nurse competencies as exemplified in the School Nurse Competencies (SNCs) provided in Appendix A.**

### **SNC 1, Providing health and wellness services (Primary Level Intervention):**

*Criterion 1: Candidates for a School Nurse Services credential understand how to provide a wide range of health and wellness services for students and the school community, including but not limited to state-mandated screenings, required immunizations and health education:*

*In NURS 184, Introduction to School Nursing, primary prevention is addressed in the following weeks through weekly research questions: Week 2, coordinated school health programs related to primary prevention, Neuman's Systems Model as it relates to primary prevention through strengthening lines of defense; Week 4, Primary care and the role of the school nurse; Week 5, immunization programs, school entry immunization requirements; Week 6, identifying barriers to a healthy lifestyle; Week 7, dental screening in school; Nutrition services and the role of the school nurse; Week 10, health teaching and health promotion for students, faculty, staff.*

*In NURS 185, School Nurse Seminar, primary prevention is addressed in the following weeks through weekly research questions: Week 3, adolescent preventive services, health promotion and disease prevention for adolescents, coordinating a health fair; Week 4, framework for teaching health education, school nurse as health educator, the Group Process, creating and facilitating groups; comprehensive health education model; sex education for special learners, giving school board presentations; Week 5, activity and fitness, nutrition and weight control concerns related to specific sports involvement, healthy issues regarding female athletes; Week 6, various prevention and cessation programs; Week 7, health promotion and health education related to communicable disease; Week 8, health promotion and pregnancy prevention.*

*State mandated screening and other types of screening programs:*

*State mandated screening and other types of screening programs are addressed in core school nurse courses. Various screening programs are addressed in both seminar and in practicum courses where candidates participate in screening program activities in their clinical experiences:*

*CDDS 125, Audiometry and Audiology for School Nurses (3U) prepares students to obtain certification as a school audiometrist. It gives the student the necessary insight into reasons for hearing loss, basic assessment, management, and the fundamentals of interpretation. It also gives*

the student awareness of the value of a hearing conservation program. School nurse students cannot participate in hearing testing in school without an audiometrist's certificate.

*NURS 183, Vision and Scoliosis Screening in the School Setting (1U):* If a perspective candidate has not CEUs through a workshop or university credit for a formal vision screening course prior to entering the program the candidate is required to take this course which is offered in August in conjunction with program orientation for candidates entering phase II core school nurse courses in the program.

NURS 184, Introduction to School Nursing. In *Weeks 5 and 6*, weekly research questions related to various types of screening programs. These includes, but is not limited to state mandated screening - vision, hearing, scoliosis screening; Height, weight, and BMI (Body Mass Index); dental, scoliosis and Acanthosis Nigricans. In NURS 186 (School Nurse Practicum I), screening programs are also addressed in online discussion. For mandated screening programs, school nurse students are expected to be knowledgeable of and abide by the legal guidelines in the California Education Code regarding screening; the CDE (California Department of Education) (2007) *Standards for Scoliosis Screening in California Schools*; and the CDE (2006) *A Guide for Vision Testing in California Public Schools*. Screening programs is also addressed in the course text, Selekmán (2006), *School Nursing: A Comprehensive Text*.

*NURS 186 and NURS 187* (Practicum courses) provide the opportunity to participate in planning and conducting various types of screening, both individual and group, at the elementary and secondary level under the direct supervision of a qualified school nurse preceptor. The clinical preceptor determines the competency of the school nurse student in his/her ability to carrying out screening appropriately, interpreting screening results, referring for evaluation and follow up with a parent/guardian.

*Candidate Competency in carrying out mandatory screening and other types of screening is evaluated by the clinical instructor through student journaling and by the preceptor:*

**See Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus competency checklist #E1 (elementary) and #S2 (secondary). Preceptor must initial each skill/competency and sign the Preceptor Checklist indicating that all competencies have been met at the end of semester.

*State mandated immunization programs:*

*Candidates gain insight into immunization programs for control of preventable communicable diseases:*

*NURS 184, Introduction to School Nursing.* Mandatory immunizations for school aged children are covered in weekly research questions in *Week 5*, i.e., disease prevention through

immunization, preschool and kindergarten entry requirements, etc. Immunization requirements for school aged children are also included in online discussion in NURS 186 (School Nurse Practicum I). School nurse students are expected to follow the immunization guidelines in the CDHS (California Department of Health Services), Immunization Branch (2003) *California Immunization Booklet* which is provided to students on entering NURS 184, Introduction to School Nursing. Immunization requirement for school age children on the national level are also covered in course text, Selekman (2005) *School Nursing: A comprehensive Text*, Ch. 21.

*In practicum courses (NURS 186 and NURS 187)* school nurse students are expected to participate in reviewing immunization documents and “blue” cards to determine if a child’s immunizations are up to date. Students are also expected to review district policy to determine if a child who needs immunizations may be admitted conditionally or needs to be excluded until immunizations are up to date. **Evaluation of screening competency** is determined by the student’s school nurse preceptor and recorded in the *Preceptor Checklist (skills) #5* located in the NURS 186/NURS 187 Preceptor Syllabus. The Preceptor must initial the skill indicating that the school nurse student demonstrates competence in carrying out the skill and sign the Preceptor Checklist at the end of the semester.

*Candidate Competency in carrying out assessment on pupil immunization status and complete immunization report properly is evaluated by the preceptor:*

**See Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus competency checklist #E3 (elementary). Preceptor must initial the competency and sign the Preceptor Checklist indicating that all competencies have been met at the end of semester.

#### *Child Health and Disability Prevention Program for children and adolescents:*

*NURS 184, Introduction to School Nursing.* School nurse students gain insight into services for children and adolescent through CHDP program and eligibility guidelines for enrollment through the Gateway Program. This is covered in *Week 5* and included in online discussion in NURS 186 (School Nurse Practicum I). School nurse students are expected to visit the CDHS website for details regarding the program eligibility and services. Students are also expected to have knowledge of the Health & Safety Code sections 124025...124115 as a legal basis for the program.

*NURS 186, School Nurse Practicum I,* students are expected to review documentation related to CHDP requirement for 1<sup>st</sup> grade, contact and direct parents to services as necessary, and follow up on compliance.

*Candidate Competency in carrying out CHDP assessment on pupils at the first grade level and following reporting guidelines:*

This is evaluated by the clinical instructor through student journaling and by the preceptor through observation.

See Sec. 3, p. 396, N186/N187 Preceptor Syllabus competency checklist #E4 (elementary). Preceptor must initial the competency and sign the Preceptor Checklist indicating all competencies have been met at the end of semester.

*Health education and health promotion:*

Students gain knowledge of the importance and scope of primary intervention in phase I and Phase II seminar courses and incorporate that knowledge into health teaching and health promotion in practicum courses:

*NURS 137, Teaching Perspectives for the Healthcare Client (3).* In this phase I course, school nurse students are equipped with insight into the principles of teaching and learning related to teaching individuals and small groups and how it can be applied in the school setting.

*In NURS 186 and NURS 187 (practicum courses),* health teaching and health promotion opportunities in clinical practice: At both the elementary level in the fall and secondary level in the spring school nurse students have ample opportunity for “**teachable moments**” with pupils, faculty, and staff visits in the health office (80 practicum hours at each level for practicing school nurses; 120 hours for school nurse student not currently practicing school nursing).

*In NURS 186 (elementary practicum),* students have the opportunity to choose a **health teaching assignment** that is taught in classroom room setting. The school nurse student chooses the subject matter based on age appropriate content and the learner readiness guidelines in CDE (2003) *Health Framework for California Schools: Kindergarten through Grade Twelve*; and the CDE (2009) *Health Education Content Standards for California Schools: Kindergarten through Grade Twelve*.

*Candidate competence in teaching a health lesson in the classroom:*

This is evaluated by the student's clinical instructor through written assignment and student journaling; and by the preceptor observation, feedback from the classroom teacher, self-evaluation by the student; and a candidate prepared pre-post test of pupil knowledge regarding material covered. To contribute to the learning experience among classmates, students share their teaching experience and outlines on the Blackboard Discussion Board to enhance learning experience for classmates.

**See Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus checklist # E5 (elementary) and #S3 (secondary).

*In NURS 187, (secondary), students have the opportunity to choose to do a **Health Education Curriculum Paper and Teach**, which involves collaboration with a teacher and developing curriculum that can be added to existing curriculum at the secondary level and to then the student must teach the health lesson; or a **Aggregate Teaching/Small Group Activity**, which includes facilitating meetings with a small group of pupils to discuss health related issues. If the Aggregate Teaching/Small Group Activity is selected, the student must incorporate the Group Process. School nurse students are expected to choose an appropriate learning theory. If the Aggregate Teaching/Small Group Activity is selected, the student must incorporate the Group Process. The subject matter based on age appropriate content and learner readiness guidelines in CDE (2003) *Health Framework for California Schools: Kindergarten through Grade Twelve*; and the CDE (2009) *Health Education Content Standards for California Schools: Kindergarten through Grade Twelve*.*

*Candidate competence in developing age appropriate curriculum, carrying out a classroom teach or facilitating a small group:*

This is evaluated by the student's clinical instructor through student journaling and completion of a written assignment; and by the preceptor, through observation, feedback from the classroom teacher, self-evaluation by the student; and a pre-post written assessment of pupil knowledge of material covered. To contribute to the learning experience among classmates, students share their teaching experience and teaching outlines with classmates on the Blackboard Discussion Board to enhance the learning experience for classmates as well. See **Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus checklists # E5 (elementary) and S3 (secondary).

An Experienced School Nurse Project related to primary level intervention. *In NURS 186 and NURS 187 (practicum courses)* school nurse students with two or more years of school nursing

experience, specific to the educational level in which they are taking their current practicum, may use up to 20 hours of clinical time working on a project that would be meaningful to school nursing or the school community. The project could relate to primary prevention, i.e., the development of a health screening program or a health promotion program within the school setting which may involve collaboration with other members of the education team and/or the community. Students who are interested in completing a project must first write a proposal detailing the type of project he/she is interested in pursuing. The project must be approved by the student's preceptor and clinical supervisor. The student must journal on progress made with the project and must submit an electronic copy of the project, or a complete outline detailing the project and its outcome.

*Quality and usefulness of project is evaluated:*

The proposal must be approved by the student's clinical instructor and preceptor as benefiting school nursing and/or the school community. The student's preceptor and clinical instructor also review and evaluate the final project. Points are assigned based on the quality and completeness of the project.

**See Sec. 3** (NURS 186/NURS 187 Preceptor Syllabus (p. 367), N186 (p. 199) and N187 (p. 328) Syllabi for Exp. School Nurse Project.

*Candidates understand how to facilitate access to appropriate affordable healthcare beyond the school setting:*

*In core school nurse courses*, both seminar and practicum courses, candidates gain insight into community resources specific to various health needs of students and how to assist children, adolescents and families in accessing affordable and appropriate healthcare for specific health related problems, i.e., dental, medical, mental health services, or resources for basic needs such as food, clothing and shelter. In seminar courses, NURS 184 (elementary) and NURS 185 (secondary), candidates respond to weekly questions specific to various types of health conditions that require identifying referral agencies and other resources in the community. In NURS 184, Child Health and Disability Prevention services for children and adolescents are covered, along with coordinated school health programs and community collaboration, appropriate referral for specific acute and chronic health conditions, and various medical emergencies. In NURS 185, coordinated school health programs are again covered at the secondary level, as well as community and family involvement in accessing healthcare; helping the uninsured adolescent access services; sources of treatment for substance abuse, sexually transmitted diseases, pregnancy, psychiatric issues, family and date violence, issues with sexual orientation, depression, suicide prevention, athletic injuries.

*In online classroom discussion in practicum courses (NURS 186 and NURS 187) school nurse students discuss various health conditions and share information on community resources. In completing practicum hours, candidates carry out assessments on children and adolescents with various health complaints that lead to the need to refer for services. This is accomplished with direction from the student's school nurse preceptor to appropriate community resources. Candidates in practicum courses gain insight into the multifaceted problems associated with low income families, migrants, and families of various cultural backgrounds and how to help them gain access appropriate and reasonable care.*

*Candidate competence in assisting children, adolescents, and families to access healthcare and other community resources:*

This is evaluated by the clinical instructor through student journaling, student conferences, and input from preceptor. **See Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus competency checklists #E6 (elementary) and #S4 (secondary). The preceptor must initial the competency as being done and sign the checklist indicating that all competencies have been met at the end of semester.

**See also Sec. 3** (p. 407) Preceptor Evaluation of Student Professional Dispositions #5, "Candidate demonstrates a COLLABORATIVE disposition."

*Candidates understand how to identify available community health resources in assisting with access to care:*

Candidates entering the program are not required to hold a Public Health Nursing certificate, though they are required to have taken community health course work (both didactic and field experience) through an accredited university. This requirement gives school nurses the global understanding for community health issues and insight into the various resources that is necessary in order to effectively assist children, adolescents, and families with acquiring the necessary services, i.e., programs and services through a local health department, Social Services, family planning services, as well as food, clothing and shelter.

*In NURS 186 fall – (elementary school nursing) and in NURS 187 (spring – secondary school nursing) with guidance and approval from the student's school nurse preceptor, candidates are expected to spend at least 6-8 hours in the community, visiting community agencies and becoming familiar with other types of community services relevant to that particular semester. Candidates also gain insight into community agencies and other community resources through spending time under the direct supervision of an experience school nurse preceptor.*



*Candidate knowledge of community resources, as well as their ability to refer children, adolescents, and families to appropriate services:*

This is evaluated by the clinical instructor through student journaling and the preceptor. **See Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus competency checklists #E6 (elementary), and #S4 (secondary). The preceptor must initial the competency and sign the checklist verifying that all competencies have been met at the end of semester. See also Preceptor Evaluation of Student Professional Dispositions #5.

*Candidates understand how to promote environments health and safety in the school setting:*

The importance of environmental safety and keeping pupils safe in school is stressed in core school nurse coursework and practicum experiences. In NURS 184, Introduction to School Nursing, candidates respond to research questions specific to the role of the school nurse in identifying unsafe playground conditions; collaborating with Food Services, teachers and other school personnel to keep pupils with severe food allergies safe in school; training unlicensed personnel to safely assist pupils with taking medication and carry out allowable procedures; the role of the school nurse in identifying bullying and keeping victims of bullying safe; emergency first aid and preparing school personnel to cope with health related emergencies; and developing emergency action plans for individual pupils. In NURS 185, School Nurse Seminar, the following is addressed: coping with sports emergencies and first aid at the secondary level; *Week 11* is devoted to the role of the school nurse in keeping schools safe; participation in planning for disaster preparedness and the role of the school nurse, suicide prevention and intervention, other types of crisis intervention and post-vention, collaboration efforts in planning and preparing for natural disasters, campus intruders, gang awareness issues; victimization and threats to pupils, Crisis Response Box and Partners for Safe Schools. In practicum courses school nurse students are expected to learn about the role of the school nurse and safety issues on the schools in which they take their practicum.

*In practicum courses (NURS186 and NURS 187), candidates must demonstrate their understanding and awareness for campus security threats, i.e. identifying gang activity, recognize victimization, and other threats such as intruders on campus. They must be able to discuss action steps to cope with individual emergencies; express knowledge of and insight into school wide action plans related to natural disasters and other school wide emergencies with understanding for the role of the school nurse. Candidates must demonstrate their ability to collaborate with teachers, staff, and parents in the development of emergency action plans for individual pupils with life threaten allergies or other health conditions; and to take the proper actions steps with pupils where there is a treat of suicide or endangerment of others, which includes effectively communication with administrators and proper authorities. Candidates must participate in properly training and supervising unlicensed school personnel who provide emergency first aid*



and assist pupils in taking medication in the absence of the nurse and/or carry out allowable specialized physical healthcare procedures. School nurse students must demonstrate their ability to use Standardized Precautions, and to train others to do so in prevention of spread of disease.

*Candidate knowledge and ability to promote environmental health and safety in the school setting:*

This is evaluated by the clinical instructor through student journaling and by the preceptor. **See Sec. 3** (p. 396 and p.401), N186/N187 Preceptor Syllabus competency checklists E7, E8, E9, E10 (elementary); S5, S6, S7 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Candidates understand how to exercise leadership as necessary with collaborative agencies within the community:*

While under the supervision of a school nurse preceptor, candidates take leadership responsibility in by getting involved in referring children, adolescents, and families to various community agencies for services, i.e., CHDP programs, immunizations, identified health problems, failed mandated screening and other types of screening, i.e. dental. Working with their preceptor, school nurse students can take leadership responsibility in program development. Candidates are required to spend 6-8 hours each semester investigating community resources and being involved in community activities. During this time they are expected to demonstrate assertiveness and leadership in contacting directors of community programs and agencies in order to interview them about service offerings and to establish meaningful connections that will aid them in assisting children, adolescents, and families. A realistic example of leadership is which the candidate becomes aware of a communicable disease outbreak at a school site, in which case, under the watchful eye of a preceptor, the school nurse student is expected to demonstrate leadership ability by responsibility to contact the appropriate community agency(s) in order to begin the process of work together to resolve the problem. Another example of a leadership activity that involves community agencies would be the school nurse student who chooses as a special project to develop a health fair at a school site, which involves creating a survey to determine health education needs within the school community, contacting community agencies, and coordinating the event. Health fairs are addressed in NURS 185 (School Nurse Seminar). In both NURS 184 and NURS 185 (seminar courses), coordinated school health programs are discussed at length. Through understanding what is involved in a comprehensive school health program and involved in coordinating different aspect of a program, candidates learn about the importance of collaborating efforts with community agencies in order to bring about more global and seamless services for children, adolescents, and families. In NURS 186 and NURS 187 (practicum courses), candidates demonstrate leadership in this area by becoming involved in the process as the only health authority at that school site who bring with his/her

expertise to the planning table. Again, school nurse students frequently choose to participate in the development of a coordinated school health program as a special project. In practicum courses, While under the supervision of a school nurse preceptor, candidates take leadership responsibility in by getting involved in referring children, adolescents, and families for various community agency services, i.e., CHDP programs, immunizations, for various identified health problems, failure of mandated screening and other types of screening, i.e. dental.

*Candidate ability to exercise leadership in collaborating with agencies within the community:*

This is evaluated by the clinical instructor through student journaling and by the preceptor. **See Sec. 3** (p. 396 and p. 401) N186/N187 Preceptor Syllabus Competency Checklist #E6 (elementary) and #S10 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Candidates understand how to promote healthy nutrition for students and staff:*

*In NURS 184 (Introduction to school nursing):* The importance of a healthy life style, which includes a well rounded diet and exercise if discussed. In *Week 6*, there is a research question that related to the school nurse role in health assessment of elementary school aged children, which includes measuring heights, weights, and body mass index to determine nutritional intake and involvement in exercise. There is also a question related to the role of the school nurse in preparing to teach a lesson to 4<sup>th</sup> – 6<sup>th</sup> grade pupils about living a healthy lifestyle, which includes understanding the importance of a healthy nutritional intake. In *Week 7*, a research question relates to the role of school nutritional services in providing balanced meals for students, as well as the role of the school nurse in coordinating awareness for good nutrition into other aspects of the pupil’s educational experience. In *Week 10*, Candidates may choose to write a proposal for a school site program that would help overweight pre-adolescent girls live a healthier lifestyle. Candidates are made aware that school nurses need to model a healthy lifestyle in order to effectively encourage students and staff to follow suit. Health promotion for school faculty and staff is also addressed in this same week. In NURS 185 (School Nurse Seminar), *Week 5*, nutritional requirements for male and female athletes, is covered with comparison to non-sports participants. This also includes discussion on nutritional needs that differ with different types of sports, unhealthy eating behaviors related to the desire to lose or gain weight in order to participate in a particular sport. In *Week 9*, identifying eating disorder and the role of the school nurse is covered. In practicum courses (NURS 186 and NURS 187) candidates are expected to discuss nutritional intake when a child or adolescent who presents in the health office with a health complaint. Candidates are also expected to include a nutritional assessment when evaluating pupils for placement in special programs. Frequently candidates select healthy nutrition as a topic for a health teach at the elementary level or in facilitating a small group of pregnant teens at the secondary level. School nurse preceptors inform candidates

of ways to promote a healthy lifestyle through decorated bulletin boards, available pamphlets in health offices, as a resource and health educator for faculty and pupils. Candidates are also made aware that they must model a healthy lifestyle in order to encourage others.

*Candidate ability to promote the need for healthy nutritional for students and staff:*

This is evaluated by the clinical instructor through student journaling and by the preceptor. **See Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus competency checklists #E13 (elementary) and #S11 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Candidates understand how to participate in providing coordinated health services and school health programs to better manage limited resources:*

Candidates gain insight into the value of collaborating efforts to bring about more seamless programs and services to pupils and others in the school community. In NURS 184, *Week 2*, candidates are introduced to the eight components of a comprehensive school health program and the importance of coordinating programs and services that lead to better services and better use of limited resources. School nurse students learn about the steps involved in the development a coordinated health program, such as the need for effective leadership, funding sources, buy-in by invited participants and the role of the school nurse. This insight helps candidates understand how departments within the school building and community agencies can work together towards a common goal. In *Week 7*, candidates learn about the School Health Index and how it fits with a coordinated school health model. In *Week 10*, candidates learn about the role that health education plays as one of the eight components in a comprehensive school health program; they also learn how school, family, and community can work together to strengthen student success in school. In NURS 185, in *Week 2*, candidates learn about coordinated school health programs at the secondary level and community involvement. In *Week 3*, learn about health promotion and disease prevention through coordinated programs; they gain insight into funding sources; and learn how to plan and pulling together a health faire at a school site, which involves developing a survey to determine interest, contacting the various community agencies and programs, and coordinating it to fit into teacher and pupil schedules. In *Week 12*, candidates learn about school based health centers and the importance of collaboration in establishing partnerships. In *Week 15*, candidates gain insight into the concept of a school nurse community. In practicum courses (NURS 186 and NURS 187), Candidates spend time observing and participating in coordinated school health services and programs with their school nurse preceptor. They gain first hand insight into the value of collaboration and partnerships. Experienced school nurse students frequently choose to do a project that involves them as a member of a planning team working on a new program.

*Candidate knowledge and participation in coordinated health services and programs:*

This is evaluated by the clinical instructor through student journaling and by the preceptor. **See Sec. 3** (p. 396 and p. 401), N186/N187 Preceptor Syllabus competency checklists #E11 (elementary) and #S13 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Candidates understand how to organize and implement the overall school health program:*

Before students can learn to organize and implement a school health program, they must understand the legal guidelines on which school nurse practice is based - In NURS 184, Introduction to School Nursing, students learn that the role of the school nurse is to support student learning through implementing strategies that promote student and staff health and safety. To accomplish this, students to gain insight into legal guidelines: such as the *California Ed Code*, district policies, National Association of School Nurses/American Nurses Association (2005) *School Nursing: Scope and Standards of Practice*, the *CA Nursing Practice Act*. Students' learn that CSNO (California School Nurses Organization) and NASN (National Association of School Nurses) position statements strengthen and validate their school nursing practice. Legal guidelines are referred to throughout NURS 184 and NURS 185 (seminar courses), beginning in NURS 184 in week one. In practicum courses students use those legal guidelines in their school nursing practice, i.e., in training, assisting, directing, teaching children, adolescents, families, faculty and staff; and in planning to teach in the classroom (i.e. Family Life Education), in writing policy/procedure papers and in other assignments.

*In NURS 184, Introduction to School Nursing*, candidates gain insight into the role of the school nurse as it relates to the following: Overview of comprehensive school health programs; coordinated school health programs; framework of school nurse; health offices management and record keeping; organizing a school health program (administrative perspective); management process; dimensions of school nursing; state mandated screening requirements and programs; other programs – dental, nutrition, migrant; management of clients with acute and chronic diseases; policies and programs in the management and prevention of communicable disease and immunization requirements; school environmental safety; emergencies action plans; health promotion programs for pupils, faculty and staff; teaching in the classroom; working with dysfunctional families, homelessness, and those of a different ethnic group/cultural; guidelines on child abuse reporting; school nurse involvement as members of the education team, meeting the needs of individuals with disabilities (504); special education and the IEP (Individual Education Plan) process; community resources and programs; insight into helping relationships.

*In Nursing 185, School Nurse Seminar*, candidates gain insight into the role of the school nurse in the following areas: Comprehensive school health programs at that the secondary level; interdisciplinary involvement, working with other members of the education team at the secondary level in planning, implementing coordinating school health programs involving other departments; health promotion programs for pupils, faculty and staff; enlisting community participation in health promotion, i.e., health fairs; adolescent health preventive services, i.e., substance abuse, communicable disease; child abuse reporting, including unlawful sexual activity; programs for pregnant and parenting teens; assisting pupils with acute and chronic health problems; emergency action plans; mental health issues such as eating disorders, depression and suicide; participation as a member of the crisis intervention team; involvement in campus safety and violence prevention programs, the role of the school nurse in school based clinics; funding sources and grant writing; Medi-Cal billing and reinvestment of funds; use of technology; quality assurance in school nursing and health services; school nurse visibility; and continuing education and the importance of staying connected with school nurse professional organizations.

*NURS 186 and NURS 187 (practicum courses)* journal questions related to locating the job description for the school nurse and determining its relevancy and currency; gaining insight into organizing the school nurse's school year, through speaking with the candidate's preceptor and to compare/contrast the preceptor's organizational skills with their own method of planning and time management; learning about school district funding sources and budget issues, ordering supplies, and billable health services; school ethnic breakdown and health issues relevant to different ethnic groups, etc. Online class discussion in practicum courses centers around current issues in school nursing practice, sharing and problem solving in clinical practice.

*Candidate insight into, and understanding of, ways to organize and implement the overall school health program:*

This is evaluated by the clinical instructor through student journaling and by the preceptor. **See Sec. 3** (p. 396 and p. 401), Preceptor Syllabus checklists #E18 (elementary) and #S14 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Candidates understand how to promote the oral health of students:*

*In NURS 186 and NURS 187 (practicum courses)*, while working with a school nurse preceptor, candidates become aware of the extent and seriousness of poor dental health and presence of dental decays among school aged children, particularly children from low income families, whose parents are unaware of available services or who prioritize other survival needs above dental care. Candidates are expected to get involved in promoting the oral health of students

through getting involved in scheduled dental screening programs at specific grade levels, and in taking the opportunity for “teachable moments” while completing health assessments on children referred for evaluation by teachers and others in the school community. In NURS 184, candidates learn about community and state programs such as CHDP (Child Health and Disability Prevention) program, the Gateway Program, Medi-Cal for qualifying families; and CA Healthy Families, which provides health and dental care for those children and teens who do not qualify for Medi-Cal. In NURS 184, *Week 7*, candidates have an opportunity to respond to a research question that asks the candidate to describe the steps involved in developing a dental hygiene program at a school site which involved collaboration with community resources. Candidates frequently choose promoting oral hygiene as subject matter for their classroom health teaching experience. Students are also expected have insight into Education Code section 49452.8, which states that kindergartners, or first grade pupils if not screened previously, shall present proof of having received an oral health assessment by a licensed dentist no later than May 31<sup>st</sup> of the school year. Though funds will not be forth coming to school in 2009 to cover cost due to the state budget crisis, candidates are still made aware of the need to urging parents to follow through with this important oral hygiene assessment.

*Candidate understanding for how to promote the oral health of students:*

This is evaluated by the clinical instructor through student journaling and by the preceptor. **See Sec. 3** (p. 396 and p. 401), Preceptor Syllabus checklist #E14 (elementary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Criteria 2: Candidates promote mental health of students and staff and are alert to potential situations of child abuse and/or neglect and report such situations appropriately; and also recognize signs and symptoms of potential substance use and abuse and make appropriate referrals.*

*Candidates promote mental health of students and staff:*

Candidates in the program gain insight into a myriad of health related issues, external and internal environmental stressors that threaten a client’s stability, both for school age children, adolescents, and school staff. In NURS 184, Introduction to School Nursing, the following is covered: in *Week 1*, stress related to a new school nurse job and lack of preparation; In *Week 4*, sensitivity to an employee’s need for appreciation that leads to job satisfaction; in *Week 11*, insight into the role of the school nurse in helping children and families find coping skills with regard to anxiety disorders, i.e., school phobias, and various behavioral issues that threaten a child’s success in school; in *Week 13*, the families and the grief process is as it relates to parents



with special needs children is addressed. In NURS 185, School Nurse Seminar, the following is covered as it relates to the role of the school nurse as it related to strengthening lines of defense and coping skills for clients: *Week 1*, preadolescent stress transitioning from elementary to the middle school; risky adolescent behaviors that threaten learning; teacher stress and coping at the secondary level; *Week 3*, school nurse health promotion and education related to substance abuse prevention and cessation programs. *Weeks 8, 9, 10, and 11*, the school nurse role in health promotion through health teaching, counseling and referral for pregnant and parenting teens, helping adolescents cope with stressors that lead to mental health problems, i.e., depression; anxiety disorders, eating disorders; concerns about sexual orientation, anger management, threatened suicide, and various other types of violence toward self and others. In NURS 185, candidates are asked to write a research paper in an adolescent mental health issue or behavior issue that threatens school success. This assignment gives candidates insight into the role of the school nurse in counseling and health promotion for these adolescents. In practicum courses (NURS 186 and NURS 187), students gain first-hand experience in promoting mental health in the school setting through working under the direct supervision of a qualified school nurse preceptor at the elementary and secondary levels, where they have the opportunity to assess, counsel, and encourage school aged children and adolescents who are referred by teachers and other members of the school community. They also have the opportunity to promote mental health among adult members of the school community through bulletin boards, newsletter, listening, teaching, encouraging, and referring if appropriate.

*Candidates are alert to potential situations of child abuse and/or neglect and report such situations appropriately:*

*In NURS 184*, Introduction to School Nursing, in *Week 11*, child abuse identification and reporting guidelines is covered. The candidate learns who the responsible party is with regard to reporting and the role of the school nurse in teaching staff to observe to signs of child abuse and neglect. Candidates are also expected to know about P.L. 104-235 and codes that apply. In NURS 185, *Week 7*, school nurse students are expected to know the legal guidelines that relate reportable sexual abuse between an adult and a minor, as well as effective counseling techniques to help frightened minors who may be victims. In *Week 9*, candidates also learn about family and date violence and community resources. In practicum courses (NURS 186 and NURS 187), while participating in their practicum experiences at the elementary and secondary level, candidates are expected to be alert to signs of child abuse and/or neglect, as well as other forms of abuse at the secondary level.



*The candidate alertness to potential situations of child abuse and/or neglect:*

This is evaluated by the clinical instructor through student journaling and by the preceptor. **See Sec. 3** (p. 396 and p. 401), Preceptor Syllabus checklists #E15 (elementary) and S16 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Candidates recognize signs and symptoms of potential substance use and abuse and make appropriate referrals:*

In NURS 185, School Nurse Seminar, which covers adolescent health issues, Week 6 is dedicated to issues related to substance abuse. Candidates are asked to identify different types of illegal substances, street names, trends and statistics in substance abuse; and to gain insight into reasons why preadolescents and adolescent may begin to experiment with and become dependent on various types of illegal substances, i.e., party drugs, street drugs, prescription drugs, alcohol, cigarettes, and other types of dangerous inhalants. Candidates learn about key components in prevention program curricula; effective and ineffective strategies that work. During this week, candidates also learn about performance drugs that athletes may use. In NURS 187, School Nurse Practicum II, candidates are expected to be alert to signs and symptoms of substance abuse as they carry out assessments of secondary students who visit the health office. When substance abuse is suspected, candidates are equipped through acquired counseling skills (COUN 174 or 200), health assessment, and appropriate history taking, to make an informed decision as to how the situation should be handled. Candidates also gain insight into the need to collaborate with other school personnel and law enforcement in these matters. With insight from their school nurse preceptor and through time spent in the community at the secondary level gaining insight into various types of programs, candidates are expected to make appropriate referrals that will help substance abusers overcome the addiction and resolve the issues that lead to the abuse. Candidates also gain insight into programs that help families members cope with the situation.

*The candidate ability to recognize signs and symptoms of potential substance abuse and make appropriate referrals:*

This is evaluated by the clinical instructor through journaling and by the preceptor. **See Sec. 3** (p. 401), Preceptor Syllabus checklist #S17 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.

*Criterion 3: Candidates are alert to issues of student attendance and intervene appropriately to promote student attendance:*

*In NURS 184, Introduction to School Nursing, week 11, there is a cluster of questions that deal with issues related to school refusal and health related absenteeism. Candidates are asked to define school phobia and discuss the basis for this fear. They are also asked to compare factors related to delinquency with those of school phobia, including the role of the school nurse in assessment, intervention and prevention for each. In NURS 186 (practicum course), in week 9-12, candidates are asked to respond to a journal question to discuss the SARB process (School Attendance Review Board) with their preceptor. They are also asked to become familiar with CA Ed. Code section 48320-48325 related to absenteeism and the SARB process, as well as their school district policy on attendance and referral to SARB. Candidates are also expected to be able to explain their district's policy and steps to improving student attendance as it relates to the role of the school nurse in the process. Candidates are encouraged to attend at least one SARB meeting as a community outreach activities in at least one of their practicum courses. They are expected to journal on their SARB meeting experience, which is frequently report it as eye opener. While working with their school nurse preceptor, candidates gain insight into the importance of early intervention and follow-up on absenteeism.*

*The candidate ability to alert to issues related to student attendance and to intervene appropriately to promote student attendance:*

This is evaluated by the clinical instructor through journaling and by the preceptor. **See Sec. 3** (p. 396 and p. 401), Preceptor Syllabus checklists #E16 (elementary) and S18 (secondary). The preceptor must initial the competency and sign the checklist indicating all competencies have been met at the end of semester.