

Syllabus: NURS 183

Vision and Scoliosis in the School Setting

Summer 2011

California State University, Fresno
Department of Nursing
Graduate Program
School Nurse Services Credential Program

VISION AND SCOLIOSIS SCREENING IN THE SCHOOL SETTING

Course Number:	NURS 183
Course Title:	Vision and Scoliosis Screening in the School Setting
Units:	One (1), 15 hours
Placement in Curriculum	Prior to <u>NURS</u> 184
Prerequisite:	School Nurse Services Preliminary Credential
Semester:	Summer 2011 – On CSUF campus
Faculty:	Patricia Gomes RN, BSN, MaEd Mary Smith RN, PHN, MSN, FNP

CATALOG DESCRIPTION:

Guidelines for conducting state mandated vision and scoliosis screening in the school setting, application of current research and nursing theory, as well as guidelines for screening for Acanthosis Nigricans (prediabetes II indicator).

PG/11-2010

COURSE OBJECTIVES / LEARNING OUTCOMES:

On completion of this course, the student will be able to:

1. Define current state mandates regarding scoliosis, vision and diabetes II screening in schools.
2. Describe normal anatomy and physiology, and apply principles of growth and development to school screenings for scoliosis and vision.
3. Develop a plan for set up, implementation, completion, and follow-up on state mandated scoliosis and vision screenings including mandated California State reporting.
4. Recognize the difference between normal and abnormal findings on vision and scoliosis screenings and pre diabetes type II screening.
5. Discuss the current research findings on the value of vision and scoliosis screenings and pre diabetes type II screening.
6. Demonstrate the ability to complete scoliosis and vision screening and pre diabetes type II screening utilizing nursing process and skills.

COURSE REQUIREMENTS:

To qualify for this course, students must be:

- 1) Enrollment in California State University, Fresno School Nurse Credential Program; or be in possession of a preliminary or valid professional clear California School Nurse Services Credential.
- 2) Hold a valid California license as a registered nurse

COURSE PLAN:

Teaching methodology will include lecture, discussion, skill practice, article review and written post evaluation. Students are expected to participate in class discussion with contributions relevant to course content.

REQUIRED READING PRIOR TO CLASSROOM OBSERVATION EXPERIENCES:

Students are expected to download and familiarize themselves with these manuals prior to class (minimum 1 hour).

California Department of Education. (2007). *Standards for scoliosis screening in California public schools*. Manual is available online at <http://www.cde.ca.gov/Is/he/hn/documents/scoliosisscreening.pdf>.

California Department of Education. (2005). *A Guide for Vision Testing in California Public Schools*. Manual is available online at <http://www.cde.ca.gov/Is/he/hn/documents/visionresport.pdf> and may be downloaded.

Various articles on vision, scoliosis and acanthosis nigricans (pre diabetes type II) screening from professional nursing journals such as *The Journal of School Nursing (NASN)*.

GRADING CRITERIA:

This course is structured as a typical nursing continuing education course. Class attendance, reading classroom materials, discussion and participation, skill practice, article review and reporting along with completion of a written post-test are each worth a percentage of a student’s grade.

GRADE POINTS:

A = 90 to100	B = 80 to 89	<u>C = 70 to 79</u>	D = 60 to 69	F = 59 and below
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COURSE ASSIGNMENTS:

Assignment	Points	Wt.
Completion of required reading of vision and scoliosis Manuals prior to course	10	10%
Skill Session Vision Testing Practice	15	15%
Discussion Vision Screening set-up, implementation, follow-up.	15	15%
Skill Session Scoliosis Assessment Practice	15	15%
Discussion Scoliosis Screening Setup, implementation, follow-up	15	15%
Summery Review of Vision, Scoliosis or Acanthosis Nigricans Journal Articles	20	20%
Satisfactory completion of post test and evaluation	10	10%
Total	100	100%

TO ACCOMPLISH COURSE OBJECTIVES:

Required reading prior to classroom observation experiences. Students are expected to read through the California Department of Education. (2007) *Standards for Scoliosis Screening in California Public Schools* and the California Department of Education. (2005). *A Guide for Vision Testing in California Public Schools* to gain insight into components of a Coordinated School Screening Program for Mandated Vision and Scoliosis Screening in Public Schools.

In addition course outline and activities include:

- 1. Define current state mandates:** Students will learn current California State Mandates regarding scoliosis, vision and diabetes type II screening in schools and discuss implementation in their districts.
- 2. Develop a plan for the implementation of screening programs in their districts:** For each of the above screenings students will discuss and develop a plan for setting up, implementation, completion and follow-up on state mandated scoliosis and vision screenings.
- 3. Skill review and practice:** Students will practice elements of vision and scoliosis tests and develop comprehensive vision and scoliosis assessment skills through repeat practice.

4. **Journal Review and reporting:** Students will review articles from various professional journals on vision testing, scoliosis screening and diabetes type II assessment and discuss in class to become aware of current ideas and future goals.
5. **Evaluation:** Students will review mandates and apply new skills to current practice via a written post evaluation and discussion
6. **A final grade of Credit or No Credit** will be posted in PeopleSoft at the end of the scheduled class.

NURSING 180T VISION AND SCOLIOSIS SCREENING

SKILL ASSESSMENT CHECKOFF

SCOLIOSIS ASSESSMENT-ADAMS FORWARD BEND TEST

Skill	Complete	Signature
Front Standing View <ul style="list-style-type: none">• Head centered• Shoulders even• Body Space at waist even• Hips even• Knees level		
Side View Standing <ul style="list-style-type: none">• Round back• Sway back		
Back View Standing <ul style="list-style-type: none">• Head centered• Shoulders even• Scapulae level• Spine appears straight• Body space at waist even• Waist and Hips Even• Waist body space even• Knees creases even		
Back View Forward Bend <ul style="list-style-type: none">• Head centered• Shoulders even• Scapulae prominence• Spine straight/level• Waist and Hips even		
Side View Forward Bend		

<ul style="list-style-type: none"> • Uneven contours of back • Accentuated midline hump • Abnormal posture 		
Front View Forward Bend <ul style="list-style-type: none"> • Uneven contours on one side 		
Leg Length Discrepancy <ul style="list-style-type: none"> • Standing and sitting 		
Rescreening and Referral <ul style="list-style-type: none"> • Criteria for rescreening • Recording of data • Parent notification • Physician Referral 		
Referral Programs/Options		

NURSING 180T VISION AND SCOLIOSIS SCREENING
SKILL ASSESSMENT CHECKOFF

VISION TESTING SKILLS CHECK OFF SHEET

Skill	Complete	Signature
PERL-Anisocoria		
Tracking/EOM		
Red Light Reflex		
Cover/Uncover Test		
Hirschberg (Corneal Light Reflex)		
Vision Acuity-Optotype-Distance <ul style="list-style-type: none"> • Snellen-Letter Lea/HOTV Charts • Hand Charts • Symbol-Picture Charts • Blackbird • “E” Charts 		
Vision Acuity-Near Vision <ul style="list-style-type: none"> • Hyperopia Testing 		
Color Vision Screening		

Depth Perception testing		
Functional Vision Exams <ul style="list-style-type: none"> • Alternative testing 		
Rescreening and Referral <ul style="list-style-type: none"> • Criteria for Vision Rescreening • Criteria for Vision Referral • Recording of data • Parent notification • Physician Referral 		
Referral Programs/Options		

PRE-DIABETES SCREENING

<i>SKILL</i>	<i>COMPLETE</i>	<i>INCOMPLETE</i>
Acanthosis Nigricans Marker		
Referral Criteria		

UNIVERSITY POLICY STATEMENTS

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. Contact Services to Students with Disabilities, Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies)

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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