

# **Syllabus: NURS 184**

## **Introduction to School Nursing**

**Fall 2010**

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Leadership for Diverse Communities  
School Nurses Bridging the Gap Between  
Optimal Health and a Child's Ability to Learn

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B. Miller-7/10

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(Note: Syllabus page numbers do not correspond with this Program Assessment Document)

**CALIFORNIA STATE UNIVERSITY FRESNO  
DEPARTMENT OF NURSING**

**Course Number:** Nursing 184

**Course Title:** Introduction to School Nursing

**Units:** 3 (3 hours/week)

**Prerequisites:** Admission into the School Nurse Credential Program  
NURS 136 – Health Appraisal (Within past 10 years)  
NURS 137 – Teaching Strategies  
CDDS 125 - Audiology and Audiometry for School Nurses  
COUN 174 or COUN 200  
SPED 120 – Introduction to Special Education  
(Or equivalent course work with Program Coordinator approval).

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**Catalog Description:**

Role of the nurse in the school health program; parameters of school health practice, legal guidelines, professional accountability, coordinated school health programs, health education, and multifaceted health needs of a complex multicultural school aged population. (Online)

## N184 COURSE NAVIGATION

Note: To take this course, students must be computer literate, have access to a reliable computer with internet access, and have a CSUF email address. Students coming into the program have different levels of school nursing knowledge and experiences. For this reason students are given the opportunity to gear much of their learning experience to their own unique needs through choice of assignments and selection of weekly questions to research. See assignment details in this syllabus.

## N184 CALENDAR OF EVENTS AND ASSIGNMENT DUE DATES

Date	Fall Semester 2010
<b>Orientation Day</b>  <b>Saturday</b> <b>8/14/10</b>	Location: McLane Hall, between 7:45 A.M. and 3:30 P.M. <i>NURS 184 Activities on Orientation Day:</i> 1) Completed Pre-Phase II Knowledgebase Assessment Questionnaire is to be turned in today.  2) Course content and assignment details covered in faculty presentation;  3) Selection of a week during the semester in which assigned partners will give a Blackboard presentation;  4) Partners will select a question specific to that week on which to base their presentation;  5) Get Acquainted Luncheon, University Vintage Room Restaurant, 12:30 to 1:55 P.M. 6) Hands-on Blackboard orientation following luncheon.
<b>Monday</b> <b>8/23/10</b>	First day of class

Due Dates	ASSIGNMENTS
<p><b>Monday</b> <b>9/20/10</b></p> <p><b>Wks 1-4</b></p>	<p><b><u>Module I:</u></b> Scheduled subject matter for Module 1, see page 5</p> <p>* Response to 1 weekly research question for each of the following weeks - 1, 2, 3, 4</p> <p>* Respond to scenarios following 2 Bb presentations for each week - 1, 2, 3, 4</p> <p>* <i>Philosophy of School Nursing Paper</i></p>
<p><b>Monday</b> <b>10/18/10</b></p> <p><b>Wks 5-8</b></p>	<p><b><u>Module II:</u></b> Scheduled subject matter for Module 2, see pages 5-6</p> <p>* Response to 1 weekly research question for each of the following weeks - 5, 6, 7, 8</p> <p>* Respond to scenarios following 2 Bb presentations for each week - 5, 6, 7, 8</p> <p>* <i>School Board Meeting Paper.</i></p>
<p><b>Monday</b> <b>11/15/10</b></p> <p><b>Wks 9-12</b></p>	<p><b><u>Module III:</u></b> Scheduled subject matter for Module 3, see page 6</p> <p>* Response to 1 wkly research question for each of the following weeks - 9, 10, 11, 12</p> <p>* Responses to scenarios following 2 Bb presentations for each week - 9, 10, 11, 12</p> <p>* <i>Cultural Differences Paper.</i></p>
<p><b>11/22 –</b> <b>11/26</b></p>	<p><i>Thanksgiving Week</i></p>
<p><b>Monday</b> <b>12/13/10</b></p> <p><b>Wks 13-15</b></p>	<p><b><u>Module IV:</u></b> Scheduled subject matter for Module 4, see page 6</p> <p>* Response to 1 weekly research question for each of the following weeks - 13, 14, 15</p> <p>* Responses to scenarios following 2 Bb presentations for each week - 13,14, 15</p>
<p><b>Week as Assigned</b></p>	<p>One week during the semester partners will be responsible for doing a presentation on the Blackboard Discussion Board. The week will be determined on Orientation Day.</p>

*Note: Completed assignments are to be sent using 'Assignment Drop Off' in Blackboard "Assignments" section unless otherwise indicated. Student work will be reviewed by instructor, points posted in the student online grade book, and instructor comments will be posted in the Assignment Drop Off section provided for that purpose. Module assignments are due the Monday following the last week of each module period. Work will be considered late after a four day grace period. After the grace period, 10% per week will be deducted for Module I, II, III. Following the Module IV grace period, 10% per DAY will be deducted. (Details on p. 16).*

*SCHEDULED COURSE CONTENT, FALL 2010*

**Module One, August 23 – September 17, 2010**

Philosophy of School Nursing \* History and Current Events \* Nurse Practice Act \*  
Scope and Standards of School Nurse Practice \* Legal Guidelines \* Nursing Theories \*  
District Organization \* Coordinated School Health Programs \* School Nurse Calendar \*

District Health Services \* Management Process \* Dimensions and Interventions

**Week 1, 8/23/10-8/27/10:**

Philosophy of school nursing; history, current issues, and future trends; the Nursing Practice Act; transitioning into school nursing; theoretical basis for practice, professional organizations; school community and district organizational structure; standards of practice; licensure and certification.

**Week 2, 8/30/10-9/3/10:**

Coordinated school health programs and role of the school nurse; the nursing process in the education setting, evidenced based practice, rights to health services and the legal system, Neuman Systems Model, other nursing models/theories; school nursing on student performance.

**Week 3, 9/6/10-9/10/10:**

Federal and state statutory laws that relate to school nursing practice; HIPAA/FERPA, elements of a lawsuit; position statements; sound documentation; Standards of Professional Performance; role of health clerks in the school setting; state law/codes; school district policy.

**Week 4, 9/13/10-9/17/10:**

School health models; School Nurse Conceptual Framework, Standard 16, program management; concept of administration, management and leadership; conflict management skills; employee job satisfaction; primary, secondary, and tertiary intervention in school nursing practice.

**Module Two, September 20 - October 15, 2010**

Adaptation in School Population \* Safe and Healthy School Environment \* Medications \* School Readiness \* Mandated Screening Programs \* Migrant Health Issues \* Injuries \* Acute and Chronic Health Problems \* Communicable Disease

**Week 5, 9/20/10-9/24/10:**

Disease prevention through immunization; Child Health and Disability Prevention program; preschool readiness; Standards of Professional Performance, Standard 14; school site safety; keeping children with food allergies safe; medication administration in schools; training UAPs.

**Week 6, 9/27/10-10/1/10:**

Outcome identification in school nursing practice; role of the school nurse in screening programs based on CCR and Ed. Code; assessment of growth and development and BMI; identifying barrier to a healthy life style for children; physical assessment skills for the school nurse.

**Week 7, 10/4/10-10/8/10:**

Community collaboration; School Health Index; helping students and families cope with stress; issues related to bullying, cultural competence; children of migrants/refugees families; school nutrition services; dental hygiene programs; physical assessment skills for the school nurse.

**Week 8, 10/11/10-10/15/10:**

The role of the school nurse in managing health care issues and related emergencies; First Aid; chronic health conditions such as asthma, diabetes I, Sickle Cell Disease; pediculosis control in the school setting; communicable disease prevention; and tuberculosis screening programs.

**Module Three, October 18 - November 12, 2010**

The Nursing Process \* NANDA Nursing Diagnosis \* Individual Health Care Plans \* Health Promotion \* Health Education Programs \* Cultural Differences \* Poverty and Dysfunctional Families \* Learning Disabilities \* Child Abuse \* IDEA \* 504 Plans \*

**Week 9, 10/18/10-10/22/10:**

The Nursing Process; NANDA Nursing Diagnosis and standardized language; Individual Health Care Plans, Emergency Action Plans; caring for children with ADHD, cycle of childhood obesity; seizures, Cystic Fibrosis, Diabetes I, Allergic Rhinitis, Encopresis, Sickle Cell Disease.

**Week 10, 10/25/10-10/29/10:**

Health education, a component of coordinated school health system; conceptual model for health



teaching and learner readiness; National standards and CA health framework; developing health education programs; family and community involvement; health promotion for faculty and staff.

**Week 11, 11/1/10:-11/5/10:**

Anxiety disorders and behavior issues: Tourette syndrome, children with autism, school phobia and absenteeism; poverty and homelessness; children of dysfunctional families; cultural competence; transcultural differences; gifted children; child abuse reporting.

**Week 12, 11/8/10-11/12/10:**

Office of Civil Rights; IDEA and other laws that protecting rights of individuals with disabilities; Student Study Team; 504 Plans; health conditions that impact learning, ADHD, vision and hearing problems, severe allergies, acting out and other behavior.

**Module Four, November 15 – December 10, 2010**

Special Education \* IEP Process \* Interdisciplinary Collaboration \* Legal and Ethical Issues \* Confidentiality \* Special Ed. Screening and Assessment \* Early Intervention \* Specialized Physical Health Care \* Supervision of Care

**Week 13, 11/15/10-11/19/10:**

Special education, IEP (Individual Education Program) process; the IEP team and interdisciplinary collaboration; Individual Health and Support Plans; SELPA (Special Education Local Planning Area); mainstreaming; families and the grieving process.

**Week 14, 11/29/10-12/3/10:**

Standard 12, Ethics; ethical theories; ethical decision making and problem solving; foster children in the system; early childhood assessment and intervention; IFSP (Individual Family Service Plans); SDC teachers and school staff perceptions of the school nurse role.

**Week 15, 12/6/10-12/10/10:**

Terminology that qualifies students for services; chronically ill and medically fragile children; special physical health care needs; supervision and training of UAPs; DNAR (Do not attempt to resuscitate); infectious disease control in medically fragile population; program placement.

**COURSE OBJECTIVES/LEARNING OUTCOMES**

**Key: SN = School Nurse or School Nursing**

**Upon completion of this course the student will be able to:**

1. Discuss the evolution of school nursing, current issues, and professional growth.

2. Determine the current role/function of the school nurse and potential conflicts.
3. Relate school nursing to the Nurse Practice Act and NASN standards of practice.
4. Develop a personal philosophy of school nursing based upon theory, standards of care, values and beliefs.
5. Discuss the educational setting, current issues, and problems facing schools today.
6. Discuss the dynamics of district organization and district funding sources.
7. Discuss legal guidelines and school policies as they relate to school nursing.
8. Discuss the Neuman Systems Model and two other theories related to students, families, and community that aid school nurses in their practice.
9. Delineate organizational and time management skills needed by the school nurse in planning a school year.
10. Discuss the components of a coordinated school health program and the school nurse's role in its implementation.
11. Delineate the role of the school nurse in various school settings, i.e. regular education, preschool, special education.
12. Discuss the collaborative role of the school nurse with regard to IDEA (Individuals with Disabilities Education Act) and the educational placement process.
13. Discuss the nursing process in caring for students with chronic disease, those with special needs, and emergency situations.
14. Discuss the role of the school nurse as health program manager in the school setting.
15. Analyze the group process, dynamics, and value of health promotion/education.
16. Discuss the role of the school nurse in the community setting.
17. Discuss cultural diversity, dysfunctional families, and poverty in context of the current health problems encountered in school nursing practice.
18. Discuss contemporary health/social concerns pertinent to the elementary school age population and their families.
19. Discuss state mandated screening programs and organizing school wide screening.
20. Apply conceptual frameworks and current research in the presentation of a pertinent school health problem/topic.

## **MODULE OBJECTIVES – LEARNING OUTCOMES**

### **Module One**

Philosophy of School Nursing \* History and Current Events \* Nurse Practice Act \*  
Scope and Standards of School Nurse Practice \* Legal Guidelines \* Nursing Theories \*  
District Organization \* Coordinated School Health Programs \* School Nurse Calendar \*  
District Health Services \* Management Process \* Dimensions and Interventions \*  
Professional Development and Professional Organizations

On completion of this module, the student should be able to:

1. Discuss historical basis for SN, it's evolution and current issues.
2. Discuss the application of the Nurse Practice Act to school nursing.
3. Discuss importance of professional development and value of SN organizations.
4. Discuss the dynamics of district organization and various funding sources.
5. Discuss Standards of SN Practice, their application, and give three examples.
6. Identify components of Neuman Systems Model most easily utilized in SN practice and at least two other models/frameworks useful to SN practice.
7. Discuss what is involved in a coordinated school health program.
8. Discuss purpose of legal guidelines for school nursing practice and accountability.
9. Differentiate between role of school nurse and nurse practitioner in the school setting.
10. Identify key components in planning for the school nurse's school year.
11. Discuss CSNO/NASN position statements and three examples to use in SN practice.
12. Discuss value of research in SN, and cite significance of three research articles.
13. Develop and write a personal philosophy of school nursing.
14. Relate Standards of SN Practice to effective management of a school health program.
15. Discuss the role of the school nurse in a coordinated school health program.

### **Module Two**

Adaptation in School Population \* Safe and Healthy School Environment \*  
Medication \* School Readiness \* Mandated Screening Programs \* Migrant Health  
Issues \* Injuries \* Acute and Chronic Health Programs \* Communicable Disease

On completion of this module, the student should be able to:

1. Discuss issues related to adaptation in the school population.
2. Identify three environmental safety hazards in the school setting and the role of the SN.

3. Discuss purpose of school policies and key issues to consider in their formulation.
4. List at least three areas of concern with regard to confidential record keeping.
5. Discuss laws relating to confidentiality, access, and record keeping.
6. Discuss growth and development as it relates to school readiness, including immunization requirements, for preschooler and kindergarten admission.
7. Outline a plan for giving medication at school and in-servicing office staff demonstrating knowledge of Ed. Codes that apply.
8. Discuss mandated screening requirements and Ed. Codes that apply.
9. Discuss other screening programs, i.e., CHDP (Child Health and Disability Program), dental and nutrition assessment.
10. Describe at least three chronic health conditions common to school age children and the role of the SN in case management.
11. Describe at least three serious injuries among school age children and the role of the SN.
12. Discuss the SN role in communicable disease control in the school setting.
13. Describe what is involved in an emergency action plan, i.e., an injury or asthma, other.
14. Discuss steps to take in planning and organizing a school wide screening program.
15. Discuss health and educational issues among migrant children and role of the SN.

### **Module Three**

The Nursing Process \* NANDA Nursing Diagnosis \* Individual Health Care Plans \*  
Health Promotion \* Health Education Programs \* Cultural Differences \* Poverty and  
Dysfunctional Families \* Learning Disabilities \* Child Abuse \* IDEA \* 504 Plans

On completion of this module, the student should be able to:

1. Describe the steps involved in the nursing process.
2. Discuss the value of NANDA Nursing diagnosis for the school nurse setting.
3. Describe what is involved in writing up an Individual Health Care Plan and why.
4. Discuss application of appropriate theory as bases for decision making in SN practice.
5. Describe a learning disability, signs and symptoms, and discuss role of the SN.
6. Identify health issues associated with special needs children, children of poverty.
7. Discuss the value and purpose of the *Health Framework for California Schools*.
8. Discuss age appropriate topics/teaching strategies for classroom presentations, needs assessment and evaluation.
9. Discuss health education/appropriate in-service for faculty and staff.
10. Recognize characteristics of dysfunctional families and the role of the SN.
11. Discuss implications of cultural influences on health care beliefs and practices.
12. Identify risk factors and characteristics of resiliency, based on current research.
13. Discuss the role of the school nurse as advocate for children and families.

14. Discuss IDEA (Individuals with Disabilities Education Act) and its benefits to students.
15. Describe the steps in developing a 504 plan and the role of the school nurse.

#### **Module Four**

Special Education \* IEP Process \* Interdisciplinary Collaboration \* Legal and Ethical Issues \* Confidentiality \* Special Ed. Screening and Assessment \* Early Intervention \* Specialized Physical Health Care \* Supervision of Care

On completion of this module, the student should be able to:

1. Discuss a SELPA (Special Education Local Planning Area) and how Special Education programs are funded.
2. Discuss the difference between RSP (Resource Specialist Program) and SDC (Special Day Class), and list at least 4 different types of SDC programs.
3. Describe the SN role on the SST (Student Study Team), how students are identified for assessment and the steps and timelines leading up to an IEP meeting.
4. Demonstrate knowledge of inter-professional collaboration by discussing role of the IEP (Individual Education Plan) team members, team goals and objectives.
5. Demonstrate knowledge of an IHSP (Individual Health and Support Plan), legal issues and role of the school nurse.
6. Describe appropriate assessment tools/forms in evaluation of a child for possible placement in a special ed. program.
7. Discuss purpose and value of the QNST (Quick Neurological Screening Test) or other types of neurological screening tools used by the school nurse.
8. Discuss role of the school nurse in preschool assessment.
9. List three community agencies that work with special needs children, 0 to 3 years.
10. Demonstrate knowledge of where laws are located that relate to special education.
11. Discuss legal and ethical issues related to children with special needs, i.e. DNAR (Do Not Attempt to Resuscitate).
12. Discuss three specialized physical health care procedures carried out in schools.
13. Discuss problems/steps in delegation of specialized physical healthcare.
14. Discuss infectious disease control issues and control in the special education setting.
15. Discuss mainstreaming/full inclusion of special needs children in the school setting.

## TEACHING STRATEGIES

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Students will write responses to weekly research questions which require reading textbooks, journal articles, other relevant materials, and website searches; develop and present a presentation on Blackboard for classmates, participation in class discussion followed Blackboard presentations, with monitoring and input from instructor; and completion of other written assignments relevant to school nursing practice.

## READING REQUIRMENTS

Reading will be from textbooks, journals articles, lecture notes related to assignments, websites and other reliable sources relevant to course objectives and student learning needs.

## GRADING CRITERIA

A = 90-100%      B=80-89%      C= 70-79%      D= 60-69%      F= 59% and below

Note: Selected weekly readings, such as articles and other relevant reading materials, other than textbooks and publications students are asked to purchase, will be available online through the CSUF Madden Library Electronic Reserve. This reference material can be accessed through Blackboard and printed out as needed.

## REQUIRED TEXTS AND OTHER PUBLICATIONS

Miller, B. (2010). *Nursing 184 Syllabus*. Fresno, CA: CSUF, School Nurse Services Credential Program: Author. (CSUF/KBS approx. cost \$3.00)

Miller, B. (2010). *Nursing 184 Weekly Questions booklet*. Fresno, CA: CSUF, School Nurse Services Credential Program: Author. (CSUF/KBS approx. cost: \$6.00)

California Department of Education. (2003). *Health framework for California public schools*.

Sacramento, CA: Author. (Approx. cost: \$20.00) (Free online at [www.CDE.ca.gov](http://www.CDE.ca.gov))

California School Nurse Organization. (2009). *The greenbook: Guidelines for provision of special physical healthcare services in California schools, part I (CD version only)* (CSNO cost 25.00 members/\$30.00 non-members)

California School Nurses Organization (2007). *Role of the school nurse and health clerk*.

Sacramento, CA: Author. (CSNO cost \$13.20 members/\$18.70 non-members)

Fadiman, Anne. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. NY: Noonday Press, Farrar, Straus, and Giroux. (KBS Approx. cost \$15.00, KBS, Borders, other)

Marx, E. & Wooley, S. F. (1998). *Health is academic: A guide to coordinated school health programs*. New York, NY: Teachers College Press. (CSUF/KBS, Approx. cost \$29.00)

\*\*National Association of School Nurses. (2005). *Scope and standards of professional school nursing practice*. Scarborough, ME: Author. (NASN, \$15.00 members/non-members, \$20.00)

\*\*National Association of School Nurses. (2004). *Using nursing languages in school nursing practice*. Scarborough, ME: Author. (NASN, \$20.00 members/\$30.00 non-members)

Selekman, Janice. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Company. (CSUF/KBS, approx. cost \$75.00.

NURS 184 RECOMMENDED TEXTS AND OTHER PUBLICATIONS  
(Optional only, not required)

National Association of School Nurses. (2007). *Disaster preparedness: Guidelines for school nurses*. Scarborough, ME: Author. (NASN cost \$25.00 members/\$35.00 non-members)

National Association of School Nurses (1998). *Guidelines for school nursing documentation: Standards, issues, and models*. Scarborough, ME: Author. (NASN, \$22.00 members/\$33.00 non-members).

National Association of School Nurses. (2007/2008) *NANDA's Nursing Diagnoses: Definition and classification*. Scarborough, ME: Author. (NASN, \$20.00 members/\$30.00 non-members)

Note: All CSNO and NASN publications are excellent resources for school nurses. A complete list of these publications can be found at their respective websites.

**Order Information:**

- Required textbooks for fall 2010 go on sale through the CSUF Kennel Book Store on July 26, 2010. Books can be ordered online at <http://www.kennelbookstore.com>, however, there is a shipping charge. Students attending Orientation will have the opportunity to purchase books in the morning that same day from the bookstore. Publications from other organizations/sources will need to be ordered online or by mail.
- California School Nurses Organization publications go to [www.csno.org](http://www.csno.org)
- National Association of School Nurses go to [www.nasn.org](http://www.nasn.org)

ASSIGNMENT EVALUATION

<i>Assignment</i>	<i>Points</i>
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Response to Pre-Phase II Knowledgebase Assessment Questionnaire	2.0
Philosophy of School Nursing Paper	6.0
Responses to weekly questions (14 @ 2.0 points each)	28.0
Responses to scenarios following weekly Bb presentations (29 @ 1.0 point each)	29.0
Participation in development and posting of a presentation on Blackboard	10.0
Creation of a scenario and participating in discussion following own presentation.	3.0
School Board Meeting Paper	11.0
Cultural Differences – assigned book with questions or Cultural Interview Paper	11.0
<i>Note: See assignment guidelines for details</i>	<i>Total</i> 100.0

## STUDENT SUPPORT AND BUDDY SYSTEM

### I. Area Support Groups:

The purpose of Area Support Groups is to strengthen connections among classmates and with the program. For that reason steps were taken before the beginning of the semester to encourage networking among students through the exchange of student email addresses within support group areas and around the state. On Orientation Day new students are strongly encouraged to attend the ‘Get Acquainted Luncheon’ held on the university campus which gives students additional opportunity to become better acquainted with classmates and faculty.

### II. The Buddy System:

Presentation partners or ‘buddies’ have been brought together to provide students with additional support and to give each student another classmate to connect with in the online program. Prior to the beginning of the semester, faculty took the liberty of creating partners, as much as it was possible within support group areas. An important role that partners have is to work together to develop a Blackboard presentation for classmates once during the semester. Note: This is a statewide online program. Partners should expect to work online through Blackboard or through use of email on their presentations. Occasionally, partners may be geographically close enough to work together in person.

### III. Blackboard Presentation – How Partners Select a Week and Topic:

- A. Luck of the Draw. On Orientation Day, presentation partners are given the opportunity to draw a slip of paper from a ‘hat’ which will determine the week in which those partners will present a Blackboard presentation to classmates.

Note: Student presentations do not begin until the third semester week.

- B. Subject Matter Selection for Presentation. After drawing a week in which to do their presentation, partners will then review the nine weekly “questions” for that week (actually a cluster of questions specific to subject matter) found in the Nursing 184 Weekly Questions Booklet, and select two (2) of those questions in order of preference on which they will like to base their presentation.

- C. Finalizing a Presentation Selection. At the conclusion of Orientation Day, partners turn in a slip of paper to faculty indicating (1) the week in which the partners will be presenting, (2) the numbers of the two questions selected, in order of preference, on which partners would like to do their presentation. Students will be notified by the end of the first week of the semester as to which question they will be able to use for their presentation.

Note: In some cases it may be necessary to ask a student to work alone if a partner is not available. Or, a student may prefer to work alone on a presentation, if so, speak with faculty.

## ASSIGNMENTS

### **I. Development of a Personal Reference Manual:**

- A. Students are expected to develop a Personal Reference Manual of resource information that will be useful to the student in his/her own school nursing practice. This can be an electronic document kept on a computer hard drive, a CD, or hard copy.
- B. It is suggested that the manual include the following:
1. Responses weekly research questions in N 184
  2. Copies/outlines of Blackboard presentations with information sources
  3. Useful items found in the course document sections
  4. Useful information from N186, i.e. teaching outlines, information shared
  5. Important websites and other resources useful in school nursing practice

## **II. Responding to one weekly research question (cluster) each week selected for write up by the student:**

(See *Nursing 184 Weekly Questions Booklet*)

### A. Choosing a weekly question to research and write up on your own:

1. There are a total of 9 questions (clusters of questions) for each semester week;
2. On Orientation Day, 2 of these 9 weekly questions will be selected by partners for Blackboard presentations;
3. The class will be notified of questions presenters have selected by end of week one;
4. Of the remaining 7 questions each week (not selected for a presentation), students are to choose ONE of those questions to research and write up on his/her own.

**Note: Students presenting on Blackboard in a particular week are not required to research a question on their own for that week.**

### B. Guidelines for writing up responses to weekly research questions.

1. Responses should be type written in APA format (double spaced with 1” margins and 12 font), or students may use a ‘complete’ outline form to respond to question. (See *Nursing 184 Weekly Questions Booklet* for correct APA format.)
2. Questions must be restated at the beginning of the response (single spaced, 10 font).
3. Sources must be cited where information was found to answer question.
4. Responses to questions should be succinct, but conveying a good understanding for the subject matter.
5. Suggested length of responses, 2 pages, with sources cited on a separate page.

**Note: The sources where information can be found to respond to weekly questions are indicated immediately after each question (or cluster of questions). See *Nursing184 Weekly Questions Booklet*.**

## **III. Guidelines for Developing a Blackboard Presentation:** (with a partner or on your own)

### A. Purpose, to enhance student learning through reading and participation in discussion.

### B. What needs to be taken into consideration in creating a Blackboard presentation:

1. Presentations should stress key points of meaningful information relevant to childhood health issues and school nurse practice.
2. Be sure to include any reference to Education Code sections, district policies, CSNO/NASN Position Statements, theories, current research findings, and other information that may be relevant.
3. Sources where information was found must be cited for the benefit of readers.
4. Suggested length of word document presentations, 4-5 pages, using APA format. Include clip art, charts and other eye catching information for reader interest; OR

5. Partners may choose to do a PowerPoint presentation. The PP should be developed from an complete outline which needs to be attached in another thread for those classmates who may not be able to open the PowerPoint.
6. Creativity to stimulate reader interest is always encouraged, however greater importance should be placed on the quality and value of the information shared.

C. At the end of each presentation the presenters are to create a **case scenario, or a well thought out question** (if more appropriate) that the reader can relate to his/her own school nursing practice. The case scenario, or question must be based on the information shared in the presentation and must do one of the following:

1. Encourage reader to share a relevant experience specific to his/her school nursing practice, i.e., client care, policy, program, ethical dilemma, problem, solution;
2. Encourage the reader to share additional information relevant to the presentation, i.e., other research; relevant theory; legal/political issue; new legislation; funding source, useful website, community resource, other;
3. Encourage the reader to be a creative thinker/problem solver.

D. Presentations **must** be posted on Blackboard no later than Friday prior to the week due to give classmates ample time to read and participate in discussion in timely manner.

E. Presenters are responsible for monitoring reader input following their presentation and must respond to questions posed by readers. Presenter should also follow up on technical problems relevant to posted presentation as soon as possible.

**Note: For steps to post presentation see N184 Weekly Questions Booklet and N184 on Bb.**

#### **IV. Participating in Discussion Following a Blackboard Presentation:**

- A. Respond to case scenario or question posed by presenters with application to your own school nursing, or as directed, using at least a quality paragraph (one opening sentence, at least 3 contributing sentences, and a closing sentence);
- B. Read through postings by other classmates and select one posting to respond to that you can relate to your own school nursing practice, personal beliefs, philosophy or experience.

**Note: Participation following presentations should take place during the week in which the presentation is posted in order to make participation meaningful to others.**

- B. Rate both student presentations using the Bb “star” system. This is an anonymous!

**To summarize student responsibility each week:**

\* Students are responsible for responding to two (2) Blackboard presentations done by fellow classmates each

week which have been based on two of the nine weekly questions.

\* Students are responsible for researching one (1) of the remaining seven weekly questions on his/her own.

## Other Written Assignments

### V. Personal Philosophy of School Nursing Paper

Due with Module I

- A. Before beginning your paper, review the definition of a “philosophy.” A philosophy is more than a job description! There is no definitive philosophy of school nursing. School nursing is an individual specialty in nursing practice that may change with time.
- B. Define key concepts pertinent to school nursing that you will use (e.g., health, wellness).
- C. Develop a personal philosophy of school nursing based on the following:
  - Standards of Nursing Practice, theoretical concepts, moral/ethical responsibilities;
  - Your own values, beliefs, upbringing, and personal understanding;
  - Your perception of the school nurse role and his/her responsibilities (not duties);
- D. Write a 2 page paper using APA format. Sources of information/references must be cited on a separate page. See *NI84 Weekly Questions Booklet* Appendix for APA format.

**Reference sources: Text: Selekman, Ch. 1-4; Standards of SN Practice; Selected readings in *Nursing184 Weekly Questions Booklet*, Week 1; BRN website at <http://www.rn.ca.gov/>**

### VI. School Board Meeting Paper

Due Module II

- A. Review school board function, responsibilities, power over district, the election process, terms of office, and to whom the board is accountable. For insight, go to district website and/or [http://www.arsba.org/Assests/PPT/dutiesfinal\\_McFetridge.ppt](http://www.arsba.org/Assests/PPT/dutiesfinal_McFetridge.ppt)
- B. Attend a local district School Board meeting (spend approx. 2 hours at the meeting).
- C. Use the following prompts to direct your observations:
  - Opening session – how conducted, general atmosphere, those in attendance;
  - Key items - the board’s process for discussing issues, rules for public comment, method for keeping order, and final vote or outcome of key issues;
  - Any ongoing battles between the school board, superintendent, outside groups; any recent publicized accounts of disgruntled parents, fiscal concerns, etc., and how these were addressed;
  - Behavior of board at meeting (e.g., questioning, directing, rubber-stamping).

- D. Write a 3 page paper using APA format (*See Nursing 184 Weekly Questions Booklet, Appendix*).
- E. The following should be included in your school board paper write up:
- \* Summarize insight gained into school boards, i.e., function, roles and responsibilities, as indicated in “A” above;
  - Observations made during board meeting as indicated in “C” above;
  - Respond to why it is important for the school nurse to have insight into the purpose and workings of the school board;
  - Will you plan to attend a future board meeting? Why? Why not?
  - Include scanned copy of abbreviated school board agenda with front page and date.

## **VI. Cultural Differences Book & Questions/Cultural Interview Paper - Due Module III**

*(Select one of the following two assignments)*

### **A. Read Anne Fadiman’s *The Spirit Catches You and You Fall Down*.**

- Select and answer eight of the questions from the list found at the back of book and respond to each question using one or two quality paragraphs.
- Has reading the book made a difference in your own sensitivity towards cultural differences and/or understanding for cultural issues?
- What impact will this insight have on your own interaction with culturally different students/families in the future?
- Summarize key aspects of Leininger’s Transcultural Nursing Model (Selekman);
- Total Length, 3-4 pages, APA format (*See Nursing184 Weekly Questions Booklet*).

**(OR students may choose to)**

### **B. Conduct a Cultural interview:**

1. *Select an interviewee who is a parent of a school aged child/children who comes from a cultural background other than your own (preferably a fairly new immigrant).*
2. *Before the interview, research background information on their particular culture to gain some insight in order to direct your questions. Summarize specifics on what you have learned about the culture/ethnic differences in a page or less.*
3. *Review use of open ended questions (Introduction to Counseling course) and*

prepare a list of relevant questions for the interview.

4. *During the interview* consider including the following:

- Culture views, stereotypes, misconceptions of USA, suspicions, historical issues;
- Issues related to kinship , food, language, religion, customs, values, beliefs;
- Cultural views and stereotypes family may continue to adhere to in USA, such as Health/illness patterns, cultural remedies/healers still used and how often;
- Communication issues, access to care, views on medical care in USA;
- Family breadwinner, work ethic, educational level, use of leisure time.

5. *In writing your paper:*

- Using interview questions as a guide, write a narrative regarding insight gained;
- Summarize key points of Leininger's Transcultural Nursing Model with application to the subjects in your interview (See Selekman text).
- Comment on how cultural sensitivity and awareness on the part of health care providers can improve health outcomes for children and their families?
- How will you apply what you have learned to your own school nursing practice?
- What did you learn about the using open-ended questions and the interview process?
- Is there something that you would change in future interviews?
- Write a 3-4 page paper using APA format (include cultural background review, interview narrative, cultural model, and personal insights gained from process.)
- Scan original interview notes and include along with paper (or fax to 559-278-6360).

## VII. Sending Completed Assignment work to Instructor

A. Completed module work is due on the Monday following the last Friday of each module.

Module No.	Begins Monday	Ends Friday	Send Date	Grace Period to	Late Work Deduction
I	8/23/10	9/17/10	9/20/10	9/24/10 11:59 p.m.	9/25/10 10% per wk
II	9/20/10	10/15/10	10/18/10	10/22/10 11:59 p.m.	10/23/10 10% per wk
III	10/18/10	11/12/10	11/15/10	11/19/10 11:59 p.m.	11/20/10 10% per wk
IV	11/15/10	12/10/10	12/13/10	12/17/10 11:59 p.m.	12/18/10 <b>10% per day</b>

B. Sending assignment work:

- Assignment work is to be sent through Blackboard using ‘Assignment Drop Off.’ (Steps to send work can be found in Blackboard ‘Assignment’ Section).
- All assignment work for each module must be included in ONE document, which includes both responses to weekly research questions and other assignments.
- Work must be clearly titled. Responses to weekly research questions within the document should be restated as indicated and identified by week and question number.
- Participation in discussion following Blackboard presentations does NOT have to be included in the document as faculty will be monitoring this on the discussion board.
- Students are advised to maintain copies of all their work on their own computer or on a CD.
- After reading through assignment work submitted, faculty will post points earned and reply with comments using the window and attachment capability located in the student’s online grade book (allow 14 days).



- If a student has unavoidable circumstances that prevents the student from sending work on time, the instructor **MUST** be notified well before the assignment due date.

**Regarding quality of written work:**

Careful proof reading is essential for all paperwork!

A paper with more than **six** spelling and/or grammatical errors might receive a lower grade, or in extreme cases, a request to rewrite the paper. Among the evaluative criteria employed by instructor are clarity, organization, support for ideas expressed, and grammar. The length of the paper is not as important as criteria indicated.

## GRADING CRITERIA

1. Responses to Weekly Questions (Total 28 Pts.)  
 Researching 14 questions at 2.0 points each

Demonstrates understanding of subject matter, depth and quality of responses	21
Questions are restated, references cited, APA format or complete outline form	7

2. Participation in Weekly Discussion following Blackboard Presentations (Total 29 Pts.)  
 Discussion participation following 29 Bb presentations at 1.0 point each

Following each Bb presentation, at least one quality paragraph in response to the case scenario posted by presenters (2/3 pt.); in addition, one brief contribution to discussion in response to posting by one other classmate (1/3 pt).	29
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3. Creating and Presenting a Blackboard Presentation (Total 13 Pts.)  
 Individual credit for creating and monitoring a Bb Presentation

Thoroughness and quality of information shared (for PowerPoint includes outline)	7
Creativity/format/flow/readability of information presented	2
Promptness in placing presentation on Blackboard	1
Scenario/Question for reader (1) monitoring the discussion of your Bb presentation (2)	3

4. Personal Philosophy of School Nursing (Total 6 Pts.)

Expression of personal beliefs/Insight into the role of the school nurse	5
Writing skill/APA format	1

5. Attendance at School Board Meeting and Write-Up

(Total 11 Pts.)

Thoroughness/Completeness	6
Insight/Evaluation	4
Writing skill/APA format	1

Choice, Culturally Different Book and Questions, **OR** Cultural Differences Interview and Paper:

6. Cultural Differences Book and Questions

(Total 11 Pts.)

Quality of insight shared in responses to book questions	8
Application of cultural theory/personal analysis/insight gained	1
Application to School Nursing Practice	1
Writing skill/APA format	1

7. Cultural Differences Interview and Paper

(Total 11 Pts.)

Quality of preparation based on research into cultural background of interviewee	3
Depth of Insight as a result of interview/open ended questions (narrative & notes)	6
Application of cultural theory/personal analysis/insight gained	1
Writing skill/APA format/inclusion of interview notes	1

8. Completion of Pre-Program Knowledge Based Questionnaire

(Total 2 Pts.)

Completion of Pre-Program Assessment questionnaire	2
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## 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. For more information, contact Services to Students with Disabilities in 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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**Important note: This syllabus is subject to change due to unforeseen circumstances. Written substitution will be provided should this occur.**