

**NURS 185**

**Weekly Questions Booklet**

**Modules I, II, III, & IV**

Spring Semester 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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BMM-1/10

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

N185/N187 COURSE CALENDAR OF EVENTS / ASSIGNMENTS DUE, SPRING 2010

CLASS OFFICIALLY BEGINS FOR THE SNS CREDENTIAL PROGRAM WEEK OF 1/25/10			
Due Date	Nursing 185 Assignments	Due Date	<i>Nursing 187 Assignments</i>
<b>Friday</b> <b>1/29/10</b>	Selection of Wk and Q for N185 presentation must be emailed to instructor by this date.		
*****	*****	<b>Monday</b> <b>2/8/10</b>  Documents are due	Fax 559-278-1013 or send earlier by U.S. Mail:  * Immediate Supervisor Approval for School Nurse to act as preceptor;  * Preceptor/Student Contract (for <b>each</b> semester)  Note: Confirm existence of U/A Agreement
<b>2/11/10 - 2/14/10</b>	CSNO Conference in Hollywood. (Notes: Students are NOT obligated to attend.) Faculty will plan to meet with those who do attend immediately following the Business Meeting at back of that same room. Preceptors welcome!		
*****	*****	<b>Monday</b> <b>2/15/10</b>	* Student Goals and Learning Objectives to be sent through Bb Drop-Off for review & approval
<b>Tuesday</b> <b>2/22/10</b>	<b>Module I, 1/25/10-2/19/10 (Weeks 1, 2, 3, 4):</b>  * Researched responses for 1 question for each of the following weeks: 1, 2, 3, & 4;  * Responses to two Bb presentations must be posted for each week 1, 2, 3, & 4.  * <i>Interdisciplinary Paper.</i>  (Note: Week students do Bb presentation and monitoring, no response to research Q is required.)	<b>Tuesday</b> <b>2/22/10</b>	<b>Module 1, 1/25/10-2/19/10 (Weeks 1, 2, 3, 4):</b>  * Final draft of Student Goals & Objectives included with Module I document - Bb drop-Off.  * Initial clinical journal entries: meetings with preceptor, plans/clinical practice, impressions;  * Responses to 2 journal questions;  * Summary 1 journal article – adolescent issue(s)  * Required participation in Bb discussion posted.
<b>Monday</b> <b>3/22/10</b>	<b>Module II, 2/22/10-3/19/10 (Weeks 5, 6, 7, 8):</b>  * Researched responses for 1 question for each of the following weeks: 5, 6, 7, & 8.  * Responses to two Bb presentations must be posted for each week 5, 6, 7, & 8.  *Book report/Research Paper(Adolescent behavioral/ mental health issues).	<b>Monday</b> <b>3/22/10</b>	<b>Module 2, 2/22/10-3/19/10 (Weeks 5, 6, 7, 8):</b>  * 2 <sup>nd</sup> clinical journal entries;  * Two journal questions; * <i>Newsletter</i> , share on Blackboard discussion board, included with other module II work to instructor.  * Required participation in Bb discussion posted.

3/29-4/2/10	<b>SPRING BREAK</b>		
<b>Networking</b>	Area support groups are encouraged plan a networking luncheon and invite preceptors during break or at end of semester. Students are also encouraged to attend local school nurse meetings together as an opportunity to network.		
<b>Monday 4/26/10</b>	<b>Module III, 3/22/10–4/23/10 (Wks. 9,10,11,12)</b>  * Researched responses for 1 question for each of the following weeks: 9, 10,& 11;  * Copies of responses to Bb presentation questions - 2 each week X 4 weeks);	<b>Monday 4/26/10</b>	<b>Module 3, 3/22/10 – 4/23/10 (Wks. 9,10,11,12):</b>  * 3 <sup>rd</sup> clinical journal entries  * Two journal questions  * <i>Health Ed. Curriculum Development paper or Aggregate Teach/Small Group Activity paper.</i>  * Required participation in Bb discussion.
		<b>Monday 4/26/10</b>	Share teaching outlines/curriculum development paper on Blackboard discussion board in N187.
<b>Monday 5/10/10</b>	Share interesting bills/visits to legislator on Blackboard discussion board in N185 forum.		
<b>Monday 5/17/10</b>	<b>Module IV, 4/26/10-5/14/10 (Wks.13, 14, 15):</b>  * Researched responses for 1 question for each of the following weeks: 12, 13, 14, 15  *Copies of responses to Bb presentation questions - 2 each week X 4 weeks;  * <i>Legislative Paper.</i>  * <i>Complete Post Knowledgebase Questionnaire.</i>  * <i>Complete Post Program Survey</i>  * <i>Student Evaluation of Course</i>	<b>Monday 5/17/10</b>	<b>Module 4, 4/26/10-5/14/10 (Wks.13, 14, 15):</b>  * 4 <sup>th</sup> clinical journal entries  * Two journal questions  * Required participation in Bb discussion.  * Self Evaluation (1 electronic/1 hard copy)  * <i>Preceptor Evaluation of Student Clinical Exp.</i>  * <i>Preceptor Evaluation of Student Dispositions</i>  * <i>Preceptor Course Evaluation</i>  * <i>Student Evaluation of Preceptor Experience</i>  * <i>Student Evaluation of Clinical Course</i>
<b>Semester's End</b>	Congratulations! A Certificate of Completion will be mailed to you after all documentation and transcripts for coursework have been received. See N 187 Blackboard Documents section for steps to applying for clear credential.		

## SCHEDULED COURSE CONTENT

Module One (Wks. 1, 2, 3, 4) January 25, 2010 to February 19, 2010

Adolescent Health Issues \* Promoting Student Success \* Coordinated School Health Programs \*  
Related Standards of Practice \* Empowerment in SN Practice \* Evidence Based Practice \*  
Health Promotion and Education \* The Group Process \* School Nurse Visibility \*

*Week 1, 1/25/10-1/29/10:*

Meeting the educational needs of students in middle school and high school; alternative education; adolescent behavior and impact on health and learning; age appropriate teaching and learning; adolescent growth and development; teacher stress and coping; special education at the secondary level; school nurses in the leadership role.

*Week 2, 2/1/10-2/5/10:*

School nursing at the secondary level: Coordinated school health programs, community and family involvement; standards of practice in school nursing; theory based practice; nursing standardized protocols; understanding adolescent behavioral and health issues; empowerment in school nursing; functions and management of the health office.

*Week 3, 2/8/10-2/12/10:*

Adolescent preventive services, healthy promotion and disease prevention for adolescents through coordinated programs, funding sources, the uninsured adolescent and insurance programs, coordinating a health fair; confidentiality and consent; promoting SN visibility.

*Week 4, 2/15/10-2/19/10:*

Evidence based practice; framework for teaching health education; the school nurse as health educator; the Group Process; creating and facilitating groups; Comprehensive Health Education Model; self confidence as a presenter; sex education for special learners; giving school board presentations; related standards of practice.

Module Two (Wks. 5, 6, 7, 8) February 22, 2010 to March 19, 2010

The Role of the School Nurse Role in Meeting Adolescent Health Needs \* The Young Athlete \*  
Physical Education \* Adaptive P.E. \* Sports Injuries \* Adolescent Nutrition \* First Aid \* Driver  
Training \* Substance Abuse \* Sexually Transmitted Diseases \* Teen Pregnancy and Parenting.

*Week 5, 2/22/10-2/26/10:*

The Bill of Rights for Young Athletes; adolescent activity and fitness; common sports related injuries and emergency first aid; nutrition and weight control issues for athletes; the female athlete; physically challenged athletes; Adaptive P.E.; driver Ed; and role of the school nurse.

*Week 6, 3/1/10-3/5/10:*

Substance abuse: Drugs, alcohol, smoking and other inhalants; ergogenic substances; factors leading to abuse; assessment and recognition of substance abuse; health promotion and education, prevention and cessation programs; legal codes; role of the school nurse.

*Week 7, 3/8/10-3/12/10:*

Adolescent risky behavior and sexual activity; prevalence of sexually transmitted diseases; role of the school nurse in health promotion and education related to prevention and communicable disease control, history taking, referral and follow-up; community resources; relevant sections of the CA Education Code sections.

*Week 8, 3/15/10-3/19/10:*

Pregnant and parenting teens; historical perspective and statistics; impact on teen parents and child; child abuse reporting and sexual behavior; programs and community resources; Education Code and other laws; health promotion and pregnancy prevention role of the school nurse in counseling, referral, and health supervision.

Module Three (Wks. 9, 10, 11, 12) March 22, 2010 to April 23, 2010

Role of School Nurse: Adolescent Mental Health & Behavioral Issues * Suicide * Truancy & School Refusal * Sexual Harassment * Bullying & Violence * School Safety * Racial & Ethnic Issues * Crisis Intervention * SBCs * Community * Politics 101 * Performance Evaluation
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*Week 9, 3/22/10-3/26/10:*

Adolescent mental health and behavioral issues: Psychosocial interviews; psychiatric and emotional problems; anxiety disorders; self injury; eating disorders; Oppositional Defiant Disorder; Schizophrenia; school age and adolescent stress related issues, family and date violence; role of the school nurse.

Spring Recess – Week of March 29 – April 2, 2010
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*Week 10, 4/5/10-4/9/10:*

Adolescent mental health and behavioral issues: Self-punitive behavior, gay and lesbian youth, bullying and bullying prevention, sexual harassment, types and subtypes of depression, suicide and suicide prevention, SCT interventions, role of the school nurse.

*Week 11, 4/12/10-4/16/10:*

Safe schools: Disaster preparedness; crisis intervention and postvention; emergency action plans; collaboration in school safety; gangs and violence; hate motivated behavior; racial and ethnic issues; anger management; role of a volunteer; role of the school nurse.

*Week 12, 4/19/10-4/23/10:*

School based health centers; community outreach, collaboration, and partnerships; politics 101 for school nurses; legislative advocacy; defining competency in school nursing; school nurse competency and performance evaluation.

Module Four (Wks. 13, 14, 15) April 26, 2010 to May 14, 2010

Role of the School Nurse in Research * Grant Writing * Publishing * Medi-Cal Billing * TCM * Legal & ethical issues * Student Suspension and Expulsion * Technology in SN * Resource Mapping * Professional Standards Review * Professional Connections & Continued Growth
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*Week 13, 4/26/10-4/30/10:*

The benefits of research in school nursing; applying research in practice; role of the school nurse in research projects; grant writing; and publishing articles and research findings.

*Week 14, 5/3/10-5/7/10:*

Legal and ethical issues in school nursing; pursuing justice in the courts, minor consent, suspension and expulsion; Targeted Case Management; Medi-Cal Administrative Activities (MAA); LEA billing, enrollment and accountability; resource mapping for health services.

*Week 15, 5/10/10-5/14/10:*

Reviewing standards of school nursing practice; quality assurance; concept of school nurse community; staff recruitment; professional connections and continued growth; health office design and use of computer technology; revising a philosophy of school nursing.

***Important Note:*** Selected readings for this course can be found in required texts and in CSUF Madden Library online Journal Articles and Electronic Reserve. To assist students in finding answers to questions quickly, sources are listed following each cluster of questions (journal articles by first author only). It may not be necessary to read through all of the resource material provided to answer a question. When you are satisfied that you gained enough knowledge to answer the question feel free to stop.

N185, SEMINAR IN SCHOOL NURSING

*WEEKLY QUESTIONS BOOKLET*

**MODULE ONE (Wks. 1-4) JANUARY 25, 2010 THROUGH FEBRUARY 19, 2010**

Adolescent Health Issues \* Promoting Student Success \* Coordinated School Health Programs \*  
Related Standards of Practice \* Empowerment in SN Practice \* Evidence Based Practice \*  
Health Promotion and Education \* The Group Process \* School Nurse Visibility \*

***Week 1, 1/25/10-1/29/10:***

**Meeting the educational needs of students in middle school and high school; alternative education; adolescent behavior and impact on health and learning; age appropriate teaching and learning; adolescent growth and development; teacher stress and coping; special education at the secondary level; school nurses in the leadership role.**

*Note: For Module One, along with responding to Blackboard presentations and researching one question own each week, students also need to complete an Interdisciplinary Paper. See guidelines in N185 Syllabus.*

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Discuss the goals of education at the secondary level. What are the particular educational issues at the high school level? What alternative programs are available in your area that can make a difference? Include in your discussion adolescent/teen attitudes and behaviors that the school nurse should be aware of when working with these students? (Text: Selekman, pp; 373-379, 943-960, 977-978. Selected Readings: Allers-Korostynski, M.; Gregory, T.; Jin Q. Website: CDE, mid/high school; OCLI – Ed Code 51220.)
2. Summarize the 12 CDE recommendations for middle grades success. What are key elements of academic excellence for middle school students? Discuss concerns the school nurse should have regarding these students and the role of the school nurse as team player at the middle school level.  
(Text: Selekman, pp. 373-379, 943-960, 977-978. Selected Readings: Posnick-Goodwin, S. CA Educator, March 06. Website: CDE, middle school)



3. Discuss the unintended consequences of social promotion for students and the controversy on both sides of the debate. What are suggested ways to motivate students to want to learn and known interventions that get results? Comment on why it is important for the school nurse to have insight into issues of concern to educators and how the school nurse can partner with educators to promote students success?  
(Selected Reading: Posnick-Goodwin, S. CA Educator, June 06. Website: CDE.)
  
4. Scope and Standards of Practice: Read through Standard 15 and article noted below. Discuss ways the school nurse can function effectively in his/her leadership role. Select ten measurement criteria from Standard 15 and relate them to your understanding of school nursing leadership at the secondary level. Explain reasons for your selections and give examples.  
(Text: Selekman, Ch. 4. Selected Readings: Denehy J., 2008. Consider also speaking to an experienced secondary school nurse for more insight.)
  
5. What types of stress related problems might the teacher encounter at the secondary level. Discuss issues relating to teacher frustration and burnout. What are some things that teachers can do to survive successfully? Consider also, your own vulnerability to burnout. What role can the school nurse play in “helping teachers stay healthy and ready to teach?”  
(Text: Selekman, Ch. 45. Selected Readings: Hong, L. K.; Houghton, P.)
  
6. Discuss the stages of adolescent growth and development and attitudes that lead to risk taking behavior that can impact optimal ability to learn. Include in your discussion four health problems that are the direct result from reckless behavior. What is the role of the school nurse as it relates to the Neuman Systems Model?  
(Text: Selekman, Ch. 40 and pp. 377-379, 797-801. Selected Readings: Jin Q. Websites noted below.)
  
7. Select four acute and/or chronic adolescent gender-specific physical health conditions to discuss that are NOT the result of behavioral or gender choice issues, 2 specific to boys and 2 specific to girls. Discuss student attitude towards their condition and issues regarding responsibility for self-care. Discuss the role of the school nurse and an appropriate theory that could be applied.  
(Text: Selekman. Articles/websites of your choice.)
  
8. Read through the CDE *Health Framework for California Public Schools* relevant to middle school grades. List three appropriate health topics and discuss learner readiness related to subject matter. How could using student focus groups in planning health education programs be useful? Speak with a middle school teacher to gain added insight into effective instructional methods that result in observable behavioral changes. Share your findings.  
(Manual: CDE. Selected Readings: Wyatt.)

9. Spend 1.5 hours observing in a secondary SDC (Special Day Class) at the middle or high school level. Observe student/teacher interaction, class behavior, student attitudes, and instructional methods. Comment on class demographics and grade level learning readiness. Interview the teacher about the following: mainstreaming opportunities for these students, self esteem issues, discrimination issues, perceived future student success, available programs following high school. Summarize your findings and comment on the value you place on the experience.  
(Prior to observation, review the CDE *Health Framework for CA Public Schools* for insight into relevant grade level learner readiness)

*Week 1, Assignment Reference Sources:*

*Textbooks/other:*

California Department of Education. (2003). *Health framework for California public schools: Kindergarten through Grade Twelve*. Sacramento, CA: Author.

Marx, E., Wooley, S.F., & Northrop, D. (1998). *Health is academic: A guide to coordinate school health programs*. New York: Teachers College Press.

National Association of School Nurses. (2005). *School Nursing: Scope & Standards of Practice*. Author.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

Adolescent Health:

Focus Adolescent Services, [www.focusas.com](http://www.focusas.com)

Illinois Caucus for Adolescent Health Ed. – [www.icaah.org/](http://www.icaah.org/)

Teen Health Issues – [http://dir.yahoo.com/Health/Teen\\_Health/](http://dir.yahoo.com/Health/Teen_Health/)

Search “Adolescent Health” on-lin

California Department of Education – [www.cde.ca.gov](http://www.cde.ca.gov)

High school requirements – <http://www.cde.ca.gov/ci/gs/hs/hsgrgen.asp>

Middle grades - <http://pubs.cde.ca.gov/tcsii/documentlibrary/hstrycamgschlrefrm.aspx>

Middle sch success - <http://pubs.cde.ca.gov/tcsii/recsforsuccess/recsforsuccessindx.aspx>

Special programs - <http://www.cde.ca.gov/sp/>

Health Framework - <http://www.cde.ca.gov/ls/he/cs/documents/blueprintfinal.pdf>

CSNO, [www.csno.org](http://www.csno.org)

Nursing theories - <http://nursing.clayton.edu/eichelberger/nursing.htm>

OCLI (Official CA Legislative Information) - [www.leginfo.ca.gov](http://www.leginfo.ca.gov)NASN, [www.nasn.org](http://www.nasn.org)

*Selected readings:*

Allers-Korostynski, M. (2000). Adult learning center: A unique adventure for a school nurse. *Journal of School Nursing*, 16(2), 50-51.

Denehy, J. (2008). Leadership characteristics. *Journal of School Nursing*, 24(3), 107-109.

Gregory, T. (2001). Fear of success? Ten ways alternative schools pull their punches. *Phi Delta Kappan*, 577-581.

Hong, L. K. (2001). Too many intrusions on instructional time. *Phi Delta Kappan*, 721-714.

Houghton, P. (2001). Finding allies: Sustaining teachers' health and well-being. *Phi Delta Kappan*, 706-711.

Jin, Q., Shi, Q. (2008). A comparison of the number of hours of sleep in high school students who took advanced placement and/or college courses and those who did not. *Journal of School Nursing*, pp. 417-424,

Posnick-Goodwin, S. (March 2006). Still caught in the middle. Burlingame, CA: *California Educator*, pp. 6-15.

Posnick-Goodwin, S. (June 2006). Unintended consequences: Social promotion teachers students not to try. Burlingame, CA: *California Educator*, 6-21.

Wyatt, T. H.; Krauskopf, P. B.; Davidson, R. (2008). Using focus groups for program planning and evaluation, 24(2), 71-77.

*N185, SEMINAR IN SCHOOL NURSING*

*WEEKLY QUESTIONS BOOKLET*

Module One (Wks. 1-4) January 25, 2010 through February 19, 2010

***Week 2, 2/1/10-2/5/10:***

**School nursing at the secondary level: Coordinated school health programs, community and family involvement; standards of practice in school nursing; theory based practice; nursing standardized protocols; understanding adolescent behavioral and health issues; empowerment in school nursing; functions and management of the health office.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations. Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. What should be considered in a coordinated school health program at the middle school or the high school level? Discuss how schools, districts, students, and communities can work together in the establishment of a comprehensive school health program for secondary students.  
(Text: Marx & Wooley, Chapters 2, 3, 4. Selekman, Ch. 3. Selected Readings: Romano, J. C.; Wyatt. Website, CDE.)
2. List at least six key action steps schools can take to establish or strengthen a coordinated school health program. Include steps to get district level support, key players, buy in from school staff and community, funding sources, and role of the school nurse. Share an idea for a program you would like to see developed in your school or school district.  
(Text: Marx & Wooley, Chapters 2, 3, 4; Selekman, Ch. 3. Selected Readings: Romano, J. C.)
3. Does research substantiate a relationship between coordinated school health programs and student success? Discuss one coordinated program that you would like to see established in your secondary school. Select at least one community agency and another department(s) within your school that you would invite to participate in the program and the role each would play. Is there a relationship between coordinated school health programs and student success?

(Text: Marx & Wooley, Ch. 4; Selekman, Ch. 3. Selected Readings: Praeger, S.; M.; Romano, J. C.)

4. Review the Standards of School Nursing Practice. Which standard specifically addresses program management? Discuss program management as you understand it at the secondary level. Consider interviewing an experienced secondary school nurse for additional insight. Give examples of how you could incorporate each of the measurement criteria in this standard into your secondary school nursing practice.  
(Text: Selekman, Ch. 4: NASN publication.)
5. Discuss the importance of theory-based school nursing practice. Review Neuman's Health Systems Model and three other nursing models/theories that the school nurse could successfully use at the secondary level. Summarize the essence of each model or theory. Discuss how each could be used. Give at least one example related to client care for each model/theory.  
(Text: Selekman, Ch. 2. Website: Nursing Theories.)
6. Discuss what is involved in the development of a Nursing Standardized Protocol. Using the article noted below as an example, develop two protocols for health conditions at the elementary or secondary level that you can actually use in your own school nursing practice.  
(Selected Readings: Awbrey, L.)
7. In order for the school nurse to provide comprehensive care to adolescents he/she must understand the adolescent psychological developmental process. For clarification, develop a table that compares the "early," "middle," and "late" adolescent psychological stages. Comment on importance of personal self-reflection and points to keep in mind when interviewing an adolescent. What should be included in a "HEADDS" interview.  
(Text: Selekman, pp. 377-378, 797-798, 943-960, 977-978. Selected Readings: Rice, L. I. See also *Rights of Minors* in Document Sect. N185)
8. Empowerment in nursing? Discuss the historical aspect of empowerment in nursing. Why it is important to look back in order to move forward to understand the importance of empowerment? What are the four theoretical constructs that make up the "Situation Specific Theory of School Nursing Empowerment?" What are some ways that you as a school nurse can become empowered in your own practice?  
(Selected Readings: Broussard, L.; Manoilovich, M.)
9. Discuss the general function of the secondary school health office and management role of the school nurse. Include Effective use of time, confidentiality issues, use of equipment and technology, delegation of tasks. What should be included in a safe,

efficient and effective setting for the delivery of school nursing services?  
(Text: Selekman, Ch. 43 and pp. 1052-1053. Speak with an experienced secondary school nurse for additional insight.)

*Week 2, Assignment Reference Sources:*

*Textbooks/other:*

National School Nurses Organization. (2005). *School Nursing: Scope & standards of practice*.  
Author.

Marx, E., Wooley, S.F., & Northrop, D. (1998). *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

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High school requirements - <http://www.cde.ca.gov/ci/gs/hs/hsgngen.asp>

Middle grades - <http://pubs.cde.ca.gov/tcsii/documentlibrary/hstrycamgschlrefrm.aspx>

Middle sch success - <http://pubs.cde.ca.gov/tcsii/recsforsuccess/recsforsuccessindx.aspx>

Special programs - <http://www.cde.ca.gov/sp/>

Health Framework - <http://www.cde.ca.gov/ls/he/cs/documents/blueprintfinal.pdf>

ICLI (Official CA Legislative Information) - [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

CSNO, [www.csno.org](http://www.csno.org)

NASN, [www.nasn.org](http://www.nasn.org)

Nursing theories - <http://nursing.clayton.edu/eichelberger/nursing.htm>

OCLI (Official CA Legislative Information) - [www.leginfo.ca.gov](http://www.leginfo.ca.gov)NASN, [www.nasn.org](http://www.nasn.org)

*Selected readings:*

Broussard, L. (2007). Empowerment in school nursing practice: A grounded theory approach. *Journal of School Nursing*, 23(6), 322-328.

Manoilovich, Milisa. (1/31/07). Power and empowerment in nursing: Looking backward to inform the future. *ANA - The Online Journal of Issues in Nursing*, 12(1). Website: <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume122007/No1Jan07/LookingBackwardtoInformtheFuture.aspx>

Mejdell-Awbrey, L. & Juarez, S. (2003). Developing a nursing protocol for over-the-counter medications in high school. *Journal of School Nursing*, 19(1), 12-15.

Praeger, S., Zimmerman, B. (2009). A correlational study of the relationship between a coordinated school health program and school achievement: A case for school health. *Journal of School Nursing*, 25(6), 453-465.

Rice, L. I. (1996). *Understanding adolescence: The key to effective intervention*. (Includes HEADDS, adolescent history taking). Author, 1-6.

Romano, J. C. (2001). The complicated task of managing school health programs. *Journal of School Nursing*, 17(3), 126-130.

Wyatt, T. H.; Krauskopf, P. B.; Davidson, R. (2008). Using focus groups for program planning and evaluation, 24(2), 71-77.

*N185, SEMINAR IN SCHOOL NURSING*

*WEEKLY QUESTIONS BOOKLET*

Module One (Wks. 1-4) January 25, 2010 through February 19, 2010

*Week 3, 2/8/10-2/12/10:*

**Adolescent preventive services, healthy promotion and disease prevention for adolescents through coordinated programs, funding sources, the uninsured adolescent and insurance programs, coordinating a health fair; confidentiality and consent; promoting SN visibility.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. In considering the development of school health programs, it is essential that the school nurse have insight into state and federal health dollars for schools. In *No Child Left Behind*, discuss some of the “titles” that address health. Include in your discussion examples of other federal laws that speak to funding certain initiatives, as well as federal and state programs and local resources.  
(Text: Selekman, pp. 1035-1040. Website: CDE.)
2. Discuss the concerns and issues related to the uninsured child/adolescent and SCHIP (State Children’s Health Insurance) as a result of Public Law 105-33 (Balanced Budget Act of 1997). What guidelines were developed by the American Academy of Pediatrics for states to ensure access to services? Include in your discussion two programs available to children and families in CA. What role can the school nurse in enrolling children and families in programs?  
(Text: Selekman, pp. 1045-1048. Websites: CDE; CDS)
3. List risky behaviors among pre-adolescents and adolescents. From that list develop a meaningful lifestyle behaviors survey that you can realistically use with your own middle school or high school population. Describe the grade level/target population you would ask to complete the survey and why, a teacher you would consider working with, and what you would plan to do with the survey results, i.e., health promotion, program development, other.



(Text: Selekman, Ch. 40. Selected Readings: Van Arsdale, E.; Wilson, L. F. Website: Survey development.)

4. Discuss a program that could be developed to promote a healthy lifestyle among overweight male adolescents on a middle school campus. Read through “Obesity Task Force, 2004,” “Surgeon General’s Call to Action,” and review guidelines for teen nutrition. Relating this effort to Standard 11 (Standards of Practice) and collaboration with other family, community, and other faculty.  
(Text: Selekman, Ch. 36 and pp. 354-356. Selected Readings: Hatmaker, G.; Stuart, W. P.; Wilson, L. F. Websites: CDE, and search “adolescent obesity.”)
5. Testicular (spermatic cord) Torsion is a condition that can affect preadolescent and adolescent boys. What would you include in an awareness program for boys at your middle/high school? Talk to a P.E. teacher to get ideas on the best method of sharing this information. Review the CDE Health Framework for grade appropriate subject matter and learner readiness. Develop a teaching outline for a P.E. teacher/coach to use to share this information, include emergency action steps in the event signs/symptoms developed.  
(Text: Selekman, p 374-375. Websites: Testicular Torsion, or "Google".)
6. Discuss what is involved in the development of a skin cancer prevention program at the secondary level. What are the seven CDC (Center on Disease Control) guidelines that schools are encouraged to incorporating in their programs? Give highlights of the Sun Wise School Program developed by the EPA (U.S. Environmental Protection Agency) and comment on the pre/posttest results following classroom lessons on sun exposure/protection. Is this something that you would consider developing in schools?  
(Text: Selekman, pp. 599-600. Selected Readings: Geller, A; Hatmaker, G. Website: Sun wise School Program, see below.)
7. As a school nurse, you have decided to promote health awareness by planning a health fair for students at your high school or middle school. How will you determine health promotion needs? As fair coordinator, discuss your plans, i.e., when, where, how, objectives, target grade level(s), team players. From information gathered on identified health education needs, what community agencies will you invite to participate? Comment where, how, when the fair will take place and ways you can get students actively involved.  
(Text: Selekman, 426-432. Selected Readings: Cooper, L.)
8. Discuss ways that the school nurse can promote his/her own professional image at the middle school/high school level. List “market” steps that could be taken. Interview an experienced school nurse to find out what steps he/she has taken to enhance his/her professional image. List three things you will actually plan to do in your own school nursing practice to make yourself more visible and develop a means by which you could

rate pre/post visibility related to each effort.  
(Text: Selekman, Ch. 6. Selected Readings: Brandt, C.)

9. Comment on when to share and not to share confidential information. Discuss methods you use to assure that confidential information is not accessed by others. How do you share confidential information with teachers and what expectations do you have that confidentiality will be maintained. Comment on rights of parents with regard to access to records. Can an 18 year old student demand access to his own records? Where should confidential health information be kept that does not relate to a student's educational experience? Can confidential notes be subpoenaed? If so, by who?  
(Text: Selekman: pp. 101-102, 155-156, 166, 259, 278-279, 293-298, Selected Readings: Pohlman, K.; Bergren, M. D. 2 articles. Websites: OCLI, Ed Code sections 49075-49079.

*Week 3, Assignment Reference Sources:*

*Textbooks/other:*

- Marx, E., Wooley, S.F., & Northrop, D. (1998). *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press.
- National Association of School Nurses. (2005). *School Nursing: Scope & Standards of Practice*. Author.
- Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

Adolescent Health:

- Focus Adolescent Services, [www.focusas.com](http://www.focusas.com)
- Illinois Caucus for Adolescent Health Ed. – [www.icaah.org/](http://www.icaah.org/)
- Teen Health Issues – [http://dir.yahoo.com/Health/Teen\\_Health/](http://dir.yahoo.com/Health/Teen_Health/)
- Search “Adolescent Health” on-line
- California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov)
- California DHS, CHDP Gateway [www.dhs.ca.gov/pcfh/cms/chdp/chdpgateway.htm](http://www.dhs.ca.gov/pcfh/cms/chdp/chdpgateway.htm)
- CSNO, Position Statements/professional publications, [www.csno.org](http://www.csno.org)
- NASN, Position Statements/professional publications, [www.nasn.org](http://www.nasn.org)
- OCLI (Official CA Legislative Information) - [www.leginfo.ca.gov](http://www.leginfo.ca.gov)NASN, [www.nasn.org](http://www.nasn.org)

Sun Wise School Program, [http://www.epa.gov/sunwise/Survey development](http://www.epa.gov/sunwise/Survey%20development),

Survey development - <http://www.zoomerang.com/whitepapers/tentips.pdf>

Testicular Torsion - <http://www.emedicine.com/EMERG/topic573.htm>

Testicular Torsion - <http://www.mayoclinic.com/health/testicular-torsion/DS01039>

*Selected readings:*

Bergren, M. D. (2001). The facts about E-mail. *Journal of School Nursing*, 17(5), 274-277.

Bergren, M. D. (2001). The facts about faxing. *Journal of School Nursing*, 17(4), 210-212.

Brandt, C. (2002). Enhancing school nurse visibility. *Journal of School Nursing*, 18(1), 5-10.

Cooper, L., Eliason, K., True, A. (2004). Combining health promotion classroom lessons with health fair activities. *Journal of School Nursing*, 20(1), 50-53.

Geller, A. Rutsch, L. Kenausis, K., Zhang, Z. (2003). Evaluation of the Sun Wise School Program. *Journal of School Nursing*. 19(2), 93-99.

Hatmaker, G. (2003). Development of a skin cancer prevention program. *Journal of School Nursing*, 19(2), 89-92.

Hatmaker, G. (2005). Boys with eating disorders. *Journal of School Nursing*, 21(6), 329-332.

Kaiser Permanente. (2002). What is testicular torsion? CA: Author,1-1.

Pohlman, K.& Schwab, N. (2001). Consent and release. *Journal of School Nursing*, 17(3), 162-165.

Stuart, W. P., Broome, M. E., Smith, B. A., & Weaver, M. (2005). An integrative review of interventions for adolescent weight loss. *Journal of School Nursing*, 21(2), 77-85.

Wilson, L. F. (2007). Adolescents' attitude about obesity and what they want in obesity prevention programs. *Journal of School Nursing*, 23(4), 229-238.

*N185, SEMINAR IN SCHOOL NURSING*

*WEEKLY QUESTIONS BOOKLET*

Module One (Wks. 1-4) January 25, 2010 through February 19, 2010

*Week 4, 2/15/10-2/19/10:*

**Evidence based practice; framework for teaching health education; the school nurse as health educator; the Group Process; creating and facilitating groups; Comprehensive Health Education Model; self confidence as a presenter; sex education for special learners; giving school board presentations; related standards of practice.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Discuss the importance of evidenced based practice, EBP guidelines, the process of guideline development, and steps involved. Read through the article by Susan Adams and Ann Marie McCarthy to gain insight how into application in school nursing practice and value of EBP in improving student academic success. Share an area in your own school nursing practice where you think EBP would be of particularly valuable.  
(Selected Readings: Adams, S.; Bagby, K.)
2. Discuss Danielson's Framework for Teaching and highlights of each of the four domains involved. List some ways the school nurse can collaborate with families and community to promote buy-in to health education programs? Comment on learner readiness and student responsibility issues when teaching secondary pupils. Is there a difference between students at the middle school level as opposed to high school level?  
(Text: Selekman, Ch. 7. Selected Readings: CA Health framework.)
3. List health related subject matter that is expected to be taught at the secondary level in CA public schools. Are there mandates on what must be taught? Review NASN Standard 5b and select 5 measurement criteria to discuss that apply to the school nurse role as health educator and give an example of each as it relates to school nursing practice at the secondary level.

(Text: NASN publication – standards. Website: OCLI – Ed Code sections – 51200-51203, 51260, 51262, 51890, 51934, 51937-51939.)

4. Read through readings on “Group Process” List key points that you will want to keep in mind when you facilitate your own small group(s). After reviewing the CDE Health Framework for learner readiness and subject matter appropriateness, decide on the type of group you would like to facilitate and a topic for secondary students. Create a problem statement relevant to the group/topic and a brief outline of subject matter that you could follow as a guide in facilitating the group.  
(Selected Readings: Nichols, F. CSNO. Websites: Group Process.)
5. Read through CSUF, “Creating & Facilitating Groups,” in your selected readings. Comment on key points from the reading that you will want to keep in mind when facilitating a group yourself. Decide on a health/behavioral issue relevant to a population of pupils at the secondary level and one that would lend itself to a small group discussion. How you would go about discretely identifying and bringing together these pupils to participate in that group? Discuss ways you would organize the first meeting and some important facilitator behaviors you would use with your group.  
(Selected Readings: CSUF; CSNO; Nichols, F.)
6. What should be included in a CHEM (Comprehensive Health Education Model) for a staff wellness program? Explain how you would apply CHEM to an employee wellness program. Outline a health promotion interest survey that you could develop for use with a faculty/staff in planning a program.  
(Text: Marx & Wooley, Ch. 10. Selected Readings: Galemore, C. A-2 articles.)
7. Some people are uncomfortable giving presentations to groups and fellow professionals? You have been asked to speak at a faculty meeting about health education issues at your high school. You will want to appear self-confident, poised, and knowledgeable. What are the key components of an effective presentation and what steps will you take to be prepared? Developing a PowerPoint, etc.  
(Selected Readings: Knight-Barfield, M. Websites: Giving presentations.)
8. You are planning to teach sex education to a group of middle school students in a SDC (Special Day Class). How will you determine age/grade level appropriateness? Review the CDE Health Framework for California Public Schools for insight into learner readiness considering your special population. Develop a lesson plan you could actually use at your own school site by following the format in Selekman (p. 152). Elaborate on teaching methods, materials, learning outcomes evaluation.  
(Text: Selekman, pp. 139-153, 373-379, 953-956. CDE, Health Framework. Other materials of your choice.)

9. You have been asked to present at a school board meeting regarding the role of the school nurse. What are the key points that you will plan to cover? Make it specific to your own school district. Consider including student health/staff issues, budgeting issues, statistics, etc. of particular concern. Create an outline you could use to develop a PowerPoint. Discuss ways you will prepare for the presentation to make a professional impression. (Text: Selekman, Ch. 6. Selected Readings: Knight-Barfield, M. Websites: Giving presentations.)

*Week 4, Assignment Reference Sources:*

*Textbooks/other:*

California Department of Education. (2003). *Health framework for California public schools: Kindergarten through Grade Twelve*. Sacramento, CA: Author.

Marx, E., Wooley, S.F., & Northrop, D. (1998). *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press.

National Association of School Nurses. (2005). *School Nursing: Scope & Standards of Practice*. Author.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov)

CSNO position Statements, [www.csno.org](http://www.csno.org)

Giving effective presentations - <http://www.garreynolds.com/Presentation/prep.html>;

Group process - <http://www.uark.edu/depts/aedhp/courses/aged4003/group-process.html>

Group process - <http://www.agpa.org/guidelines/groupprocess.html>

ICLI (Official California Legislative Information), [www.leginf.ca.gov](http://www.leginf.ca.gov)

*Selected readings:*

Adams, S. & McCarthy, A. M. (2007). Evidence-based practice guidelines and school nursing. *Journal of School Nursing*, 23(3), 128-136.

- Bagby, K. & Adams, S. (2007). Evidence based practice guideline: Increasing physical activity in schools – kindergarten through 8<sup>th</sup> grade. *Journal of School Nursing*, 23(3), 137-143.
- California School Nurses Organization (CSNO). (1996). *Ten characteristics of a great team*. Author, 1-1.
- California State University Fresno (CSUF). (1996). *Creating & facilitating group*. CSUF, 1-16.
- Galemore, C. (2000). Worksite wellness in the school setting. *Journal of School Nursing*, 16(2), 42-48.
- Galemore, C. (2000). Initiation of a school employee wellness program: Applying the comprehensive health education model. *Journal of School Nursing*, 16(3), 39-46.
- Knight-Barfield. M. (1996). *Giving effective presentations*. Author, 1-3 (See outline N185 Document section).
- Nichols, F. & Edwards, M. (1998). Are your group process skills up to par? *Nursing and Health Care*, 9(4), 205-208.

N185, SEMINAR IN SCHOOL NURSING

*WEEKLY QUESTIONS BOOKLET*

**MODULE TWO (Wks. 5-8) FEBRUARY 22, 2010 THROUGH MARCH 19, 2010**

The Young Athlete \* Sports Injuries \* Emergency First Aid \* Nutrition for Athletes \* cy \* Teen Parenting \* Related Ed. Codes

*Week 5, 2/22/10-2/26/10:*

**The Bill of Rights for Young Athletes; adolescent activity and fitness; common sports related injuries and emergency first aid; nutrition and weight control issues for athletes; the female athlete; physically challenged athletes; Adaptive P.E.; driver training; related codes and role of the school nurse.**

*Note: For Module Two, along with questions, students are also need to complete a book report or a research paper. See guidelines in N185 Syllabus.*

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Discuss benefits of sports participation for children and adolescents. Comment on the “Bill of Rights for Young Athletes.” What are some ways that physical education/P.E. activity could be integrated into a coordinated school health program? Review Ed. Code sections 33352, 51222 and 51223, comment on findings.  
(Text: Selekman, pp. 47-53, 566-568; (Text: Marx & Wooley, Ch. 6. Selected Readings: Miller, B.; Gabbard, C.; Illuzzi, S. Website: OCLI, Ed. Code.)
2. It is September. Jeff, a 10<sup>th</sup> grader, wants to play football. His mother has refused to take him for a physical exam because she states that he had one last year. She is, however, interested in purchasing insurance in case of injury. Review and comment on sections of Ed Code relating to medical insurance, physical exams, and parent refusal to consent (CEC 49451). Discuss some key points regarding to what should be included in a sports physical. What will be the nurse's conclusions and what recommendations will he/she



make to the mother?  
(Text: Selekman, p. 568. Website: OCLI.)

3. Select three sports with specific health issues/injury associated with each. Briefly describe each sport and the risk involved. What are some key things related to each of these activities that the school nurse would emphasize in a classroom presentation on health promotion to young athletes? Comment on some general ways the school nurse can work with the P.E. department to promote health and prevent injuries.  
(Text: Selekman, Ch. 24. Websites noted below.)
4. Bob, a 9<sup>th</sup> grade student has Juvenile Rheumatoid Arthritis. The school nurse receives a note from his physician, "Place in Adaptive P.E." What initial steps will the school nurse take? Who qualifies? Does Adaptive P.E. fall under Special Ed. services? Is an IEP meeting needed? If so, with whom? Summarize CCR Title 5, 3051.5 "Adaptive P.E." Consider discussion process with the school psychologist or IEP team leader.  
(Text: Selekman: pp. 191-194, 309-319, 629, 634-644. Website: CCR)
5. Briefly describe five common injuries that occur in P.E./sports at the secondary level and the emergency first aid steps you would take for each. Comment on referral and follow-up process. What emergency guidelines have been put in place at your school sites in the event of your absence when a serious injury occurs? Read and summarize findings related to Ed. Code section 51241, Exemption from P.E. What guidelines are used in your school district for providing students with P.E. Excuses?  
(Text: Selekman, Ch. 24. Selected Readings: Your choice. Websites below.)
6. Discuss health issues related to female athlete triad. What can be done to prevent these conditions or lessen their severity? Discuss growth and development and nutritional requirements for females between the ages of 14 and 18 involved in moderate activities. What changes need to be made in nutritional intake for female athletes? What are some specific sports that may lead to female athlete triad? Include in your discussion the role of the school nurse in working with coaches to prevent or lessen the chances of these conditions.  
(Text: Selekman, pp. 353-355, 571-573, 577. Selected Readings: Cotugna, N. DeLaTorre, D. Websites noted below.)
7. Discuss the pros and cons related to nutritional supplements and performance-enhancing drugs. List and discuss over the counter dietary supplements that athletes may use. Are these nutritional supplements regulated by the Food and Drug Administration? Comment on use of anabolic steroids and ephedra and their serious side effect. Should athletes who consume a regular diet consisting of a variety of foods have adequate energy to participate competitively in sports? What are some issues related to nutritional intake

timing and sports participation that need to be taken into consideration?  
(Text: Selekman, pp. 568-574. Selected Readings: Rosenfield, C. Website: Performance enhancing drugs.)

8. Discuss nutritional requirements for athletes? What types of foods are most beneficial in providing energy and duration? What are the dos and don'ts with regard to fluid intake? Include in your discussion issues related to weight control and the consequences of sudden extreme weight loss and issue related to forced weight gain.

(Text: Selekman, pp. 351-356. Selected Readings: Cotugna, N. LaValle, A. Websites noted below.)

9. Bill, a 15 yr. 6 mo. old 10<sup>th</sup> grade RSP student is pressing his mother to let him take driver training. He has a history of absence seizures, but there has been no known seizure activity for the past two years. His last medical report on file is six month old. His mother has come to you for advice. Summarize the following codes sections related to participation in driver training ("Lapses of consciousness;" and "handicapped pupils"). What advise will the school nurse offer this mother? Does your school district offer drivers education? If so, at what grade level?

(Text: Selekman: p. 887. Website: OCLI: H & SC (Health & Safety Code) 103900, CEC (CA Ed. Code) 41306, VC (Vehicle Code) 12806, CEC 41308.)

#### *Week 5, Assignment Reference Sources:*

##### *Textbooks/other:*

Marx, E., Wooley, S.F., & Northrop, D. (1998). *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

##### *Websites:*

California Laws, [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

California Department of Education, codes, [www.cde.ca.gov](http://www.cde.ca.gov) , "CA School Health Connection,"

P.E. & Activities, mandates, appropriate practice, P.E. Framework for CA Schools.

CCR (California Code of Regulations), <http://ccr.oal.ca.gov>, click on CA Code of Reg., Title 5,

type in number only, click on "Search."

CSNO position Statements, [www.csno.org](http://www.csno.org)

National Athletic Trainers Association – [www.nata.org](http://www.nata.org)

National Youth Sports Safety Foundation, [www.nyssf.org](http://www.nyssf.org)

OCLI (Official CA Legislative Information, [www.leginfo.ca.gov](http://www.leginfo.ca.gov))

Performance enhancing drugs - <http://www.cnn.com/HEALTH/library/SM/00045.html>

*Selected readings:*

Cotugna, N., Vickery, C., & McBee, S. (2005). Sports nutrition for young athletes. *Journal of School Nursing*, 21(6), 323-328.

De La Torre, D. & Snell, B. J. (2005). Use of the preparticipation physical exam in screening for the female athlete triad among high school athletes. *Journal of School Nursing*, 21(6), 340-345.

Gabbard, C. (2001). The need for quality physical education. *Journal of School Nursing*, 17(2), 73-75.

Illuzzi, S & Cinelli, B. (2000). A coordinated school health program approach to adolescent obesity. *Journal of School Nursing*, 16(1), 12-19.

Rosenfield, C. (2005). The use of ergogenic agents in high school athletes. *Journal of School Nursing*, 21(6), 333-339.

*N185, SEMINAR IN SCHOOL NURSING*

*WEEKLY QUESTIONS BOOKLET*

Module Two (Wks. 5-8) February 22, 2010 through March 19, 2010

*Week 6, 3/1/10-3/5/10:*

**Substance abuse: Drugs, alcohol, smoking and other inhalants; ergogenic substances; factors leading to abuse; assessment and recognition of substance abuse; health promotion and education, prevention and cessation programs; legal codes; role of the school nurse.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations. Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Discuss trends and statistics related to tobacco use among adolescents. Review the CDE website for insight into funding sources for programs and comment on your findings. Include in your discussion the role of local government and schools in tobacco prevention education (see sections of codes). Which grades are targeted for substance abuse prevention in your schools? Does the school nurse play a role?  
(Text: Selekman, pp. 946-948. State codes: H & SC 11605, 11800-11802, 104350, 104355, 104370; CEC 51260, 51261, 51269. (Text: Selekman, pp. 946-948. Selected Readings: Stoltz, A. Websites: Amer. Lung Assoc.; OCLI for codes.)
2. Discuss the elements of a successful prevention or cessation tobacco education program. Develop a survey that would help you determine the percentage of students who smoke and those interested in a cessation program at one of your schools? How would you distribute the survey and going about the task of bringing a group of interested students together? Where and When?  
(Text: Selekman, pp. 946-948. Selected Readings: Fritz, D. J.; Heimann, K.; Mahoney, M. C.; Young, J. Website: American Lung Assoc.)
3. Select and discuss three illegal street drugs that you are aware are used in your area. Include risk factors and particulars about each drug, i.e., addictive qualities, signs and

symptoms of use. What is your school district doing to prevent substance abuse? What grade levels are targeted? Discuss your role as a school nurse in health education/promotion, counseling, and referral? Summarize key aspects of the following sections of CA codes regarding substance abuse prevention – CEC 51260, 51261, 51269, 60110; H & SC 11998.

(Text: Selekman, pp. 948-952. Selected Readings: Dychkowski, L.; Young, C. L. Websites: National Institute on Drug Abuse; OCLI for codes.)

4. Take an opportunity to review the substance abuse curriculum at a secondary school and speak with a teacher who is responsible for teaching it to find out his/her view of the effectiveness of the program. What are some key elements of a successful drug prevention program? On what does substance abuse prevention education need to be based in order to be effective? Read through the following sections of codes and briefly summarize key aspects: CEC (CA Ed. Code) 51203, 51260-69, 60040-41, 60110-15; H & SC (Health & Safety Code) 11998-98.  
(Selected Readings: Dychkowski, L; Miller, B.; Young, C. L. Website: OCLI for codes.)
5. Discuss “club/party/designer drugs” their origin, method of use, type of expected reaction for the participant, and adverse side effects. Research the following drugs - MDMA, GHB, Ketamine, Rohypnol, LSD. Discuss the signs of each that the school nurse would look for if a student is sent to the health office for evaluation. What assessment steps will the school nurse take? Develop an assessment tool that you could actually use related to assessment. What should be the school nurse’s attitude toward the student? What steps should be taken with regard to referral and reporting?  
(Text: Selekman, pp. 949-951. Website: National Institute on Drug Abuse.)
6. Discuss reasons why adolescents drink. What percentage of 8<sup>th</sup> graders and seniors who report having drunk alcohol? If possible, talk to a teacher at the secondary level who teaches substance abuse prevention and read through “Too Smart to Start” education materials at the “Substance Abuse and Mental Health Services Administration” website. What is involved in an effective prevention or early intervention program? What are some health promotion steps the school nurse can take to discourage use of alcohol? List at least one referral agency in your area and one support group where teens can get help for alcohol abuse.  
(Text: Selekman, pp. 944-946. Websites: OCLI for codes - CEC 51203, 51260-69, 60040-41, 60110-15. H & SC 11998-98; NACOA; SAMHSA.
7. Discuss the use of inhaled substances among children and adolescents. Include in your discussion types of inhalants, their effect, signs and symptoms, and health hazards. Who are the most frequent abusers? Discuss the role of the school nurse in assessing and counseling students suspected of abuse. What are some recommendations that can be made to parents?

(Text: Selekman, p. 949. Selected Readings: B. Miller; Cook, K. R. Websites: National Institute on Drug Abuse, others below.)

8. The campus supervisor brings Raymond, a 10<sup>th</sup> grade student into your office to be assessed for possible substance abuse. He slouches into a chair. On questioning, his answers are slurred and he seems to be somewhat disoriented. As a school nurse, describe the assessment steps you will take? What should your attitude be towards Raymond? What type of questions will you ask? Who will you contact and how will you describe the results of your assessment? What is your district policy regarding suspected substance abuse?

(Text: Selekman, pp. 948-952. Selected Readings: Miller, B. (2001); Young, C. L.)

9. Roger is a senior who tells you that he "loves to party." He commented that he was up all night! You note that he still seems full of energy. You suspect use of a 'party drug.' Such as Ecstasy. In planning a presentation for a Social Living class (other) on use of such drugs, what will you include in your presentation? Develop an outline that you could actually use, include thought provoking points and/or factual examples you could make in your presentation to discourage use of these drugs.

(Text: Selekman, pp. 949-952. Selected Readings: Sutherland, J. A. Websites: National Institute on Drug Abuse.)

#### *Week 6, Assignment Reference Sources:*

##### *Textbooks/other:*

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

##### *Websites:*

Adolescent issues, [www.focusas.com](http://www.focusas.com)

Al-anon, Alateen, [www.al-anon-alateen.org](http://www.al-anon-alateen.org)

Amer. Lung Assoc. (smoking), <http://www.lungusa.org/>

California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov)

California Laws, [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

Columbia Pres. Med Center (alcoholism), <http://cpmcnet.columbia.edu>

Department of Health Services, [www.dhs.ca.gov](http://www.dhs.ca.gov) (Facts/statistics on substance abuse, other)

Mayo Clinic (drug addiction), [www.mayoclinic.com](http://www.mayoclinic.com)

National Association for Children of Alcoholics, <http://www.nacoa.net/>

National Council on Alcoholism, [www.ncadd.org](http://www.ncadd.org)

National Institute on Drug Abuse, (substances, treatment, prevention and grants, etc,

<http://www.nida.nih.gov/drugpages.html>

OCLI (Official CA Legislative Information, [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

SAMHSA (alcohol abuse), <http://prevention.samhsa.gov/>

Teens with problems, [www.teenswithproblems.com](http://www.teenswithproblems.com)

U.S. Dept. of Health and Human Services, Alcohol Alert, [www.niaaa.nih.gov](http://www.niaaa.nih.gov)

*Selected readings:*

California School Nurses Organization. (2000). Resources (helpful resources). *Risky Business*. Author, 39-40.

Cook, K. R. (1999). Assessment of potential inhalant use by students. *Journal of School Nursing*, 15(5), 20-23.

Dychkowski, L. (March 2001). Preventing kids from using and abusing drugs: How are we doing? *School Nurse News*, 44-47.

Fritz, D. J.; Wider, L. C.; Hardin, S. B.; Horrocks, M. (2008). Program strategies for adolescent smoking cessation. *Journal of School Nursing*, 24(1), 21-17.

Heimann, K. J. (2000). A school-based intervention program to prevent adolescent smoking. *Journal of School Nursing*, 16(4), 22-27.

Mahoney, M. C. (2000). Evaluation of a youth tobacco education program: Student, teacher, and presenter perspectives. *Journal of School Nursing*, 16(4), 16-21.

Miller, B. (2001). *Drugs and Effects* (chart) and *Assessment for possible impairment* (tool). Author, 1-3.

Rosenfield, C. (2005). The use of ergogenic agents in high school athletes. *Journal of School Nursing*, 21(6), 333-339.

Stoltz, A. D., Sanders, B. D. (2000). Cigar and marijuana use: Their relationship in teens. *Journal of School Nursing*, 16(4), 28-35.

Sutherland, J. A. (February 26, 2001). Craving to rave: The agony of Ecstasy abuse. NurseWeek, 19-20.

Young, J. (2001). *Tobacco and nicotine* (facts for a newsletter). CSUF, 2-5.



*N185, SEMINAR IN SCHOOL NURSING*

*WEEKLY QUESTIONS BOOKLET*

Module Two (Wks. 5-8) February 22, 2010 through March 19, 2010

*Week 7, 3/8/10-3/12/10:*

**Adolescent risky behavior and sexual activity; prevalence of sexually transmitted diseases; role of the school nurse in health promotion and education related to prevention and communicable disease control, history taking, referral and follow-up; community resources; relevant sections of the CA Education Code sections.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations. Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Discuss adolescent risky behaviors and attitudes toward sexual activity. Discuss counseling methods you would take in talking to an adolescent how you would handle counseling with and assessing a Include in your discussion the role of the school nurse in counseling and history taking?  
(Text: Selekman, 373-376, 816, 953-956. Selected Readings: Muscari, M.)
2. Contact your local public health department and request statistics on the STDs. What are the three most common sexually transmitted diseases in your area? What percentage of persons infected are adolescents. Give an overview of each these three STDs, success in treatment, and role of the school nurse. List the agencies/clinics in your area where you can refer students with suspected STDs.  
(Text: Selekman, Ch. 42. Selected Readings: Tarr, B. Websites: Focus Adolescent Services; others.)
3. Sexually transmitted diseases: Review STDs in Selekman, Ch. 42. Then read through the outline by Betty Tarr in your Selected Readings and answer the questions at the end of the outline. Comment on issues related to confidentiality and the role of school nurse in counseling, referral, and follow-up.

4. What are some important considerations in planning and conducting HIV/AIDS health education the high school level? Reference the CA Health Framework for learning capability related to lifestyle changes. Read through the CA Ed Codes sections specific to teaching comprehensive sex education and HIV/AIDS in schools and summarize key points relevant to each.  
(Text: Selekman, Ch. 42. Selected Readings: Facente, A. C. Websites: CDE; CDC & Prevention; OCLI - Ed. Code sections 51933, 51934, 51037-51939; other websites noted below as appropriate.)
5. What should be included in a sex education program for middle school students? List subject matter that you would incorporate in a teaching outline for a group of these students. Reference the CA Health Framework regarding appropriateness of this subject matter for this age group and learner readiness. Review CA Ed Code sections 51933, 51934, 51037-51939 and reference relevant sections. Tie in the role of the school nurse as educator and relate the role to measurement criteria in Standard of Practice 5B.  
(Text: Henderson & Champlin, Ch. 8; Selekman, pp. Ch. 7, Ch 40 - 952-956; CA Health Framework. Selected Readings: Marick, J.; Puentes, W. J. Website: OCLI; Sex Education.)
6. Select three of the following conditions to discuss. Include in your discussion the causative organism, course of the disease if untreated, signs, symptoms, treatment, and prognosis. In summary, comment on role of the school nurse regarding confidentiality, history taking, and name at least one referral agency in your area. Topic choices: Pelvic Inflammatory Disease, Syphilis, Trichomonas Vaginalis, Genital Herpes, Hepatitis B, Human Papillomavirus.  
(Text: Selekman, Ch. 42; Selected Reading: Muscari, M. E.)
7. Sue has come to the school nurse with a complaint of burning on urination and a vaginal discharge. What might the school nurse suspect? What might you suspect? Discuss counseling techniques the school nurse might use, confidentiality issues, and the elements of an adolescent sexual history. Can you allow her to leave campus without parent consent in order to seek medical attention during school hours? Name two agencies/clinics in your area that you could suggest to her for evaluation and treatment.  
(Selected Readings: Selekman, Ch. 42; Selected Reading: Muscari M. E. Websites: OCLI, CEC 460110.1 and CEC 49602.)
8. Bernice, a 9<sup>th</sup> grade student had a excused absence recorded from the previous week. As the school nurse, you are aware that the absence was due to the fact that she sought medical attention for a confidential matter. Her mother confronts you and demands to know about the excused absence and what right you had in excusing her during school hours. The mother also demands to see her daughter's health card. Does the mother have a right to see the health record? How will you respond to this mother's demands? Where

should the nurse keep confidential notes unrelated to the student's school experience? (Websites: OCLI – Ed Code sections 46010.1, 49602, 49069.)

9. Steve, age 17, comes into the health office to show the school nurse a rash that he has noticed on the palms of his hands and soles of his feet. He is also complaining of a sore throat. In the course of history taking, the school nurse finds out that Steve is sexually active and has had several girl friends over the past few months. What might the school nurse suspect? Discuss symptoms and prognosis. What steps will the school nurse take? Address issues of confidentiality. Can school nurses in your district excuse students from school during school hours to seek medical attention? Check district policy and Ed. Code. (Text: Selekman, Ch. 42; Selected Readings: Muscari, M. E. Websites: OCLI, Ed Code 46010.1.)

*Week 7, Assignment Reference Sources:*

*Textbooks/other:*

California Dept. of Ed. (2004). Health Framework for California Schools: Kindergarten through Grade 12. Author.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

AIDS Treatment Information Center, [www.hivatis.org](http://www.hivatis.org)

California Codes – [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

California Department of Education Codes, [www.cde.ca.gov](http://www.cde.ca.gov)

HIV/STD Prevention, programs, grant info.

Center on Disease Control and Prevention (Sexually transmitted diseases), [www.cdc.gov](http://www.cdc.gov);

<http://www.cdc.gov/std/dstdp/>

Department of Health Services, [www.dhs.ca.gov](http://www.dhs.ca.gov) (Facts/Statistics, Pregnancy, C.D.)

Focus Adolescent Services, [www.focusas.com](http://www.focusas.com)

California laws/Ed Code 51933, 51934, 51937-51939 (Sex Ed.) - [leginfo.ca.gov](http://leginfo.ca.gov)

OCLI (Official CA Legislative Information, [www.leginfo.ca.gov](http://www.leginfo.ca.gov))

Sex Education - <http://www.avert.org/sexedu.htm>

*Selected readings:*

Facente, A. C. (2001). Adolescents and HIV: Knowledge, behaviors, influences, and risk perceptions. *Journal of School Nursing*, 17(4), 198-203.

Marick, J. (2002). HIV/AIDS peer education: A rural health project. *Journal of School Nursing*, 18(1), 41-47.

Miller, B. (2001). *Ed. code relating to education in the following areas: Family life education, parenting classes, and AIDS prevention instruction.* Author, 11-17.

Muscari, M. E. (Sept.-Oct. 1987). Obtaining the adolescent sexual history. *Pediatric Nursing*, 13(5).

Puentes, W. J. (2003). Using peer health education to enhance family life education. *Journal of School Nursing*, 19(6), 313-318.

Tarr, Betty. (2001). *Sexually transmitted diseases and adolescents.* Author, 1-6.

*N185, SEMINAR IN SCHOOL NURSING*

*WEEKLY QUESTIONS BOOKLET*

Module Two (Wks. 5-8) February 22, 2010 through March 19, 2010

*Week 8, 3/15/10-3/19/10:*

**Pregnant and parenting teens; historical perspective and statistics; impact on teen parents and child; child abuse reporting and sexual behavior; programs and community resources; Education Code and other laws; health promotion and pregnancy prevention role of the school nurse in counseling, referral, and health supervision.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Briefly discuss the historical perspective on teen pregnancy and current statistics on pregnancy and abortion. What attitudes exist about pregnancy among teens and who are the girls who become pregnant? Include in your discussion the role of the school nurse in counseling, confidentiality, referral and follow-up.  
(Text: Selekman, Ch. 41. Selected Readings: B. Miller, 2001. Websites below.)
2. Discuss school nurse responsibility related of counseling, history taking, confidentiality, and support of the pregnant teen. Include in your discussion the impact of pregnancy and responsibilities of young fathers. Select 4 things to elaborate on that the school nurse will want to incorporate into health teaching related to responsibility for self and the unborn child? What steps will the school nurse take in the area of monitoring and follow-up?  
(Text: Selekman, Ch. 41; Selected Readings: Casserly, K.; Human Services System; Smithbattle, L. Websites: WIC and others below.)
3. Discuss use of Title IX as it relates to protecting the rights of pregnant and parenting teens. What is Title IX and when was it established? List important rights of these students. What legal protection do these students have under the CA Education Code? Review the pertinent sections of the Education Code (8910-894) and summarize your findings. What programs and services are available to students in your area/district?

(Text: Selekman, Ch. 41. Websites: OCLI for Ed. Code; Center for Assessment and Policy Development.)

4. Visit a Cal-Learn Program in your area, or another similar program, to gain insight into services and incentives offered to pregnant and parenting teens to keep them in school and learning. Interview an administrator or social worker in the program to gain specific insight into effectiveness of the program in your own area. What is the ethnic breakdown of the population served by the agency? Is there evidence of a positive relationship between the program and school attendance? How is the agency funded?  
(Text: Selekman, Ch. 41. Selected Readings: Diaz, D.; FUSD; Human Services System. Websites below.)
5. Discuss pregnancy trends among Hispanic teens, or another prevalent ethnic group in your community that tend to have a greater number of teen pregnancies. Include attitudes, values, beliefs, and family planning practices, or lack of, that may contribute to this trend. Are there some health education approaches that might work to impact this trend?  
(Textbooks: Selekman, Ch 41. Selected Readings: Jones, M. E.; Hoyt, H. H. Websites below.)
6. Maria, a 14-year old 9<sup>th</sup> grade student, comes to your office very distraught. She has not had a menstrual period for two months. She asks for permission to leave campus to go for a pregnancy test. Discuss the role of the school nurse, i.e., attitude, counseling, confidentiality, concerns, reporting. How and where will you refer her in your area? Read through sections 46010.1 and 49602 of Ed. Code and district related district policy. Note the word “may” in section 46010.1. How is this handled in your district? Based on your findings, will you allow her to leave campus during school hours?  
(Selected Readings: Miller, B. 2001; Bb N185 Document Section. Websites: OCLI.)
7. Martha, a 15 year-old 10<sup>th</sup> grade student, learns that she is 4 months pregnant. She shares with you that her “boy friend” is 22. She is terrified that her parents will find out. She informs you that she wants to have an abortion. Is this sexual activity between these partners reportable in CA? How will you counsel this student? What about confidentiality issues? What does H & SC 123450 have to say about un-emancipated minors and abortion? Contact a Family Planning Clinic in your area regarding their policy related to abortions on under age teens. Share your findings.  
(Text: Selekman, pp. 971-972. Websites: Alan Guttmacher Institute; OCLI for sections of Ed Code. N185 Document section for reportable sexual activity with/between minors.)
8. As a school nurse, you have been invited to facilitate a discussion with a small group of first/second trimester prenatal students to talk about taking responsibility for their health and the health of their unborn child during pregnancy. You want this to be an enjoyable learning experience for the girls. What are the issues of primary concern? Decide on the

subject matter that you will cover and develop a simple teaching outline you could actually use to facilitate a group discussion. Include motivation of school attendance. What are some key points related to success in facilitating a small group – See CSUF. (Text: Selekman, Ch. 41. Selected Readings: Dormitory, C. A.; CSUF; FUSD. Website: Cal-Learn.)

9. You plan to facilitate a discussion with four 3<sup>rd</sup> trimester prenatal students at your high school. What are your concerns for this group? What subject matter will you plan to cover? Develop a simple teaching outline that you could use for a small group discussion. Include information on services and resources for new mothers and babies in your district and community? How will you help facilitate the mother's return to school? Comment on key points in facilitating a small group.  
(Selected Readings: Casserly, K.; CSUF; FUSD. Websites: Cal-Learn; WIC. Other resources: Your choice regarding subject matter related to outline.)

*Week 8, Assignment Reference Sources:*

*Textbooks/other:*

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

Alan Guttmacher Institute, teen pregnancy, <http://www.guttmacher.org/>

California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov) "CA School Health Connection,"

Teen pregnancy prevention, programs, CA stats, grant information

California Laws, [www.leginfo.ca.gov](http://www.leginfo.ca.gov) (Laws)

Cal-Learn program, <http://www.cdss.ca.gov/cdssweb/PG84.htm>

Cal-Learn, <http://www.dss.cahwnet.gov/CDSSWEB/PG84.htm>

Center for Assess & Policy Development, <http://www.capd.org/pubfiles/pub-1999-10-01.pdf>

Child Trends, [www.childtrends.org](http://www.childtrends.org)

CSNO, (Position statements, Child Abuse, Condoms in schools, other), [www.csno.org](http://www.csno.org)

Fatherhood and Family Law: Myths/Facts, [www.gate.net/~liz/liz/017.htm](http://www.gate.net/~liz/liz/017.htm)

Focus Adolescent Services, [www.focusas.com](http://www.focusas.com)

National Campaign to prevent teen pregnancy, [www.teenpregnancy.org](http://www.teenpregnancy.org)

OCLI (Official CA Legislative Information, [www.leginfo.ca.gov](http://www.leginfo.ca.gov))

Rights of Pregnant and Parenting Teens, <http://www.capd.org/pubfiles/pub-1999-10-01.pdf>

WIC, [http://www.fns.usda.gov/wic/](http://www.fns.usda.gov/wic/aboutwic/); <http://www.fns.usda.gov/wic/>

Go on line and search “Teen Pregnancy” and “STD”

*Selected readings:*

Casserly, K. R. (2001). Adolescent parenting: Relationship to school attendance and achievement. *Journal of School Nursing*, 17(6), 329-335.

California State University Fresno. (1996). *Creating & facilitating a group*. CSUF, 1-16.  
(See Week 4 – Electronic Reserve)

Diaz, D. Office of Women, Infants & Children (2001) *WIC works wonders* (Supplemental food program). Author, 1-4.

Dorminy, C. (1995). The hope game: Helping ourselves through prenatal education. *Journal of School Health*, 65(7), 268-271.

Fresno Unified School District. (1998). *Prenatal health course of study and PACE (Parent and Child Education)*. Author, 1-5. (Program examples)

Hoyt, H. H. (2002). School-based teen pregnancy prevention programs: A review of the literature. *Journal of School Nursing*, 18(1), 11-17.

Jones, M. E., Kubelka, S. & Bond, M. (2001). Acculturation status, birth outcomes, and family planning compliance among Hispanic teens. *Journal of School Nursing*, 17(2), 83-89.

Miller, B. (2000). CA codes - rights of minors, pregnant/parenting teens and infant programs, child abuse and neglect – 1998. *California Law*, [www.leginfo.ca.gov](http://www.leginfo.ca.gov).

Miller, B. (2001). *Teen pregnancy and services, sexual abuse, Ed.Code*. (Outline includes child abuse reporting related to sexual activity. Author, 1-10.

Smithbattle, L.(2006). Helping teen mothers succeed. *Journal of School Nursing*, 22(3), 130-135.



N185, SEMINAR IN SCHOOL NURSING

*WEEKLY QUESTIONS BOOKLET*

MODULE THREE (Wks. 9-12) MARCH 22, 2010 THROUGH APRIL 23, 2010

*Week 9, 3/22/10-3/26/10:*

**Adolescent mental health and behavioral issues: Psychosocial interviews; psychiatric and emotional problems; anxiety disorders; self injury; eating disorders; Oppositional Defiant Disorder; Schizophrenia; school age and adolescent stress related issues, family and date violence; role of the school nurse.**

*Note: No additional assignments due with module Three.*

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Manuel, a 9<sup>th</sup> grade student, comes to your health office and slumps into a chair. He seems withdrawn and depressed. He tells you that he isn't feeling well and wants to go home. Discuss role of the school nurse in counseling and the assessment steps you will take to determine the seriousness of the situation. What are some signs of depression you might expect to see in an adolescent? Include issues related to confidentiality, referral and follow-up.  
(Text: Selekman, pp. 790-795, 790-792; Berman, A.L., Ch. 4. Websites below.)
2. Robert, a 10<sup>th</sup> grade student, comes into the health office. He appears anxious, fearful and short of breath. He has a history of poor attendance and has failing grades in several classes. Discuss assessment and counseling steps the school nurse will use in determining Robert's problem. Discuss your suspicions along with signs and symptoms of a possible disorder, its treatment, and prognosis. With whom will the school nurse consult at the school site? What mental health services are available in your community to help adolescents?  
(Text: Selekman, pp. 781-789. Websites noted below.)
3. Matthew, a 7<sup>th</sup> grade student, has been sent to the principal's office for acting out in class. The principal has asked the school nurse to "take a look at him." His teacher has reported

that Matthew acts angry a great deal of the time and has recently threatened other students. The school nurse is frequently asked to assess a child for behavior problems. To do this, the school nurse must look at various sources before deciding on a plan of action. Keeping the nursing process in mind, discuss how the school nurse will carry out an behavioral assessment and management in school.  
(Text: Selekman, Ch. 38.)

4. A student confides in you, the school nurse, she is worried about Jenny, a 9<sup>th</sup> grade friend, whom she has observed vomiting in the restroom following lunch on several occasions. Briefly discuss your suspicions regarding Jenny's problem. What tactful steps will you take in contacting Jenny and establishing rapport? What signs and symptoms will you look for during assessment? How would you respond to Jenny's request that you 'not tell' her parents? Discuss issues related to follow-up and referral.  
(Text: Selekman, pp. 353-356, 798-801. Selected Readings: Meyer T.; White, J. Website below and others.)
5. Define "anxiety." What is involved in a "generalized anxiety disorder? Include in your discussion the following three anxiety disorders seen in children and adolescents – Panic Disorder, Obsessive-Compulsive Disorder, and Posttraumatic Stress Disorder. Cover possible causes, management, treatment and prognosis. What is the role of the school nurse in helping these students? What programs are available in your school district and/or your community for helping children and adolescents with mental health disorders?  
(Text: Selekman, Ch 34. Websites noted below.)
6. Describe Oppositional Defiant Disorder (ODD). Include in your discussion etiology, characteristics, concerns, management and treatment. Summarize a typical case scenario of ODD as it relates to adolescent behavior. What is the difference between the behavior of a child/adolescent with ADHD and one with ODD? Can these conditions be seen together? Comment on the role of the school nurse and referral sources in your district and community.  
(Text: Selekman, pp. 705-708, 797-798; Website noted below.)
7. Discuss possible early warning signs and symptoms of Schizophrenia in children, adolescents and young adults. Visit the websites noted below to uncover more in depth information about the disorder, prognosis, medications used in treatment, related problems. What programs/treatment centers are available in your community?  
(Text: Selekman, pp. 804-805. Websites noted below and others.)
8. Discuss issues related to self injury. Definition, who injures themselves, types of injury, assessment approaches, interventions, development of a Self-Injury Protocol and the various avenues that lead to different solutions. Comment on some steps to habitual self

injury. Is it an addiction? Is there a relationship to suicide? List some helpful hints to overcoming the problem.

(Text: Selekman, pp. 935-936. Selected Readings: Shapiro, S. Website: Self Injury.)

9. Summarize at least five key points in family and dating violence. What is the Cycle of Violence? What are some things that the school nurse should be looking for when date violence is suspected? Why is it frequently difficult to help victims of abuse? Discuss the role of the school nurse in attempting to help these victims.

(Text: Henderson & Champin, Ch. 13; Selekman, 934-935. Selected Readings: Marjaree Mason Center. Website noted below.)

*Week 9, Assignment Reference Sources:*

*Textbooks/other:*

Berman, A.L., Jobes, D. A., Silverman, M. M. (2007). *Adolescent suicide*. 2<sup>nd</sup> ed. American Psychological Association.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

American Academy of Child & Adolescent Psychiatry, [www.aacap.org/publications](http://www.aacap.org/publications)

Anxiety/Panic Disorders, [www.adaa.org/](http://www.adaa.org/) [www.nami.org/helpline/anxiety.htm](http://www.nami.org/helpline/anxiety.htm)

Bipolar Disorder, <http://www.nimh.nih.gov/health/topics/bipolar-disorder/index.shtml>

Eating disorders - Mayo Clinic ("E" for eating disorders) <http://www.mayoclinic.com/>

Mood Disorders, [www.mhsource.com/](http://www.mhsource.com/)

Oppositional Defiant Disorder,

<http://www.mayoclinic.com/health/oppositional-defiant-disorder/DS00630>

National Alliance for the Mentally Ill, [www.nami.org](http://www.nami.org)

Schizophrenia (Medline Plus) <http://www.nlm.nih.gov/medlineplus/schizophrenia.html>

Schizophrenia, Mayo Clinic ("S" for schizophrenia) <http://www.mayoclinic.com/>

Self Injury, [http://www.helpguide.org/mental/self\\_injury.htm](http://www.helpguide.org/mental/self_injury.htm)

Self Injury, <http://www.focusas.com/SelfInjury.html>

Truancy, *Manual to Combat*, [www.ed.gov/pubs/Truancy/](http://www.ed.gov/pubs/Truancy/)

*Selected Readings:*

Marjaree Mason Center. (1999). *The cycle of violence*. Author, 1-7.

Meyer, T. A. & Gast, J. (2008). The effects of peer influence on disordered eating behavior. *Journal of School Nursing*, 24(1), 36-42.

Shapiro, S. (2008). Addressing self injury. *Journal of School Nursing*, 24(3), 124-130.

White, J. (2000). Eating disorders in elementary and middle school children: Risk factors early detection, and prevention. *Journal of School Nursing*, 16(2), 28-35.

N185, SEMINAR IN SCHOOL NURSING

*WEEKLY QUESTIONS BOOKLET*

Module Three (/Wks. 9-12) March 22, 2010 through April 23, 2010

*Week 10, 4/5/10-4/9/10:*

**Adolescent mental health and behavioral issues: Self-punitive behavior, gay and lesbian youth, bullying and bullying prevention, sexual harassment, types and subtypes of depression, suicide and suicide prevention, SCT interventions, role of the school nurse.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations. Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. A teacher sends Barbara, a 7<sup>th</sup> grader, to be checked by the school nurse after noticing several small bald spots on her head. Her teacher is concerned about a “contagious” disease. While in the office, Barbara sits quietly twisting a strand of hair between her fingers. After ruling out contagious disease, the school nurse concludes Barbara appears to have what condition? Is this considered self-mutilation? Discuss causes and characteristics of those who inflict self-injury, feelings aroused in those who try to help, and possible attitudes of classmates. What steps will the school nurse take to help Barbara?  
(Text: Selekman, pp. 601, 935-936. Selected Readings: Suyemoto, K. L.: Websites noted below.)
2. Bill, a 9<sup>th</sup> grade student, appears distressed and confidentially tells the school nurse that classmates have been teasing him and accusing him of being “gay.” The student asks, “Why are they saying that?” “How would I know if I am gay?” What should the attitude of school nurse be and how can the nurse help Bill? Discuss issues related to the “coming-out process,” coping methods for dealing with confusion/loneliness, and possible health related problems.  
(Text: Selekman, 339, 1125-1128. Selected Readings: Bakker, L. J. Website noted below.)

3. Some children/adolescents are the victims of bullying and violence, while others are the perpetrators. Discuss several characteristics of each and strategies for change. What initial steps might the school nurse take or recommend to administrators to bring school wide awareness to the problem? Review the CDE sample school district policy on bullying. Does your school district have a policy in place? If so, comment. If bullying is left unchecked, comment on possible consequences.  
(Text: Selekman, pp. 337, 784, 920-926. Selected Readings: Cavendish, R. Websites: “Don’t Laugh at Me;” CDE, Bullying Prevention.)
4. Define sexual harassment. Read through the “Sexual Harassment” section of the National Criminal Justice Reference Service at the website noted below. What piece of legislation protects the rights of the individual against sexual harassment? Read through the results of the survey in Bryant’s article written in 1993 and the incidence of sexual harassment in schools today according to Cavendish and summarize your findings. Discuss ways the school nurse prevent sexual harassment among students.  
(Text: Selekman, pp. 1103-1104. Selected Readings: Cavendish, R.; Website: CDE; others below.)
5. Describe types and subtypes of depression. What are some signs and symptoms of a depressive disorder? Include in your discussion masked depression, genetic and family influences, and concepts of and approaches to depression. Is depression different in those identified with mental retardation compared with the regular population? Discuss the role of the school nurse in screening, counseling and referral.  
(Text: Selekman, pp. 791-795. Selected Readings: Ailey, S.; Lyon, D. E.; Oria, J. Websites as noted.)
6. Assessing suicide risk and intervention strategies. Discuss assessment techniques the school nurse might use to determine suicide risk. If you as a school nurse were actually confronted with a situation in which you believed that a student was at risk for possible suicide, what intervention steps would you take? Who would you involve at the school site and/or in the community? Comment on parent contact and issues related to confidentiality and follow-up.  
(Text: Berman, A.L. Ch 4; Selekman, pp. 794-795. Website: Suicide prevention.)
7. Discuss suicide prevention programs and the SCT (School Crisis Team) as an essential component of effective intervention in the school setting. Include purpose, intent, and steps involved in developing a program and/or plan. Who would you invite to be on a SCT team and what specific tasks would be assigned to each member? If your school district or school has a plan in place, comment on that plan.  
(Text: Berman, A.L., pp. 312-326. Selekman, Ch. 10 and pp. 794-795. Website: Suicide prevention) Note: Selekman Ch. 10 relates to emergency response teams in general. This same concept can be used for preparing for all types of emergencies, including suicide prevention and post-vention.

8. Discuss post-vention tasks relating to a completed suicide. Include survivor support memorial services, continuing follow-up, and the role of the SCT and school nurse. In the unfortunate event that a student at your school or faculty member should take his/her life, discuss the specific steps that you and/or the head of the SCT will take to initiate comfort to students and staff and bring some closure to the situation. Regarding paper trail, what types of forms should be on hand for triaging and follow-up on affected pupils and staff? (Text: Berman, A.L.; Selekman, Ch. 10 (see note above) and pp. 794-795.)
  
9. Who are the populations/individuals who most often choose suicide as a means of escape? Discussion factors, influences, and stressors related to each population that tends to lead to serious depression and/or inability to cope. Include in your discussion preventive and intervention steps, or treatments that may be effective in curtail this behavior. Incorporate the school nurse role as appropriate. (Text: Selekman, pp. 91, 128-133, 159-167)

*Assignment Reference Sources:*

*Textbooks/other:*

Berman, A.L., Jobes, D. A., Silverman, M. M. (2007). *Adolescent suicide*. 2<sup>nd</sup> ed. American Psychological Association.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

CA Attorney General's Office, Laws – Crime and Violence, [www.ns.net/caag/cvpc/](http://www.ns.net/caag/cvpc/)

CDE, Bullying Prevention, [www.cde.ca.gov/spbranch/safety](http://www.cde.ca.gov/spbranch/safety) (Safe Schools and Violence Prevention, click on “Bullying Prevention.”)

CDE, sample policy on bullying prevention, <http://www.cde.ca.gov/ls/ss/se/samplepolicy.asp>

Bullying, “Don’t Laugh at Me” (children who are teased/rejected by peers), <http://www.youtube.com/watch?v=h>

Gay and Lesbian Youth – safe schools, <http://members.tripod.com/~twood/guide.html>

Mayo Clinic, (type in subject matter of interest), [www.mayohealth.org](http://www.mayohealth.org)

Mood Disorders, [www.mhsource.com/](http://www.mhsource.com/) (click on topic or write in topic of interest)

Prevention Researcher (Subscriptions, adolescent health issues), [www.TPRonline.org](http://www.TPRonline.org)

Self Injury, <http://www.focusas.com/SelfInjury.html>

Self Injury, [http://www.helpguide.org/mental/self\\_injury.htm](http://www.helpguide.org/mental/self_injury.htm)

Sexual Harassment, [www.ncjrs.org/txtfiles/harass.txt](http://www.ncjrs.org/txtfiles/harass.txt)

Suicide Prevention Guidelines - <http://www.doe.virginia.gov/VDOE/Instruction/prevention.pdf>

Trichotillomania (pulling out own hair, lashes), <http://www.trichotillomania.co.uk/>

U.S. Food and Drug Administration, Bio-terrorism, <http://vm.cfsan.fda.gov/>

“Google” search for other topics.

*Selected Readings:*

Ailey, S. (2000). Screening adolescents with mental retardation for depression. *Journal of School Nursing*, 16(1), 6-11.

Bakker, L. J. & Cavender, A. (2003). Promoting culturally competent care for gay youth. *Journal of School Nursing*, 19(2), 65-72.

Cavendish, R. (2001). Bullying and sexual harassment in the school setting. *Journal of School Nursing*, 17(1), 25-31.

Oria, J., Cureton, V. Y., Canham, D. (2001). Evaluation of the effectiveness of a youth leadership class in the prevention of depression in adolescents. *Journal of School Nursing*, 17(4), 204-209.

Suyemoto, K. L. (November 2000). Self-mutilation. *The Prevention Researcher*, 7(4), 1-11.

Thomas, S. P. (2003). Identifying and intervening with girls at risk for violence. *Journal of School Nursing*, 19(3), 130-139.



N185, SEMINAR IN SCHOOL NURSING

*ASSIGNMENT BOOKLET*

Module Three (/Wks. 9-12) March 22, 2010 through April 23, 2010

*Week 11, 4/12/10-4/16/10:*

**Safe schools: Disaster preparedness; crisis intervention and postvention; emergency action plans; collaboration in school safety; gangs and violence; hate motivated behavior; racial and ethnic issues; anger management; role of a volunteer; role of the school nurse.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations. Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Read through the document “Crisis Response Box: Partnering for Safe Schools” found at the CDE website. Comment on the purpose of the crises response box; include several key suggestions for creating a “box;” interdisciplinary team approach to planning; chain of command; importance of communication in crisis situations, i.e., SOS and ICS. What role should the school nurse play in planning and participation? Read through the codes listed and make a general statement regarding contents. Comment on emergency response plan in place in your school(s) or district.  
(Text: Selekman, Ch. 10. Website: “Crisis Response Box;” Health and Safety Code, 101030, 120220, 120230, 120175; Government Code 8558, 8630.)
2. Read through the *School Emergency Procedures Ready Reference* (example of a district plan) in your selected readings. Briefly describe the three types of emergency crisis at school and who/what should be involved at each level. Discuss situations where the school nurse might be directly involved with an incident and his/her role.  
(Text: Selekman, Ch. 10 and pp. 495-499. Selected Readings: Anderson School District; D.; Wolf, T.)
3. As a school nurse, you have been asked to participate in the development of an emergency action plan specific to your role as the “health professional” at your school site. What steps will you take? Consider needed supplies and location(s) on your campus; medication issues; paper trail/forms, students with special needs, etc. Who will you report to/communicate with. Keep in mind usual communication methods may not be available.

(Text: Selekman, Ch. 10. Selected Readings: Bobo, N.; Calarco, C.; Scholenfeldt, M. - Overview, Pre-vention resources; Wolf, T. Website: CDE, "Crisis Response Box.")

4. An explosion has occurred in the cafeteria while students are eating lunch. Another designated crisis team member has called 911. There is no fire, but some students have been cut by flying glass and/or were knocked off out of their chairs and are now sitting or lying on the floor. As a school nurse, you arrive on the scene. What is one of the first things you need to do? Include in your discussion emergency steps, first aid supplies, crisis intervention forms, contacts, follow-up.  
(Text: Selekman, Ch. 10, pp. 495-499. Selected Readings: Anderson School District Five; Schoenfeldt, M. Your knowledge of First Aid/CPR.)
5. Discuss issues relating to the aftermath of a crisis incident, i.e., timeframe for healing, recall triggers, assumptions people make. What action steps and types of support should be in place for students and staff, i.e., agencies, support groups. Discuss comfort and support that can be extended to families of students.  
(Text: Selekman, Ch. 10. Selected Readings: Schoenfeldt, M. (Post-vention, Resources).)
6. Discuss the value of collaboration as it relates to school safety and violence prevention. Review list of suggestions at the CDE website on ways students, parents, community residents, and law enforcement personnel can contribute to the reduction of violence, select at least three from each of these categories to elaborate on with application to your own school(s) and community. What prevention steps have been taken in your school and community? What can you do as a school nurse to contribute to the reduction of violence?  
(Text: Selekman, pp. 220-233 and Ch. 39. Selected Readings: Strawhacker, M. T. Thomas, S. P. Website: CDE, Improving collaboration on school safety.)
7. Discuss some of the issues that school nurses faced following the Katrina and Rita hurricanes that devastated Louisiana. What role would you plan in the event of a natural disaster in your area? As a school nurse? As a Red Cross volunteer? What qualifies a school as a temporary shelter? Contacting your local Red Cross for insight. Survey your health office and develop a list of the things you will need to take with you in the event of an evacuation. Keep it for future reference. Is your Crisis Intervention Team ready?  
(Text: Selekman, Ch. 10. Selected Readings: Broussard, L. Website: Red Cross)
8. Through interviews and observation, what is the likelihood of an outbreak of violence in your school(s)? What is being done in your schools to curb violence such as programs, safety measures, zero tolerance for unacceptable behavior, improved communications, tolerance for differences. List early warning signs of violence. Who are those students

who might likely perpetrate violent acts? How do you defuse an angry parent who comes into your office?

(Text: Selekman, pp. 220-233 and Ch. 39. Selected Readings: Lamb, J.M.; Posnick-Goodwin, S.; Strawhacker, M. T. Websites noted below.)

9. Discuss the issues relating to gang activity, i.e., why adolescents join gangs, evidence of gang activity in schools in your area, what schools can do to discourage gang activities. What do you see as the role of the school nurse?

(Text: Selekman, pp. 926-928. Selected Readings: GWC, Inc.; Quiroz, H. C.; Tulare Office of Education; Wiesenthal Center Report. Websites noted below.)

*Assignment Reference Sources:*

*Textbooks/other:*

Henderson, A. & Champlin, S. (1998). *Promoting Teen Health*. Thousand Oaks, CA: Sage Publications.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

CDE Safe Schools, [www.cde.ca.gov/spbrancy/safety](http://www.cde.ca.gov/spbrancy/safety)

Crisis Response Box, <http://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf>

Collaboration on school safety issues, <http://www.cde.ca.gov/LS/ss/vp/sscollab.asp>

Gang Education and Training Resource Guide, [www.gwcinc.com/gguide.htm](http://www.gwcinc.com/gguide.htm)

National Juvenile Justice Action Plan, [www.ojjdp.ncjrs.org/action/sec6.htm](http://www.ojjdp.ncjrs.org/action/sec6.htm)

National Youth Violence Prevention Resource Center, [www.safeyouth.org](http://www.safeyouth.org)

National Youth Gang Center, [www.iir.com/nygc/](http://www.iir.com/nygc/)

Red Cross, <http://www.redcross.org>

*Selected Readings:*

- Anderson School District Five. (1995). *School emergency procedures ready reference*. Author, Anderson, South Carolina, 45-66.
- Bobo, N., Hallenbeck, P., Robinson, J. (2003). Recommended minimal emergency equipment and resources for schools: National consensus group report. *Journal of School Nursing*, 19(3), 150-156.
- Broussard, L; Myers, R.; & Meauz, J. (2008). The impact of hurricanes Katrina and Rita on Louisiana school nurses. *Journal of School Nursing*, 24(2), 78-82.
- Calarco, C. (1999). Crisis team development. *Journal of school nursing*, 15(1), 46-48.
- GWC, Inc. (1998). *Gang Assessment tool*. Author, 1-2.
- Lamb, J. M., Puskar, K. R., Sereika, S., Patterson, K., Kaufmann, J. A. (2003). Anger assessment rural high school students. *Journal of School Nursing*, 19(1), 30-40.
- Posnick-Goodwin, S. (February 1999). School is still a safe haven. *California Educator*, 6-17.
- Quiroz, H. C. (1999). *How every school staff member can stop and help prevent put downs, slurs and name calling at their school*. Author, 1-4.
- Schoenfeldt, M. & Associates. (1999). *School crisis response teams: Lessening the Aftermath*. Author, Overview, 1-1 thru 1-4; Pre-vention, 2-1 thru 2-14; Inter-vention, 3-6, 5-18, 5-32 thru 5-33, Post-vention, 4-1 thru 4-4; Resources, 5-19 thru 5-25, 5-39 thru 5-54.
- Strawhacker, M. T. (2002). School violence: An overview. *Journal of School Nursing*, 18(2), 68-72.
- Thomas, S. P. (2003). Identifying and intervening with girls at risk for violence. *Journal of School Nursing*, 19(3), 130-139.
- Tulare Office of Education. (1993). *What being a gang banger has done for me*. Author, 1-1.
- Wiesenthal Center Report. (1998). Gang logos. *The New Lexicon of Hate*., Author, 1-1.
- Wolf, Theresa. (2002). Bring your First Aid kit: An unannounced mock drill. *Journal of School Nursing*, 18(3), 174-17.

N185, SEMINAR IN SCHOOL NURSING

*ASSIGNMENT BOOKLET*

Module Three (Wks. 9-12) March 22, 2010 through April 23, 2010

*Week 12, 4/19/10-4/23/10:*

School based health centers; community outreach, collaboration, and partnerships; politics 101 for school nurses; legislative advocacy; defining competency in school nursing; school nurse competency and performance evaluation.

*Note: For Module Four, along with questions, students are also need to complete a Legislative paper. See Assignment guidelines in N185 Syllabus (p. 15).*

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. School based health center or clinics. Discuss justification, goals, services, management issues, value to community/ students, funding, and issues related to opposition in some cases. If possible, visit a school based clinic for observation purposes and speak with a NP to gain a local perspective.  
(Text: Selekman, pp. 421-422. Selected Readings: Berti, L. C.; Lessard, J. A.; Strunk, J. A. Websites: "School Based Clinics.")
2. You are interested in pursuing the creation of a school based clinic at one of your school sites. Where will you begin? Who will you speak with? Who/what might stand in your way? How do you get buy-in from partners, community? Who would you target with a survey and how would you distribute it? List steps you would take to begin the process. Comment on overcoming identified obstacles.  
(Text: Selekman, pp. 421-435. Selected Readings: Berti, L.; Lessard, J. A.; Swartwout, K. Websites: "School Based Clinics.")
3. Discuss the range of services that could be offered in a school health center to sexually active, pregnant and/or parenting teens. In the article by Swartwout, what important steps

were taken before condoms could be made available to students? What were the guidelines for distribution? What are your views on condoms availability at school? Where would your community draw the line on services offered in a school-based clinic? Include in your discussion important steps that need to be taken before determining types of services that could be provided in a clinic in your school district.  
(Text: Selekman, pp. 421-435. Selected Readings: Strunk, J. A.; Swarwout, K.)

4. Discuss the importance of community partnerships for the establishment of a meaningful health promotion program related to promoting a healthy lifestyle. Decide on a program you could realistically promote and some strategies you might use to get school and community buy-in. List potential collaborators you will contact and give reasons. Develop a survey to ascertain interest and decide on your target recipients. To whom will you distributed (i.e., teachers, students, community groups, agencies, businesses)?  
(Text: Selekman, Ch. 19.)
5. Politics 101. Summarize the process whereby ideas become laws and where it begins and ends. List the Senate/Assembly Standing Committees that a bill must pass through to become a law. Discuss reasons why school nurses need to be politically active and ways in they can be involved. Visit websites listed below and/or telephone book to find out who the legislators are who currently represent you in your district at the local, state, and national levels, share your findings.  
(Selected Readings: Gustafson, L.; Isaac, B. C. Website: CSNO – Advocacy Handbook)
6. Plan to visit the office of a state legislator or congressman/woman who represents your district. Discuss the subject matter that you would like to share related to a recent bill, the importance of the school nurse role, concerns about health services for school age children, etc. Include in your discussion preparation for the visit, key points you will want to remember, and what member of your group will share what (Note: It is suggested that 2 or 3 colleagues plan to make the visit together.). Give several reasons why it is important for constituents to keep their representatives informed?  
(Selected Readings: Gustafson, L. Website: CSNO, Advocacy Handbook.)
7. Discuss the significant role that the CSNO (California School Nurses Organization) plays as an advocate for school age children and school nurses in the political arena. What is the role of the CSNO Political Action Committee? Review the bills found at the CSNO website and select one to comment on which CSNO is following and why, i.e., supports, approves, or is watching. Read through the CSNO website section on federal legislation of interest to school nurses and comment on your findings in this area. What value do you place on legislative involvement on the part of your professional organizations?  
(Websites: CSNO – Legislation.)
8. Define competency with regard to school nurses. What serves as a framework for professional expectations? List standards of performance that describe a competent level of behavior in that professional role. What are essential outcomes of formal education for

school nursing? Do you feel that you have reached a comfortable entry level of professional competence?  
(Text: Selekman, pp. 91-92, 102-107, 238-239, 1094. NASN publication. Selected Readings: Bobo, N.; Miller, B.; Pulcini, J.; Tustin, J.)

9. Rate your own professional performance for personal use by Using the evaluation tools in the articles by Marcontel, M. and Tustin, J. and others (2002), *Professional Development and Appraisal System for School Nurses*, OR the Tulare County *Certificated School Nurse Performance Evaluation* form and questionnaire that follows, “*How effective is your school nurse.*” (Electronic Reserve). Share your self critique, i.e, areas of strength and areas where you will strive to improve. What type of evaluation tool is used in your district to evaluate school nurse practice?  
(Text: Selekman, p. 89, 1093-1100. Selected Readings: Marcontel, M.; Pulcini, J.; Tulare County Office of Education; Tustin, J.)

*Assignment References Sources:*

*Textbooks/other:*

National Association of School Nurses. (2005). *School Nursing: Scope and Standards of Practice*. Silver Springs, MD: Author.

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

California Department of Education, Safe Schools, [www.cde.ca.gov/spbranch/safety](http://www.cde.ca.gov/spbranch/safety)

California Legislative issues, [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

Bill Information

Your Legislature: Committee membership; your district representative.

Legislative Calendar

California Department of Education, California Law, [www.cde.ca.gov](http://www.cde.ca.gov)

California Constitution

Bill Information

Federal Legislation

Legislative Districts/Regions

California School Nurses Organization, [www.csno.org](http://www.csno.org)

Legislative bill status pertinent to school nursing

Locating your state representatives

Bill Alerts

California School Nurses Organization Advocacy Handbook, [www.csno.org/?page=Legislation](http://www.csno.org/?page=Legislation)

National Association of School Nurses, [www.nasn.org](http://www.nasn.org), "Search"

Legislative updates

School Based Clinics

<http://www.henryfordhealth.org/body.cfm?id=47741> (Detroit Michigan)

<http://www.dshs.state.tx.us/schoolhealth/healctr.shtm> (Texas)

<http://www.health.state.ny.us/nysdoh/school/skprogram.htm> (New York)

*Selected Readings:*

Berti, L. C., Zylbert, S., & Roinitzky L. (Sept./Oct. 2001). Comparison of health status of children using a school-based health center for comprehensive care. *Journal of Pediatric Health Care*, 244-250.

Bobo, N. (2002). Excellence in school nursing practice: Developing a national perspective on school nurse competencies. *Journal of School Nursing*, 18(5), 277-285.

Lessard, J. A. & Knox, R. (2000). Telehealth in a rural school-based health center. *Journal of School Nursing*, 16(2), 38-41.

Marcontel, M., Tustin, J., Canham, G., Berridge, J., Braden, D., & Storke, T. (2002). Professional development and appraisal system for school nurses. *Journal of School Nursing*, 18(3), 229-239. (Madden Library School Nursing Journal Archives).

Miller, B. (2001). *School nurse practice evaluation/professional development*. Author, 1-1.

Pulcini, J., Couillard, M., Harrigan, J., & Mole, D. (2002). Personnel and professional characteristics of exemplary school nurses. *Journal of School Nursing*, 18(1), 33-40.

Strunk, J. A. (2008). The effect of school-based health clinic on teenage pregnancy and parenting outcomes: An integrated literature review, *Journal of School Nursing*, 24(1), 13-20.

Swartwout, K. & Russell, J. (1999). A successful strategy: Garnering community support for contraceptive services to be provided in a school-based health center. *Journal of School Nursing*, 15(5), 36-38.

Tulare County Office of Education. (1997). *Certificated school nurse (employee) performance evaluation*. Author, 1-6.



Tustin, J., Canhan, G., Berridge, J., Braden, D. & Starke, T. (2002). Professional development and appraisal system for school nurses. *Journal of School Nursing*, 18(4), 229-236. (Madden Library School Nursing Journal Archives).

N185, SEMINAR IN SCHOOL NURSING

*ASSIGNMENT BOOKLET*

MODULE FOUR (Wks. 13-15) APRIL 26, 2010 to MAY 14, 2010

*Week 13, 4/26/10-4/30/10:*

**Benefits of research in school nursing; applying research in practice; role of the school nurse in research projects; grant writing; and publishing articles and research findings.**

Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.

*Questions:*

1. Define research and discuss its value in relation to school nursing. Outline the research process, i.e., the problem, literature review, hypothesis formulation, methodology, etc. List four types of study design and briefly explain each. Think of an area in your school nursing practice where you see a research need and share your thoughts. What type of a study design that would be most suitable for this study?  
(Text: Selekman, Ch. 8. Selected Readings: Frame, K.; Hootman, J.; Ryberg, J. W.)
2. Read through the outline, *Nursing Research-Mini-Review*, and article critique assignment by Dr. Nuttall, as well as the article, *Comparison of Health Status of Children Using a School-based Health Center for Comprehensive Care* by Linda C. Berti & others in the Selected Readings. Summarize the subject matter in the article and answer the questions following the outline.  
(Text: Selekman, Ch. 8. Selected Reading: Berti, L. C. & Nuttall, P.)
3. Review the following two research articles by Larson, K. and Walsh, A. (and others). Summarize the subject matter of each and compare the studies, i.e., process, design, measurement, data collection, analysis, and findings. Have you been involved in a research study or research project, if so, share your experience, type of study and outcome. (Selekman, Ch. 8. Selected readings: Larson, K.; Walsh, A.)

4. Read through Susan Praeger's "Framework for Teaching" in the Selekman text. Briefly explain key aspects of each of the four domains with regard to teaching effectiveness. Explain your own approach to teaching at the high school level as opposed to the elementary level (4<sup>th</sup>-6<sup>th</sup> grade). What are the significant differences? Review the CA Health Framework regarding subject matter appropriateness and learner readiness for these two groups, share your findings. Comment on your personal comfort level in teaching at the secondary level. Are there areas you will want to work on improving? (Text: Selekman, Ch. 7.)
  
5. Identify problem/subject matter for a possible research project at your high school. Will you consider a "simple discrete project" or a "collaborative research endeavor" (Selekman, p. 170). What steps will you take in initiating your research, i.e., identify the problem, literature review, hypothesis formulation, methodology, etc. Include in your discussion research strategies and issues related to buy-in by others, possible funding sources. List things that you will need to address in a checklist for planning clinical research. (Text: Selekman, Ch. 8 and 44. Website: NASN )
  
6. Finding funding sources for new programs or a research project. Funding sources must be found before new programs or research can be started. Think of a program or research project relevant to adolescent health that you could pursue. Consider contacting a 'grant writer' in your school district for a list of possible grant writing opportunities or do a website search. Locate at least two funding sources that could be realistically pursued. Share your findings. (Text: Selekman, Ch. 44. Websites: Noted below, plus do a search.)
  
7. Knowledge of grant writing is important in order to obtain funding to develop new programs and/or pursue a research project. Discuss the important aspects of successful grant writing. Include the dos and don'ts. If you have been involved in grant writing in the past share your experience, the role you played and outcome. If not, consider interviewing someone with experience to gain valuable insight. (Text: Selekman, 1036-1042. Selected Readings: Miller, B. (a-b); Palmer, P.; Richards, D.)
  
8. What is a Healthy Start Grant? When, how and why were they established? Summarize the goals, key components, and governance structure. What types of grants are available through Healthy Start? Who is invited to apply? Are you aware of a program at a school in your district that has been established as a result of funding through Healthy Start? If so, consider visiting the project and/or interview someone involved to gain insight into the program, ongoing funding issues, etc. (Selected Readings: CDE; Miller, B (a-b). Websites: CDE.) Note: State budget constraints may have impact on grant opportunities.

9. Writing an article or publishing a study gets the information to the population with whom you want to share. Summarize the insight you have gained with regard to organizing a manuscript, writing for publication and publishing opportunities. If you have attempted to publish an article or study before, share your experience.  
(Selected Readings: Johnson, S. H.; Lynch, B. S. Website: Writing for Nursing Times; others based on search. Skim through Journal of School Nursing to note of the writing style, format, etc.)

*Assignment Reference Sources:*

*Textbooks/other:*

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

Grant opportunities, grant writing tips, sample proposals, fundraisers  
<http://www.schoolgrants.org>

Grants for Nursing, [www.lib.msu.edu/harris23/grants/3nursing.htm](http://www.lib.msu.edu/harris23/grants/3nursing.htm)

Grants, Robert Wood Johnson Foundation,  
<http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20203>

Healthy Start Grants, CDE, [www.cde.ca.gov](http://www.cde.ca.gov), “Healthy Start” and [www.healthystart.net/](http://www.healthystart.net/)

National Association of School Nurses (Research), <http://www.nasn.org/Default.aspx?tabid=370>

National Institute of Nursing Research, Diversity Programs and Resources,  
[www.nih.gov/ninr/r\\_diversity.html](http://www.nih.gov/ninr/r_diversity.html)

U. S. Department of Education, grants and contracts information,  
[www.nih.gov/ninr/r\\_diversity.html](http://www.nih.gov/ninr/r_diversity.html)

Writing for Nursing Times: Author Guidelines,  
<http://www.nursingtimes.net/nursing-times-this-weeks-issue/>

*Selected Readings:*

- Berti, L. C., Susan Zylbert, & Linda Rolnitzky (September/October 2001). Comparison of health status of children using a school-based health center for comprehensive care. *Journal of Pediatric Health Care*, 244-250. (See Week 12 in Electronic Reserve for article.)
- California Department of Education. (2001). *Healthy Start*. Author, 1-5.
- Frame, K. & Kelly, L. (2003). Reading nursing research: Easy as ABCD. *Journal of School Nursing*, 19(6), 326-329.
- Hootman, Janis. (2002). The importance of research to school nurses and school nursing practice. *Journal of School Nursing*, 18(1), 18-24.
- Johnson, S. H. (1992). Organized manuscript. *Journal of School Nursing*, 8(2), 20-24.
- Larson, K. & Mcquiston, C. (2008). Walking out of one culture into another: Adolescent Latinos. *Journal of School Nursing*, 24(2), 88-94.
- Lynch, B. S. (1990). Writing for publication. *School Nurse*, 28-35.
- Miller, B. (2001 a). *Grant opportunities for school districts*. Author, 1-4.
- Miller, B. (2001 b). *Samples of a funded mini-grant, Healthy Start Grant (p. 1), grant Application*. Various sources, 1-11.
- Nuttall, P. (2001). *Nursing research - mini-review and article critique assignment*. Author, 1-4.
- Palmer, P. (Fall 2000). Mastering the basics of grant writing can increase nurse researchers' chances of being successfully funded. *Minority Nurse*, 36-39.
- Richards, D. (1990). Ten steps to successful grant writing. *JONA*, 20(1), 20-23.
- Ryberg, J. W., Keller, T., Hine, B., Christeson, E. (2003). Data speak: Influencing school health policy through research. *Journal of School Nursing*, 19(1), 17-22.
- Walsh, A., Mosley, J., & Winston, J. (2008). The effects of an infant feeding classroom activity on the breast-feeding knowledge and intentions of adolescents. *Journal of School Nursing*, 24(3), 164-169.

N185, SEMINAR IN SCHOOL NURSING

*ASSIGNMENT BOOKLET*

Module Four (Wks. 13-15) April 26, 2010 to May 14, 2010

***Week 14, 5/3/10-5/7/10:***

**Legal and ethical issues in school nursing; pursuing justice in the courts; minor consent, suspension and expulsion; Targeted Case Management; Medi-Cal Administrative Activities (MAA); LEA billing, enrollment and accountability; resource mapping for health services.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations. Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

*Questions:*

1. Read selected readings, Baird, P. J., “Pursuing justice in the courts: Lessons from the experience of one school nurse;” and Gelfman, M. H. C., “School Health Services after Cedar Rapids Independent School District V. Garret F.” Briefly summarize each case. What legal insight have you gained that can be apply to your school nursing practice? (Text: Selekman, Ch. 12. Selected Readings: Baird, P. J.; Gelfman, M. H. C.)
2. Because there are many different laws, federal and state, civil and criminal, and those related to education and health, one law may conflict with another causing difficulty for the school nurse. Discuss issues related to the preemption doctrine. Include in your discussion the conflict in Texas regarding the three conflicting statues. Find out how this is handled in California. Wording of laws also need to be read closely. Is there a conflict between CA Ed code section 46010.1 and a school district policy that states that students are not allowed to leave campus for confidential reasons during school hours? Explain. (Selekman, Ch 12.)
3. Minor consent. At what age and under what circumstances can a minor consent to medical or dental care? Discuss minor consent for mental health services, define what is meant by these services, types of agencies/individuals who can provide these services, age of minor, and requirements that need to be satisfied before service can be provided. Comment on parental involvement in consent for treatment and financial obligation. (Text: Selekman, pp. 101-102. Website: Youth Law; California Law for Family Code, sections 6920-6929. Also see N185, Documents Section “Rights of Minors.”)

4. Suspension and expulsion from school. Give an example of the role that the school nurse can play in suspension/expulsion proceedings? List reasons for suspension and expulsion. Who is responsible for recommending suspension or expulsion? What official body is responsible for expelling a student? What types of disciplinary action can be taken? Comment on the types of alternative programs of study for suspended / expelled students, ADA, and responsibility of districts for maintaining records and reports to whom. (Website: CA Law, Ed. Code, sections 48900-48927.)
  
5. What is 'resource mapping'? As the Coordinator of Health Service, you have been asked to determine funding sources to pay for defibrillators for the high schools in your district. Begin by determining cost for equipment and staff in-servicing for X schools. Then, determine potential sources of funding through the development of a funding/resource map. Consider also speaking with a grant writer/district financial planner for additional funding sources. (Text: Selekman, Ch. 44. Website search.)
  
6. Discuss Medi-Cal billing as it relates to health services and the role of the school nurse. What qualifying factors allow billing for which population of students? Include in your discussion types of billable services, provider qualifications, specific services that only nurses can provide, supervision requirements for whom, service limitations, treatment services that are billed using 15 minute increments of time. Comment on provider codes, services, limitations and give 3 examples. (Websites: LEA Provider Manual – Nurse.)
  
7. Discuss Medi-Cal Administrative Activities (MAA), what it is and how the program helps CA schools. What governmental program does MAA fall under? What county connection must be made before an LEA (Local Educational Agency) can bill for administrative activities? List the activities that are claimable and briefly describe each. How is information gathered for billable activities? If your school district is doing MAA billing, speak to an administrator to find out into which fund reimbursed moneys are received into and for what they are used. (Selekman, pp. 1043-1044. Websites: See MAA below)
  
8. Targeted Case Management, another LEA billing option. Discuss what is involved in TCM. Who qualified for services, how and why? Include in your discussion the way in which billing takes place, timeframe for re-evaluation of a plan and service limits. Comment on services codes and give an example. Comment on case manager qualifications and the role. (Text: Selekman, p. 1045. Website: Dept. of Health Care Services noted below.)

9. For the school nurse manager interested in information related to enrolling as an LEA in order to participate in the Medi-Cal Billing Option. Read through the LEA Provider's Guide at the noted website. Discuss your findings regarding the enrollment process and responsibilities of providers. Include in your discussion a brief summary of your understanding for the need for an annual report and managed care plans and contracts. (Website: Dept. Health Care Services noted below.)

*Assignment Reference Sources:*

*Textbooks/other:*

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

California Law, [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

Dept. Health Care Service, Medi-Cal, <http://www.cde.ca.gov/ls/pf/hs/leamedicalbilling.asp>

LEA Billing – Nurse , <http://www.dhcs.ca.gov/provgovpart/Pages/LEAProviderManual.aspx>

Dept. Health Care Services, [www.medi-cal.ca.gov](http://www.medi-cal.ca.gov), or (916) 552-9616, Administrative Claiming

MAA Billing - <http://www.teachersforhealthykids.com/maa.htm>

<http://www.leaderservices.com/services/ca/>

<http://www.dhcs.ca.gov/provgovpart/Pages/localgovernment.aspx>

*Selected Readings:*

Baird, P. J. (2001). Pursuing justice in the courts: Lessons from the experience of one school nurse. *Journal of School Nursing*, 17(4), 218-221.

Gelfman, M. H. C. & Schwab, N. (2000). School health services after Cedar Rapids Independent School District v. Garret F. *Journal of School Nursing*, 16(4), 54-59.



N185, SEMINAR IN SCHOOL NURSING

*ASSIGNMENT BOOKLET*

Module Four (Wks. 12-15) April 26, 2010 to May 14, 2010

*Week 15, 5/10/10-5/14/10:*

**Reviewing standards of school nursing practice; quality assurance; concept of school nurse community; staff recruitment; professional connections and continued growth; health office design and use of computer technology; revising a philosophy of school nursing.**

*Note: For each week, students are to select one question (or clusters of questions) to research and write up on their own from the Weekly Questions Booklet. **Do not select either of the two questions that have previously been selected by presenters for their Blackboard presentations.** Students are responsible for responding to two Blackboard presentations – the scenario/prompt posed by presenters, critiquing each presentation, and participating in discussion to the extent that he/she responds to at least one posting by a fellow student for each presentation.*

**Note:** *If you are finishing Phase II of the program this semester complete the School Nurse Services Credential **Post Program Knowledge Base Questionnaire** and turn it in with your Module IV packet. Thank you!*

*Questions:*

1. Comment on the value you place on having national standards of school nursing practice and how those standards strengthen your school role. Review the NASN 'Standards of Professional Performance.' For each of the 10 standards (7-16) share two things that you have incorporated into your school nursing practice or that has benefited you in your practice as a result of your insight into the standards in the past year.  
(Text: Selekman, Ch. 4.)
2. Quality assurance is an essential ingredient in evaluating coordinated school health programs. What is the comprehensive role of the school nurse as defined by administrators and others? What infrastructure and support do school nurses need to achieve health, safety, and education outcomes for students?  
(Text: Selekman, pp. 91-93, Selected Readings: Newell, S.)
3. What is the concept of “school nurse community?” In the context of community health, how is community defined? What are the four factors that affect the health of a

community? Elaborate on each. Discuss application of the framework and implications to school nursing.

(Selected Readings: Christeson, E. P.)

4. As school health manager you have been asked to participate in recruitment and filling vacant staff positions. Discuss issues related to staff recruitment and ways to attract qualified candidates. How will you go about creating an applicant pool? Include in your discussion the job application and interview process, prudent practices, and federal laws that prohibit job discrimination.  
(Text: Selekman, Ch. 46.)
5. Comment on the value you place on staying connected with your professional school nurse organizations. How do these organizations personally benefit you in your school nursing practice? If you haven't done so recently, visit the CSNO and NASN websites to gain insight into the latest topics/information/news flashes. Select two items of interest found at each of these websites on which to elaborate. Comment on the value and/or usefulness of the information to your school nursing practice.  
(Websites: CSNO, NASN.)
6. Networking with other school nurses is one of the best ways to stay abreast of what is happening in school nursing. If you are a member of CSNO and you haven't visited "Charlotte's Web" at the CSNO website, it is time that you make that connection. This is your opportunity to continue networking with other school nurses just as you have been doing on Blackboard. To do so, just go to [www.csno.org](http://www.csno.org). Once connected, open three email communications and comment on the subject matter of each. What value do you think this connection will have for you your school nursing practice?  
(Website: CSNO.)
7. Have fun designing and equipping the ideal secondary health office facility! Comment on staffing needs and a description of a workable floor plan that allows for observation/privacy, counseling, etc. List general categories of key supplies, equipment, and educational materials you will need to function effectively. How does your current facilities compare with your ideal? Consider sharing your ideas with your administrators/principal. Perhaps future funding will make it possible!  
(Text: Selekman, Ch. 43. Selected Readings: Suszka-Hildebrandt, S.; Vessey, J.)
8. As members of the education team school nurses need to stay abreast of what is happening in education as well as in school nursing. Take this opportunity to visit the California Department of Education website. Comment on the vision of the CDE. Take time to glean through the different areas at the website, i.e., recent news items, highlights, program offerings relevant to health and school nursing, grant opportunities, and

publications. Select three areas of interest to you and elaborate on your findings.  
(Website: CDE.)

9. In the beginning of the semester in Nursing 184 students were asked to write a personal philosophy of school nursing. If your philosophy of the school nursing has changed as a result of experience and knowledge gained since that time, update your philosophy and explain your reasons for the changes. Are you pleased with your decision to enter school nursing and with school nursing as a whole? Are there things you would like to see change? What are some ways that you personally can help make those changes happen? Share your ideas/plans for the future.  
(Selekman, Ch. 4, 5, 6.)

*Assignment Reference Sources:*

*Textbooks/Other:*

Selekman, J. (2006). *School nursing: A comprehensive text*. Philadelphia, PA: F.A. Davis Co.

*Websites:*

California Department of Education, [www.cde.org](http://www.cde.org)

California School Nurses Organization, [www.csno.org](http://www.csno.org)

National Association of School Nurses, [www.nasn.org](http://www.nasn.org)

*Selected readings:*

Christeson, Elisabeth. (2003). The health of the school nurse community: A framework. *Journal of School Nursing*, 19(2), 73-80.

Newell, S., Schoenike, S. L., Lisko, E. A. (2003). Quality assurance in school health. *Journal of School Nursing*, 19(3), 157-162.

Suszka-Hildebrandt, S. (2001). Handheld computing: The next technology frontier for school nurses. *Journal of School nursing*, 17(2), 98-102.

Vessey, J. (2002). An evaluation of commercial school health software for use in multi-site research studies. *Journal of School Nursing*, 18(2), 95-101.