

Syllabus: NURS 185

School Nurse Seminar

Fall 2010

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

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BMM-12/09

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(Note: These page numbers do not correspond to this Program Assessment document)

CSUF DEPARTMENT OF NURSING
SCHOOL NURSE SERVICES CREDENTIAL PROGRAM

Course Number: N185
Course Title: School Nurse Seminar
Units: 3 Units

Prerequisites: CDDS 125 – Audiology/Audiometry for SN, Audiometrist Certificate
NURS 184 – Introduction to School Nursing
NURS 136 - Health Appraisal
NURS 137 - Health Teachings
COUN - 174 or 200
SPED 120 – Introduction to Special Education

Note: Approval must be obtained from the program coordinator to take prerequisites concurrently with core courses or to take equivalent prerequisite courses at another university.

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Catalog Course Description:

Role of the school nurse; parameters of school health practice; emphasis on adolescent health issues, health education, legal parameters, interdisciplinary cooperation, legislative issues, research, and professional accountability. (Online)

NURS 185 SPRING 2010 COURSE CALENDAR OF ASSIGNMENT DUE DATES

Tuesday 1/25/10	Beginning of First Week of Class
Due Dates	ASSIGNMENTS Note: All written assignments to be sent through Blackboard Assignment Drop-Off.
2/11/10 - 2/14/10	CSNO Annual Conference. Renaissance Hollywood Hotel. Note: FYI, attendance not required . Instructors will be attending conference and will plan to meet and network with students and preceptors who do attend. Time/place TBA.
Module I Due Monday 2/22/10 Weeks 1-4	<u>Module One</u> : See Scheduled Course Contents, p. 5. * Researched responses to 1 question for each week - 1, 2, 3, & 4. * Responses to 2 Blackboard presentations posted for each week - 1, 2, 3, & 4. * *Interdisciplinary Paper
Module II Due Monday 3/22/10 Weeks 5-8	<u>Module Two</u> : See Scheduled Course Contents, pp. 5-6. * Researched responses to 1 question for each week - 5, 6, 7, 8. *Responses to 2 Blackboard presentations posted for each week - 5, 6, 7, & 8. * Research paper on an adolescent mental health related issue(s) or a book report on one of the books indicated in syllabus (See syllabus, pp. 14-15).
3/29/10-4/2/10	<i>Spring Break</i>
Module III Due Monday 4/26/10 Weeks 9-12	<u>Module Three</u> : See Scheduled Course Contents, p. 6. * Researched responses to 1 question for each week - 9, 10, 11, & 12. * Responses to 2 Blackboard presentations posted for each week - 9, 10, 11, & 12. * No additional assignments due with this module.
Legislative Report Monday 5/10/10	*On Blackboard, share highlights, pros/cons of bill selected related to legislative assignment. If visit made to legislator's office, share that experience with classmates.
Module IV Due Monday 5/17/10 Weeks 13-15	<u>Module Four</u> : See Schedule Course Contents, pp 6-7. * Researched responses to 1 question for each week -13, 14, &15. * Responses to 2 Blackboard presentations posted for each week - 13, 14, &15. * Legislative Paper * Completed evaluations relevant to course

AREA SUPPORT GROUPS AND PRESENTATION PARTNERS

Prior to the beginning of Phase II, course instructors assigned students to ‘support groups’ in their area of the state. With no objections, support group members were provided email addresses of fellow group members for networking purposes. Group networking gatherings and group fieldtrips relevant to coursework are encouraged. Within each support group, partnerships that were created in NURS 184 will continue in NURS 185 for the purpose of developing a Blackboard presentation once during the semester. Note: Students may also choose to work independently, or if there is interest in changing partners, contact your course instructor. (See p.13).

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, 1/25/10-1/20/10:

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

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

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 issues and use of computer technology; revising your philosophy of school nursing.

COURSE OBJECTIVES

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

1. Explain the role of the secondary school nurse in light of legal guidelines, ethical decision making, and standards of practice.
2. Discuss contemporary health/social issues pertinent to the secondary student population.
3. Discuss application of the nursing process, relevant theories, conceptual frameworks, and research in meeting the health care needs of adolescents.
4. Discuss the role of the school nurse involvement in coordinated school health programs.
5. Discuss importance of school nurse involvement in interdisciplinary collaboration within the school and in the community in order to more fully meet the health related needs students.
6. Describe importance of a school nurse voice and participation in the legislative process and political advocacy for school age children, families, and school nursing interests.
7. Discuss importance of research and participation in research activities in school nursing.
8. Discuss importance of school nurse involvement in health promotion and health education, including curriculum development and facilitation of small groups to enhance learning.
9. Describe the various ways where by funding can be obtained for program development.
10. Describe the value of promoting the school nurse image in the school setting and in the community in order to reach a optimal level of effectiveness in school nursing practice.
11. Discuss need for school nurse accountability and evaluation of practice in order to identify strengths and weaknesses.
12. Explain the application of professional dispositions in school nursing practice.

MODULE OBJECTIVES

Upon Completion of Each of the Following Modules the Student will be able to:

Module One (Weeks 1-4)

Issues Relating to Secondary Education * Role of the School Nurse in the Following: Comprehensive School Health Programs * Provider of Adolescent Health Services * Health Educator * Member of the Education Team.
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1. Discuss the role of the school nurse as program manager at the secondary setting.
2. Discuss legal and ethical guidelines related to adolescents and school nurse practice.
3. Identify developmental stages of adolescence and associated theories.
4. Describe adolescent risky behavior, health issues and related attitudes.
5. Describe use of the nursing process in meeting the health care needs of adolescent.
6. Discuss community involvement in provision of coordination of school health services.
7. Describe use of at least 3 theories/models for school nursing practice at secondary level.
8. Discuss importance of interdisciplinary collaboration for school nurse at secondary level.
9. List 5 ways the school nurse can maintain visibility on campus and in the community.
10. Discuss the importance of a comprehensive school health program at the secondary level.

11. Explain health ed. as an integral component of a comprehensive school health program.
12. Describe the group process, instituting groups, and evaluating their effectiveness.
13. Identify key components of curriculum planning, development, and evaluation.
14. Describe the development of health curriculum utilizing the nursing process, conceptual frameworks and current research.

Module Two (Weeks 5-8)

Role of the School Nurse Regarding: Meeting Adolescent Health Needs * Physical Education * Driver Education * Sports Injuries * Adolescent Nutrition * Substance Abuse * Sexually Transmitted Diseases * Teen Pregnancy and Parenting.

1. Discuss primary, secondary, and tertiary health care in meeting needs of adolescents.
2. Describe injuries associated with athletes, their treatment and prevention.
3. Describe issues related to confidentiality and counseling with adolescents.
4. Discuss the role of the school nurse in assisting students with special needs in fitting into P.E. programs.
5. Compare the difference between the nutritional needs of athletes and that of the general adolescent population.
6. Identify risk factors associated with teen pregnancy rate and effective school and community interventions.
7. Discuss programs in secondary school settings to meet the needs of pregnant and parenting teens.
8. Discuss sexuality education and the normal development of sexual awareness/orientation.
9. Discuss sexually transmitted diseases, statistics and treatment, role of school nurse.
10. Discuss confidentiality and ethical issues associated with counseling adolescents.
11. Discuss problems associated with alcohol and drug addiction, and treatment programs.
12. Discuss school and community programs to prevent/stop smoking and related Ed. Codes.

Module Three (Weeks 9-12)

Role of the School Nurse Regarding: Adolescent Mental Health and Behavioral Issues * Suicide * Truancy and School Refusal * Sexual Harassment * Bullying and Violence * School Safety * Crisis Intervention.

1. Describe precursors to emotional disorders and behavior problems in adolescents.
2. Discuss identification, counseling, referral of students with suspected mental health issues.
3. List three psychiatric disorders commonly seen in adolescents, their signs/symptom, treatment and role of the school nurse.
4. Discuss issues relating to truancy/school avoidance and the role of the school nurse.
5. Discuss the issues associated with gay and lesbian youth and the role of the school nurse.
6. Discuss issues related to bullying and interventions to control the problem.

7. Discuss self-punitive behavior among some students and the role of the school nurse.
8. Describe sexual harassment in the school setting and steps to take to prevent/stop it.
9. Describe issues related to violence/gang presence and role of schools/community.
10. Discuss suicide prevention/intervention and role of the school nurse.
11. Discuss intervention steps in the event of a suicide or death of a student or staff member.
12. List steps that school districts/community is taking to curb violence and gang issues.
13. Discuss the development of a school crisis team, its purpose, and school nurse role.
14. Discuss what the State of California has to say about safe schools and the responsibility of school districts in developing policies.

Module Four (Weeks 13-15)

Role of the School Nurse as it relates to School Based Clinics * Performance Evaluation * Legislative Issues * Politics 101 * Research * Grant Writing * Publishing * Medi-Cal Billing * Legal and Ethical Issues Related to Adolescent Behavior * Technology use in School Nursing.

1. Explain complementary roles of the school nurse and NP in school-based clinic setting.
2. Discuss value of school based clinics and feasibility of establishing a school based clinic.
3. Discuss school -community linked health care programs to optimize services to children.
4. Define school nurse competency and framework for professional expectations.
5. Discuss the need for political action on the part of school nurses as a means of advocating for school age children and school nursing.
6. Discuss importance of research in school nursing and give at least 3 examples.
7. Discuss grant writing steps to obtain funding for research, projects, and programs.
8. Discuss general expectations in grant writing and identify 3 funding sources.
9. Discuss value of writing for publication and importance in school nursing.
10. Discuss purpose of Medi-Cal billing and use of funding to benefit school age children.
11. Explain Targeted Case Management as it relates to school age students.
12. Define an LEA (local education agency/school district) and services provided.
13. Discuss legal and ethical issues related to adolescent rights and behavior.
14. Discuss use of technology in the health office.

TEACHING STRATEGIES

Students are asked to research responses to weekly questions/case scenarios using identified sources, develop a Blackboard presentation based on weekly subject matter once during the semester, read through weekly Blackboard presentations by classmates and respond to prompts by presenters directed at encouraging class discussion, and other written assignments as indicated. Blackboard discussions are monitoring by faculty with input as appropriate.

READING REQUIRMENTS

Reading assignments will be from texts, journals, lecture notes, and selected websites based on weekly subject matter and each student's needs according to course objectives and assignments.

REQUIRED TEXTS AND OTHER PUBLICATIONS

(Order through CSUF Kennel Bookstore unless otherwise indicated)

Miller, B. (2010). *Nursing 185 Weekly questions booklet*. CSUF: Author.

Berman, A., Jobes, D. A.; Silverman, M. M. (2007). *Adolescent suicide* (2nd Ed.). Washington, DC: American Psychological Association.

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 nurse: Scope and standards of practice*. Scarborough, ME: Author.

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

NOTE: Students may to select one of the following books on which to write a report or students may choose to write a research paper based on adolescent behavioral or mental health issue(s).

Greenberg, Michael. (2008). *Hurry down sunshine*. NY: Randam House Inc.

Gurian, M. (1996). *The wonder of boys: What parents, mentors and educators can do to shape boys into exceptional men*. NY: Jeremy P., Tarcher, Pulman.

Kindlon, D. & Thompson, M. (2000). *Raising Cain: Protecting the emotional life of boys*. NY: Ballantine Books.

Piper, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. NY: Ballantine Books.

Rubin, T. I. (1998). *David and Lisa*. New York, NY: Tom Doherty Associates, Inc.

RECOMMENDED TEXTS AND OTHER PUBLICATIONS

Lewis, K. D. & Bear, B. J. (2008). *Manual of school Health* (3rd ed.). NY: Saunders. (Order through CSNO)

Sullivan, A. & Anderson, S. (2000). *Care of the young athlete*. Library of Congress Cataloging –in–Publication Data: American Academy of Orthopaedic Surgeons and American Academy of Pediatrics. (May be purchase through CSUF Kennel Bookstore)

Note: All California School Nurses Organization and National Association of School Nurses Publications are excellent resource materials and recommended.

Ordering Information for Texts and other Publications:

CSU, Fresno Kennel Bookstore by email www.kennelbookstore.org, or call (559) 278-6634.

American Academy of Pediatrics publications by email www.aap.org/bookstore.

California Department of Education, Bureau of Publications, Sales Unit, P.O. Box 271. Sacramento, Ca 95802-0271. Or (916) 445-1260 or 1-800-995-4099, fax 916-323-8023.)

California School Nurses Organization by email <http://www.csno.org>.

National Association of School Nurses publications by email <http://www.nasn.org>.

GRADING CRITERIA

As follows: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F= 59% and below.

ASSIGNMENTS / EVALUATION

<i>Assignment</i>	<i>Points</i>
N185 Manual, researched questions/case scenarios (@ 2.0 pts. each X 14)	28.0
Student participation in Blackboard weekly discussions (@ 1.0 pts. each X 29)	29.0
Creation of one Blackboard presentation	10.0
Monitoring personal Blackboard presentation Interdisciplinary Paper	3.0
Interdisciplinary Paper	10.0
Book Report or Research Paper on adolescent mental health issue(s)	10.0
Legislative Paper and letter/visit to legislator	10.0
<i>Note: See assignment guidelines for details</i>	
Total	100.0

ASSIGNMENTS

I. Development of a ‘Personal Reference Manual.’

- A. In this course students are expected to develop a personal reference manual, electronic or hard copy, for their personal use in their own school nursing practice.
- B. It is suggested that the manual include the following:
 - 1. Researched responses to selected weekly questions. (N185 Weekly Questions Booklet)
 - 2. Copies of Blackboard presentations including information sources.
 - 3. Copies of other assignments and information of value to the student.

II. Choosing a Question for a Blackboard Presentation:

- 1. Nine (9) clusters of questions (referred to simply as ‘questions’) can be found in the N185 Weekly Questions Booklet for each week.
- 2. Two (2) weekly questions will be used as basis for Bb presentations by classmates:
 - a. There are two Blackboard presentations by student presenters each week.
 - b. Partners, or may be an individual student, will be responsible for just ONE Blackboard presentation during the semester based on a weekly question. (Note: Depending on class size partners may or may not be an option).
 - c. Students entering N185 from N184 will have had the opportunity at the end of the fall semester to select a week in N185 in which to do their presentation.
 - d. In the beginning of the semester, partners (or an individual), are to review the list of questions for their chosen week found in the N185 Weekly Questions *Booklet* and will choose two questions in order of preference on which to base their Bb presentation. The instructor is to be notified of choices through “Ask Your Instructor” on the N185 Discussion Board. Your instructor will notify students as to which question they will be able to use for their presentation.
 - e. Presentations for weeks one and two will be provided by the instructor or may be created by students who specifically request an “early bird” presentation date.
 - f. By the beginning of the second week, students will be notified as to which weekly questions classmates have selected for their Blackboard presentations for the entire semester, thus giving all students the opportunity to plan and work ahead.

III. Guidelines for Blackboard Presentations:

- A. Purpose, to enhance student learning through class participation and discussion.
- B. What needs to be taken into consideration in creating a Blackboard presentation:
 - 1. Presentations should stress key points of meaningful information relevant to school nurses practice.
 - 2. Presenters **must** tie their presentation to relevant Education Code sections, district policies, CSNO/NASN Position Statements, theories and research findings that apply.
 - 3. Sources where information was found must be cited for the benefit of readers.

4. Length will depend on type of presentation, i.e., a word document, 4-5 pages, using APA format or 'complete' outline form; PowerPoint presentations should provide enough information to give the reader meaningful insight into the subject matter.
 5. Presenters who choose to do a PowerPoint presentation must post it as an attachment on the Blackboard Discussion Board. The PowerPoint must be developed from a quality outline which must be posted in a separate attachment for classmates who may have problems opening the PowerPoint presentation for technical reasons.
 6. Presentations should be visually appealing to stimulate reader interest, although importance will be placed on the quality and value of the information shared.
- C. At the end of each presentation presenters must create a case scenario that the reader can relate to his/her own school nursing practice. The case scenario is to be based on the information shared in the presentation and must encourage readers to do one of the following:
1. Share relevant experiences specific to his/her own school nursing practice, i.e. A client care issue, a policy, a program, an ethical dilemma, role as a case manager;
 2. Contribute additional information to strengthen the presentation, such as recent research findings, a relevant theory; a legal or political tie-in; new legislation; a funding source, useful website, community resource, etc.
 3. Encourage readers to share additional information relevant to the scenario and/or the presentation, i.e., research; theories; legal and political issues; recent bills/legislation, grant/funding sources, websites, valuable service agencies, etc.
 4. To be a creative thinker and a problem solver.
- D. Bb Presentation must be posted on Blackboard no later than the Friday prior to week due in order to give classmates time to read through it and participate in timely discussion. Note: Steps for posting presentations found in the N185 Weekly Questions Booklet Appendix.
- E. Presenters are responsible for actively monitoring discussion following their presentations by responding to questions from readers, including additional information as appropriate, and following up promptly on complaints of technical problems opening the PowerPoint.

Note: *Monitoring points deducted if technical problems are not resolved within the first 48 hours!*

IV. Participating in Discussion Following a Blackboard Presentation:

- A. Guidelines for participating in discussion on Blackboard following the presentation.

1. Read through the presentation.
2. Respond to the case scenario or prompt at the end of the presentation. The response should ideally be a quality paragraph or more. (*Note: A paragraph includes an opening sentence, at least three supporting sentences, and a closing sentence.*)
3. Also respond to a posting by ONE other reader to keep discussion moving.
4. If the presentation is from a previous semester, see Bb for participation guidelines.
5. Readers are asked to critique each Blackboard presentation using the “Star” system located in the presentation forum. **Note: Star rating is anonymous!**

Note: Reader responses to weekly presentations and participation in discussion will be monitored by faculty on the Discussion Board.

V. Selecting and Researching ONE Weekly Question on Your Own:

- A. Of the remaining 7 questions for each week, students are to choose ONE question to research and write up on their own and submitted electronically with other module work.

Note: Bb Presenters are not required to write up an individual research question the week they do their Blackboard presentation. They must, however, respond to the other Blackboard presentation for that same week.

- B. Guidelines for writing up research questions:

1. Responses should be type written in APA format - Double spaced with 1” margins, using 12 font (See Appendix of N185 Weekly Questions Booklet for APA format.).
2. Questions must be restated at the beginning of the response (Single spaced, and shrunk to size 10 font.).
3. Responses to questions should be succinct, but conveying a good understanding for the subject matter.
4. Sources must be cited correctly where information is found to answer the question.
5. Suggested length of responses 2 pages with sources cited on a separate page.

Summary: Students will, directly or indirectly, respond to three questions out of the NURS 185 Weekly Questions Booklet **each week:**

- One question (directly), a research question students will select to write up on their own;
- Two questions (indirectly) which were previously selected by fellow classmates as a basis for a Blackboard presentation and which you (reader) will read and respond to as indicated. **NOTE: The sources where information can be found to respond to weekly questions is immediately following each question. See *Weekly Questions Booklet*.**

VI. Interdisciplinary Paper: Due with Module I

- A. Spend time with three different school professionals (1.5 - 2 hours with each), interviewing them and observing their typical day at work. These individuals must be professionals who

hold a degree and who work in an educational area other than nursing, i.e., principal, psychologist, RSP, SDC or classroom teacher, speech therapist, high school counselor, etc.

1. Describe the role of each and the type of contact they have with students.
 2. Give examples of things that you have observed about their work.
- C. Choose and include at least 5 of the following prompts in your write up:
1. What is this individual's educational background and years of experience?
 2. How often does this individual collaborate/communicate with the school nurse? With the classroom teacher? With students and their families? Other professionals?
 3. What value does this individual place on interdisciplinary communication/collaboration as it related to helping students, families, working with team members?
 4. Is this person child-centered or family-centered in his/her approach? Explain.
 5. Ask this person to share an example of a successful team effort to help a child/family.
 6. What is this persons understanding of coordinated school health services?
 7. Other professional involvement besides participating as a member of the education team, i.e. service on a task force/school site committee?
 8. What importance does this professional place on membership/involvement in his/her professional organization? Is he/she a member?
- D. For each professional interviewed 1) Summarize responses to at least 5 prompts as noted above. (2) Describe this professional's understanding of the school nurse role and what this professional expects from the school nurse as a member of the educational team. Comment on information you may have needed to share with this individual about your role. 3) Describe the importance you place on the role this member plays as a member of the team.
- E. In closing paper, write a general summary Describing on the value you place on getting better acquainted with these other professionals. Review Standard Eleven (11) in *School Nursing: Scope and Standards of Practice* and describe which measurement criteria best reflects this assignment and why.
- F. Write a 3-4 page paper using APA format. (Submit electronically with other module I work.)

Note: Actual time spent at secondary level observing professionals counts toward NURS187 clinical hours.

VII. Selected Assignment. Complete ONE of following 2 Assignments: Due Module Two

A. Selection 1:

1. Report on ONE of the following books:
 - 1.Greenberg, Michael. (2008). *Hurry down sunshine*. NY: Random House Inc.

2. Gurian, M. (1996). *The wonder of boys: What parents, mentors and educators can do to shape boys into exceptional men*. NY: Jeremy P.
3. Kindlon, D. & Thompson, M. (2000). *Raising Cain: Protecting the emotional life of boys*. NY: Ballantine Books.
4. Piper, M. (1995). *Reviving Ophelia: Saving the selves of adolescent girls*. NY: Ballantine Books.
5. Rubin, T.I. (1998). *David and Lisa*. NY: Tom Doherty Associates, Inc.

2. From the book, select three case scenarios and/or behavioral/emotional issues to discuss that you found particularly insightful/valuable for your SN practice. Discuss the behavioral/psychiatric problem(s), precursors, stressors, resolutions, counseling techniques, and treatment. Address cultural issues if appropriate.
3. How has this insight changed your own attitude and/or given you a greater understanding for adolescent emotional/behavior issues and/or psychiatric problems?
4. How will this insight benefit you in your school nursing practice and/or help you in working with students at the secondary level?
5. Write a 3-4 page paper using APA format. Submit electronically with Module II other work.
6. Share your opinion about the book and insight you gained with fellow students on Blackboard. (A forum will be open on the N185 discussion board for this purpose.)

B. Selection 2:

Write a research paper based on one of the categories listed below with emphasis on the adolescent behavioral/mental health issues that lead up to the problem, i.e., precursors, i.e., stressors, cultural issues; interventions. Discuss counseling techniques, treatment of the issues and/or physical condition, and role of the school nurse.

1. Select one of the following categories:
 - a. Teen pregnancy
 - b. STDs, AID
 - c. Substance abuse (Select one: Drug use, alcohol, smoking)
 - d. Depression, suicide
 - e. Sexual harassment, date rap
 - f. Truancy, dropout, delinquency
 - g. Gang involvement and/or violence behavior
2. Apply a developmental/adolescent theory (e.g., Erikson, Marcia Selman, Jessor, Piaget). Use “Google” to find a theory that will match your research.

3. Apply Neuman Systems Model, or another relevant nursing theory.
See following website at http://www.nurses.info/nursing_theory.htm.
4. Incorporate current research findings to support your paper. Review three current articles, one source can be a website with relevant information.
5. Cite statistics or examples of the problem from your school district.
6. Include community resources availability to address the problem/interventions/programs (e.g., programs for substance abuse, pregnancy, etc.).
7. Identify proactive measures to prevent or ameliorate the problem early (primary, secondary prevention).
8. Write a 3-4 page paper, plus reference page. Submit electronically with other Module II work.
9. Briefly summarize research/findings on Blackboard for fellow students. (A forum will be provided on the Nursing185 Discussion Board for this purpose.)

VIII. Legislative Paper

Due Module Four

- A. Identify a bill or some proposed legislation (state) that has the potential to affect the school health program, school age students, or school nursing practice in California. Start by going to the CSNO website at www.csno.org and look for a bill that has been identified by CSNO. If you do not find one there, go to the CA Teachers Assoc. website at www.cta.org and/or State of CA website at www.leginfo.ca.gov.
- B. Write a 2 to 3 page paper, using APA format, delineating the possible effects of this legislation on children/education/school nursing. State your position for or against this legislation. Include a copy of the bill found at one of the websites noted above. (Submit completed assignment electronically along with other Module IV work on due date indicated.)
- C. Use the following prompts to guide your write up:
 1. Does CSNO support/oppose this bill?
 2. What organizations are behind it or against it? Why?
 3. Give examples of methods of political action that can be effectively utilized by school nurses to lobby for or against this legislation.
 4. Are there alternatives or compromises that you could propose?
 5. Cite references.
 6. Go to either (D) or (E) below.
- D. Letter of support/nonsupport. Using guidelines for letter found in the *CSNO Advocacy Handbook* at the CSNO website (www.csno.org). Write a letter of support/non support for this bill to a legislator, legislative committee, or other. Follow through with sending the letter.

1. Make a clear statement at opening of letter about what you want the reader to do!
2. Follow up by clearly, succinctly stating your reasons why (letter one page total).
3. State who you are (constituent, expert, etc.) and how, where you can be reached. Frequently, you will receive a letter back.
4. Include copy of the letter with your paper.
5. On Blackboard share key points of interest related to the bill by the due date indicated in N185 Course Calendar.

E. OR choose to visit a local legislator. It is recommended that you visit with a colleague.

1. Write an outline of what you will say and go over it before your visit. *See CSNO Advocacy Handbook at the CSNO website (www.csno.org) for suggestions.*
2. Plan to share your knowledge of school nursing and/or concerns.
3. Bring information about school nursing with you, i.e., brochure.
4. Bring a ‘business’ card or contact information to leave.
5. Include some type of documentation from the legislator’s office verifying your visit.
6. Write a brief narrative of your experience and include with your paper.
7. Share your experience on Blackboard with fellow students by due date indicated. (A forum for the purpose of sharing will be opened on N185 Discussion Board. See Course Calendar for due date)

IX. Sending Completed Assignments to Instructor: The semester divided into four modules.

Module	Beginning	End	Due	Late after 11:59 PM
Module I - 4 wks	Monday 1/25/10	Friday 2/19/10	Tuesday 2/22/10	Friday 2/26/10
Module II - 4 wks	Monday 2/22/10	Friday 3/19/10	Monday 3/22/10	Friday 3/26/10
Module III - 4 wks	Monday 3/22/10	Friday 4/23/10	Monday 4/26/10	Friday 4/30/10
Module IV - 3 wks	Monday 4/26/10	Friday 5/14/10	Monday 5/17/10	Friday 5/21/10

1. Completed assignments for each module should to be electronically sent using the “Assignment Drop-Off” located in Blackboard “Assignments” section in Nursing 185.
2. **Important!** Assignment work is to be sent as ONE continuous document, which should include the following:

- a. A cover page that with the course number, module title and student's name. All work for each particular module should be included before being sent.
 - b. Module assignments that should be included: One personal researched question per week (except the week in which the student presents on Blackboard) and other assignments as indicated for that module period.
 - c. Responses to research questions should be clearly titled. Questions should be numbered and restated as indicated. Work sent should be sequentially well organized. Students may be asked to resubmit poorly organized work and points may be deducted if the work is returned after the grace period. Each researched question should begin on a clean sheet of paper.
3. Assignments are to be sent the Monday following the end of each completed module unless it is a holiday, in that case Tuesday. Students will have a grace period until 11:59 PM on Friday of that same week before work is considered late (exception, Saturday at 11:59 if previous Monday was a holiday).
4. **NOTE: 10% per week will be deducted for work received after the grace period for Modules I, II, and III. 10% per day will be deducted for late work received following the Module IV grace period.**
5. If work is going to be late due to an unavoidable personal circumstance, students must notify the instructor ahead of time. See late policy regarding loss of points.
6. Completed assignment work will be reviewed by the student's instructor and comments related to that work will be posted in the Assignment Drop-Off area in which work was initially submitted. Points will automatically be posted in the student's online grade-book (allow 10-14 days).
7. FYI: To take an incomplete in a CSUF course, a student must complete 2/3 of the coursework before the end of the semester and there must be a serious and compelling reason. Illness will require an M.D. note. The instructor must be notified of the student's situation well in advance of the end of semester. For details, see CSUF Catalog.

WRITTEN ASSIGNMENTS / GRADING CRITERIA

1. N185 questions researched and written up by student. 14 questions, at 2 points each
(Total 28 Pts.)

Demonstrates understanding of subject matter, depth and quality of responses	24
Questions restated, references cited, APA format or “complete” outline form	4

2. Reader response to 29 Blackboard presentations at 1.0 point for each presentation.
(Total 29 pts)

Quality paragraph in response to scenario/prompt following each presentation	0.75
Response to posting by one other reader following each presentation	0.25

3. Creation of Blackboard Presentation (Total 13 Pts.)

Thoroughness, depth and quality of information shared	8
Creativity/format/presentation of information	2
Personal participation in monitoring and discussion following own presentation	3

4. Interdisciplinary Paper (Total 10 Pts.)

Quality of information gained/Insight into role and responsibilities of interviewee	6
Application to SN practice/Reference to Standard 11/Summary of learning exp.	3
Writing Skill/APA Format	1

Selected Assignment (Student completes Book Report or Research Paper)

5. Book Report, adolescent mental health or behavioral issues (Total 10 Pts.)

Insight into issues and/or problems	6
Application and evaluation regarding usefulness of knowledge to SN practice	3

Writing skill/APA format	1
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6. Research Paper, adolescent health issue with emphasis on mental health (Total 10 Pts.)

Completeness/depth of analysis/evaluation of problem/Insight	6
Incorporation of current research/nursing theories/application to SN practice	3
Writing skill/APA format	1

7. Legislative Paper and letter/visit to legislator (Total 10 Pts.)

Selection of bill/rationale	2
Depth of analysis of issues involved	4
Clarity/completeness of Letter to legislator or planned/completed visit to legislator	3
Writing skill/APA format	1

Regarding quality of written work:

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

UNIVERSITY POLICY STATEMENTS

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

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

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

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

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Important note: This syllabus is subject to change due to unforeseen circumstances. Written substitution will be provided should this occur.