

Syllabus: NURS 186
School Nurse Practicum I
Fall 2010

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

All rights reserved
B. Miller-7/10

TABLE OF CONTENTS

Course information, prerequisites, description, faculty information.....	3
Course Outline and Assignments due dates.....	4
Course Objectives, Learning Activities, Course Requirements.....	5
Required Texts and Publications.....	6
Recommended Texts and Publications.....	7
Ordering Information, Grading Criteria, Teaching Strategies.....	8
Assignment/Participation Point Value.....	9
Reading Requirements, Communication, Practicum Hours of Experience.....	9
Student Goals and Learning Objectives.....	11
Experienced School Nurse Project.....	12
Expanded Leadership Role, Mid-Term Progress Checkpoint.....	13
Three-Way Conference, Final Narrative Self-Evaluation	13
Final Documentation/Evaluation, Clinical Journal Guidelines.....	14
Journal Questions, Journal Article Summary.....	15
Blackboard Discussion Board Participation.....	17
Clinical Hours Breakdown for Students New to School Nursing.....	18
Written Assignments – Policy/Procedure Paper, Health Teaching Plan.....	19
Cross-Cultural / Special Ed. Case Study.....	21
Instructions for Sending Completed Assignments.....	23
Grading Criteria for Written Assignments.....	25
Preceptor Checklist (student reference copy only).....	26
Experienced School Nurse Project Proposal form.....	30
University Policy Statements.....	31
Memo to Immediate Supervisor of Employed SNS Credential Program Student...	32

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

DEPARTMENT OF NURSING

Course Number: Nursing 186
Course Title: School Nurse Practicum (Elementary)
Units: 3 Unit Class (Total hours – 135)
Semester: Fall Semester only
Delivery: Class participation online though Blackboard/clinical at school sites

Prerequisites: NURS 184 - Introduction to School Nursing (or concurrently)
CSD 131, Audiometry for School Nurses and Audiometrist Certificate
NURS 136 - Health Appraisal
NURS 137 - Health Teachings
COUN 174 or 200
SPED 120 (Mainstreaming)

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.

Faculty:

Nancy Busch, RN, MA
Office: McLane Hall, 288
Office hours: By appointment only
FAX: (559) 278-1013
E-mail: nbusch@csufresno.edu

Candace Hilvers, RN, MSN, PNP, NCSN
Office: McLane Hall 288
Office Hours: By appointment only
Email: chilvers@csufresno.edu

Nursing Department: CSU Fresno Department of Nursing
2345 E. San Ramon Ave. M/S MH 25
Fresno, CA 93740-8031
Phone: (559) 278-2041. FAX: (559) 278-6360

Catalog Description:

Elementary level school nursing experience including special education; direct supervision by a credentialed school nurse required; scheduled conferences with preceptor and instructor. (9 clinical hours/week)

All rights reserved
Bmm-6/10

N186 COURSE OUTLINE, FALL 2010

Documents and Assignment Due Dates

Saturday 8/14/10	Orientation Day on CSUF campus, McLane Hall, 7:45 A.M. to 3:30 P.M. Get Acquainted Luncheon, University Restaurant, 12:30-1:50 P.M.
Monday 8/23/10	First day of class
<i>Due Date</i>	<i>Assignments</i>
Tuesday 9/7/10	<p><u>Hard copies of the following must be mailed or faxed:</u></p> <ul style="list-style-type: none"> * Immediate Supervisor Approval for Employee to act as Preceptor (Preceptor Syllabus – doc. 1) * Preceptor Vitae if not already on file with the university (Preceptor Syllabus – doc. 2) * Preceptor/Student Clinical Contract, signed by both parties (Preceptor Syllabus – doc. 3) * Exp. School Nurse Project Proposal form signed (if student eligible). Send with Mod. I (p. 27) <p>Note: University/Agency Agreement MUST be in place before clinical practice can begin!</p>
All journaling and assignments, unless otherwise indicated, must be sent using ‘Assignment Drop Off’ in N186 on Blackboard	
Monday 9/20/10	<p>Module I: Planning and Development of Student Goals and Learning Objectives</p> <ul style="list-style-type: none"> * Outlined Student Goals and Learning Objectives (p. 11) * Initial journal entries to include the following: Initial meetings with preceptor, first impressions, plans, clinical experiences if begun. (p. 14) * Responses to the 2 journal questions for Module I (p. 15) * Personal contributions to discussion on Blackboard, 3 quality paragraphs per wk X 4 wks (p. 17) <p>Wks 1-4</p>
Monday 10/18/10	<p>Module II: Clinical Experience toward Meeting Goals and Learning Objectives</p> <ul style="list-style-type: none"> * 2nd clinical journal entries (p.14). If applicable, Exp. Nurse Project progress report due (p. 12) * Responses to the 2 journal questions for Module 2 (p. 15) * Personal contributions to discussion on Blackboard, 3 quality paragraphs per wk x 4 wks (p. 17) <p>Wks 5-8</p>
Networking	Students are encouraged to: attend CSNO conferences/ local school nurse meetings to network and strengthen connections; plan a networking luncheon with classmates in your area during the semester; inviting your preceptors to lunch at the end of the semester as an

	expression of thanks.
10/4/10 to 11/12/10	Mid-Term: Evaluation of Progress toward Goals and Learning Objectives * Write brief mid-term self evaluation and incorporate it into Module III journaling (p. 13) * Review/revise Student Goals and Learning Objectives with preceptor input, copy to instructor * 3-way Conference between clinical instructor, preceptor, and student (p. 13)
Friday 11/12/10	Selected Assignment: <i>Health Teaching Plan Outline</i> or highlights of <i>Policy/Procedure paper</i> (P. 19-20) must be shared in forum opened on Bb Discussion Board. Complete assignment to be sent with other Module III.
Monday 11/15/10 Wks 9-12	Module III: Progressing toward Completion of Goals and Learning Objectives * 3 rd clinical journal entries (p.14). If applicable, Exp. Nurse Project progress report due (p. 12) * Responses to the 2 journal questions for Module 3 (p. 15) * Selected assignment (Health Teach or Policy/Procedure paper) (p. 19-20) * Personal contributions to discussion on Blackboard, 3 quality paragraphs per wk x 4 wks (p. 17)
11/22-26/10	Thanksgiving Week
Monday 11/29/10	Case Study: Cross Cultural/ <i>Special Ed. Case Study</i> (p. 21). Electronic copy to be sent through Bb Assignment Drop Off.
Monday 12/13/10 Wks 13-15	Module VI: Completion of Student Goals and Objectives, Clinical Competencies * 4 th clinical journal entries (p.14). If applies, Experienced Nurse Project due (p. 12). * Responses to the 1 journal question for Module 4 (p. 15) * Personal contributions to discussion on Blackboard, 3 qualify paragraphs per wk x 3 wks (p. 17) * Final Narrative Self Evaluation related to clinical experience (p. 14) <u>The following MUST be sent via U.S. mail or faxed before the end of the semester:</u> * Preceptor Evaluation of Student Professional Dispositions (document #4, Preceptor Syllabus) * Preceptor Evaluation of Student Clinical Competencies (document #5, Preceptor Syllabus) * Preceptor Checklist of Clinical Skills, initialed & dated by preceptor (Preceptor Syllabus) * Preceptor Evaluation of Clinical Course (document #6, Preceptor Syllabus) <u>Students MUST respond to following and return via Bb drop off in NURS186</u> * Student Evaluation of Course (mailed from Dept. of Nursing prior to end of semester) * Student Evaluation of Preceptor Experience (emailed to students prior to end of semester)

COURSE OBJECTIVES

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

1. Apply Neuman's Systems Model and other appropriate theories in the provision of elementary school nursing services.
2. Incorporate current applicable research into school nursing practice.
3. Analyze the components of a comprehensive school health program and contribute to the formulation of school health policies.
4. Demonstrate ability to function in the multifaceted role of the school nurse based on legal guidelines and ethical considerations.
5. Utilize the nursing process in providing appropriate and culturally sensitive health care to school age children, i.e., develop individualized health care plans.
6. Participate in interdisciplinary collaboration to promote the health, development, and educational needs of students.
7. Demonstrate ability to promote wellness in students, staff, and parents through health education programs and effective use of community resources.
8. Utilize effective communication skills with students, families, and staff.
9. Demonstrate ability to function as a member of a school interdisciplinary team to design interventions for children with special needs (e.g., special education, gifted programs, specialized physical health care, behavior problems, ADD, child abuse).
10. Demonstrates ability to supervise ancillary school health service personnel.
11. Function competently as a manager of health care in the school setting.
12. Structure learning activities to meet own individual clinical growth and competency needs.

LEARNING ACTIVITIES

Within a supervised clinical practice, the student will plan individualized clinical experiences, complete a case study, participate in the IEP process, develop and carry out a lesson plan or participate in the development of health policy, research issues and conduct interviews to obtain information relevant to clinical practice, keep a journal of clinical activities, and participate in electronic discussion board activities and faculty-student conferences.

COURSE REQUIREMENTS

Important note: There must be a signed Student Intern Agreement between CSUF and the school district where the clinical experience will take place before a student can make final arrangements with a preceptor. Email Patty Madrigal in the CSUF Department of Nursing, at pattymcsufresno.edu to verify the existence of an agreement or to provide the name, mailing address, email, fax, and telephone number of the responsible administrator or superintendent in that school district with whom an agreement must be made. Also, before a school nurse can act in the capacity of a preceptor, his/her immediate supervisor must sign the Immediate Supervisor Approval of Employee to Act as Preceptor form found in the Preceptor Syllabus.

Immunization Requirements BEFORE clinical experience can begin:

1. Tetanus/Diphtheria Vaccine within past 10 years
2. Hepatitis A Vaccine/Titer
3. Hepatitis B immunization series/Titer
4. Measles immunization requirement, see enrollment admission packet information.
5. TB skin test within 6 months of entering N186 (practicum I).
6. Varicella Vaccine/Titer

Items that must be on file with the university BEFORE clinical experience can begin:

1. University/Agency Agreement MUST be in place.
2. Signed *Immediate Supervisor Approval of Employee to Act as Preceptor* (Doc.1)
3. Preceptor Vitae on file with the university. (Must be renewed after four years.) (Doc.2)
4. Signed *Student/Preceptor Clinical Contract*. (Preceptor Syllabus) (Doc. 3)
5. Preliminary School Nurse Services Credential obtained from County Office of Ed.
6. CPR certification, (copy). Keep current throughout practicum experience.
7. RN license (copy). Keep current throughout practicum experience.
8. Public Health Nurse Certificate (copy).
9. Audiologist Certificate (copy).
10. Not necessary to provide malpractice insurance as this will be included in cost of course.

(See Preceptor Syllabus for documents 1, 2, and 3.)

Note: For a school nurse to qualify as a preceptor, he/she must hold a clear School Nurse Services Credential and been employed as a school nurse for a minimum of five full years. If your preceptor has acted in this capacity within the last four years, a new vitae does not have to be submitted, however, check with the program coordinator or your N186 clinical instructor to be sure there is a vitae on file with the university.

REQUIRED TEXTS AND PUBLICATIONS

(Note: Many of these publications are the same as those required for NURS 184.)

- Miller, B. (2009). *Nursing 186 Syllabus*. Fresno, CA: CSUF School Nurse Services Credential Program. (approx. cost: \$3.50)
- Miller, B. (2010). *Nursing 186/187 Preceptor Syllabus*. Fresno, CA: CSUF School Nurse Services Credential Program. (Sent in Admission Packet)
- California Dept. of Education. (2003). *Health framework for California public schools*. Sacramento, CA: Author. (Approx. cost: \$20.00) Free online at www.CDE.ca.gov
- California Department of Education (2007). *Standards for scoliosis screening in California schools*. Sacramento, CA: Author. Free download from website at <http://www.cde.ca.gov/ls/he/hn/documents/scoliosissreening.pdf>
- California Department of Education (2006). *A Guide for vision testing in California public schools*. Sacramento, CA: Author. (Free download from website at <http://www.cde.ca.gov/re/pn/fd/documents/finalvisionreport.pdf>)
- California Department of Health Services, Immunization Branch. (2003). *California immunization handbook*. Berkeley, CA: Author. (Free copy on Orientation Day)
- California School Nurses Organization (2007). *Communicable disease flip chart*. Sacramento, CA: Author. (CSNO cost \$11.00 members/\$16.50 non-members)
- California School Nurses Organization (2007). *First Aid procedures flip chart*. Sacramento, CA: Author. (CSNO cost \$11.00 members/\$16.50 non-members or check for it at school sites.)
- California School Nurses Organization. (2009). *The greenbook: Guidelines for provision of special physical healthcare services in California schools, part I (CD version only)* (CSNO cost \$25.00 members/\$30.00 non-members)
- California School Nurses Organization (2007). *Role of the school nurse and health clerk*. Sacramento, CA: Author. (CSNO cost \$13.20 members/\$18.70 non-members)

- National Association of School Nurses. (1998). *Guidelines for school nursing documentation: Standards, issues, and models*. Scarborough, ME: Author. (NASN, \$22.00 members/\$33.00 non-members)
- National Association of School Nurses. (2002). *Care of students with special needs in Schools*. Scarborough, ME: Author. (NASN, \$25.00 members/\$35.00 non-member.)
- National Association of School Nurses. (2005). *Delegation of care*. Scarborough, ME: Author. (NASN cost \$15.00 members/\$20.00 non-members)
- National Association of School Nurses. (2004). *Using nursing languages in school nursing practice*. Scarborough, ME: Author. (NASN, \$20.00 members/\$30.00 non-members)
- National Association of School Nurses. (2005). *Scope and standards of professional school nursing practice*. Scarborough, ME: Author. (NASN, \$15.00 members/non-members, \$20.00)

NURS 186, RECOMMENDED TEXTS AND PUBLICATIONS

(Optional only, NOT required)

- Boynton, Rose W., Stephens, G. R., Pulcini, J. (2009). *Manual of ambulatory pediatrics*. Philadelphia, PA: Lippincott, Williams & Wilkins. (CSUF Kennel Bookstore or online, approx. \$60.00)
- California School Nurses Organization (2000). *SARB and the school nurse*. Sacramento, CA: Author.
- John Hopkins Hospital, Custer, J., Rau, R., Lee, C.K. (2008). *Harret lane handbook* (18th Ed.). Mosby/Saunders. Or MUST have a current pharmacology handbook of choice.

Lewis, K. D. & Bear, B. J. (2008). *Manual of school health* (2nd ed.). NY: Saunders.

(CSNO, \$47.00 members/\$52.00 non-members)

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

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

Note: All CSNO and NASN publications are excellent library/resource materials. Complete lists of those publications can be found at their respective websites.

Order Information:

- Required textbooks for fall 2010 go on sale through the CSUF Kennel Book Store on July 26, 2010. Books can be ordered online at <http://www.kennelbookstore.com>, however, there is a shipping charge. Students coming to Orientation will have the opportunity to purchase books in the morning that same day from the bookstore.

Publications from other organizations / sources will need to be ordered online or by mail.

- California School Nurses Organization publications go to www.csno.org
- National Association of School Nurses go to www.nasn.org
- California Department of Education Bureau of Publications Sales Unit, P.O. Box 271, Sacramento, Ca 95802-0271, or by calling (916) 445-1260 or 1-800-995-4099 or FAX 916-323-8023.)
- California Dept. of Health Services, Publication Sales, 2151 Berkeley Way, Berkeley, CA 94704)

GRADING CRITERIA

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

TEACHING STRATEGIES

With guidance and counseling from CSUF faculty, students gain knowledge in the clinical setting under the direct supervision of a qualified school nurse preceptor approved by faculty. Students are required to keep a journal of their clinical activities. The practicum includes a

rounded experience in elementary school nursing, i.e., health teaching, counseling, case management of students with acute and chronic health problems, assisting medically fragile; collaborating with other school professionals as a member of the education team, participating in the IEP process; visiting community agencies; attending school nurse in-services and conferences; researching journal articles, websites, district policies, CA codes, federal laws, and with application of Standards of School Nursing Practice as basis for practice; and participation in class discussion on Blackboard discussion board relevant to clinical issues and experiences.

ASSIGNMENT/PARTICIPATION POINT VALUE

Assignments	Points
Student goals and learning objectives	5
Clinical journaling	16
Journal questions	14
3-Way conference/communication between student, preceptor and instructor	05
Participation in Blackboard class discussions	12
Student selected assignment - health teach or policy/procedure paper	10
Cross cultural/Special Ed Case Study	16
Final self-narrative evaluation of clinical experience	2
Preceptor evaluation of student performance in clinical practice (If applicable, Experienced Nurse Project = 5 pts. of the 20 Preceptor Evaluation pts.)	20
Total	100

Note: See assignment guidelines for details.

READING REQUIREMENTS

Self-directed readings based on each student's needs according to course objectives and course assignments. Readings will include current journal articles relevant to school nursing and other readings appropriate to the needs of the student, as well as presentations and information posted on Blackboard Discussion Board by classmates and instructors throughout the semester.

COMMUNICATION

Email will primarily be used for on-going communication between the student, preceptor, and clinical instructor throughout the semester. Students are strongly encouraged to communicate with their clinical instructor through use of "Ask the Instructor" in Blackboard. Instructors will be checking this forum weekdays, Monday through Friday. Students may also communicate with their clinical instructor by telephone and through visits to the CSUF office during scheduled appointments. (See page 3 of syllabus for contact information.)

HOURS OF PRACTICUM EXPERIENCE

There are a Total of 135 Hours in the Practicum Experience.

Students will spend fifteen of those hours in class related communication as follows:

- Ten (10) hours participating in discussion on Blackboard Discussion Board. (Approximately 40 minutes per week throughout the semester.)
- Three (3) hours networking with area support group members via email, Blackboard, small group forums/chat rooms, and area meetings and luncheons, the purpose being to lend support, problem solve, and plan relevant fieldtrips to agencies.
- Two (2) hours spent in communicating and conferencing with clinical instructor by email, Blackboard forum, telephone, and office visits. This allotted time also includes one mandatory student-preceptor-instructor 3-way conference during the semester.
- The remaining 120 hours are broken down in clinical experience in the field.

Clinical Experience for Students Employed as School Nurses.

Of the 120 hours remaining:

- Students who are currently employed as school nurses will be credited with 40 hours for their school nursing experience.
- Students will be responsible for completing an additional 80 hours of clinical practice under the direct supervision of a qualified preceptor *away from their own worksite*. That clinical practice may be in the district in which the student is employed.
- Of those 80 hours, with preceptor approval, students should try to attend 3 school nurse meetings, conferences, workshops related to school nursing (up to 12 hours). These should not be routine staff meetings in the course of their employment. These meeting may be district, local, or CSNO meetings.
- Additionally, students *must* spend between 6 and 8 hours in activities involving the community that are relevant to elementary school nursing, i.e., visits to health referral agencies, participation in community health fairs, migrant clinics, PTA meetings, other. These activities must be with preceptor pre-approval.
- The remaining 60 hours *must be spent at school sites working under the direct supervision of the preceptor or his/her qualified school nurse designee.*
(Note the exception to the rule for experienced school nurses noted below.)

Experienced School Nurse Project:

- School nurses who have had two or more full years of school nursing experience at the elementary level may choose to use up to 20 of those remaining 60 clinical hours working on a special project. (See details on p. 12)

Expanded Leadership Role:

- Students may earn up to a maximum of ten (10) hours for actively pursuing a leadership role related to school nursing. To do this, students must petition their clinical instructor for an appropriate number of hours. Note: NOT an option for students who choose to complete an Experienced School Nurse Project. (See details p. 12)

Clinical Experience for Students who are NOT currently practicing School Nursing:

- Students *must* complete the full 120 hours under direct supervision of a preceptor.
- Of those 120 hours, students *must* attend a minimum of 3 school nurse meetings, conferences, workshops related to school nursing (up to 12 hours), with preceptor pre-approval. These may be district, local, or CSNO meetings.

- Additionally, students *must* spend between 6 and 8 hours in activities involving the community that are relevant to elementary school nursing, i.e., visits to health referral agencies, participation in community health fairs, migrant clinics, PTA meetings, other. These activities must be with preceptor pre-approval.
- The remaining 100 hours *must* be spent at school sites *working under the direct supervision of a qualified preceptor or his/her qualified school nurse designee.*

Nurses Currently Employed as Public Health Nurses

- Nurses who are employed by a health department or other community agency will be given 20 hours of credit toward their clinical practice.

STUDENT GOALS AND LEARNING OBJECTIVES

Student Goals and Learning Objectives: (Point Value, 5)

Goals and objectives **MUST** be developed with input from the student's preceptor prior to or during the first week of the student's clinical experience. The opportunity for the student to create their own goals and objectives is a chance for students to personalize their learning experience. The aim should be a rounded experience in elementary school nursing. Student Goals and Learning Objectives must reflect areas where experience is needed or, for experienced school nurse student, areas of special interest within course guidelines. It is expected that goals and objectives will be accomplished before the end of the semester.

1. *Students are to have three (3) Student Goals with a suggested five (5) Learning Objectives and five (5) Learning Activities for each goal. Students also need to indicate how each of these goals will be measured in order to determine learning outcomes.*
- If the student has little or no previous experience in elementary school nursing, he/she will want to spend time getting a well rounded experience (*See Suggested Guidelines for Time Spent in Clinical Practice*, page 18 of syllabus) and may want to broaden his/her insight into the school aged population by spending time observing in a regular and/or special ed. classroom, talking to teachers/ principals/school psychologist; or gaining greater insight into health services by reading through policies and procedure manuals, or learning about coordinated school health programs and other aspects of the school nurse role.
 - If the student has already had experience in regular elementary school nursing, that student may want to gain some experience in specific areas of interest, i.e., programs related to special education such as working with the medically fragile or with children with behavioral issues; or in other programs such as preschool or early childhood; spending time in a specialty clinic(s) relevant to elementary school aged children, or in a school based clinic. Experienced school nurse students should think globally and develop goals that are challenging and/or go beyond the basic school nurse role.

Example of a goal with learning objectives, learning activities, and how to measure:

Goal 1	To gain insight into care and medical management of various health conditions and health problems seen among children at the elementary level.	
	Learning Objective	Learning Activities
A.	Describe care and medical management of three chronic health conditions associated with school-age children.	<ul style="list-style-type: none"> • Interview preceptor regarding types of chronic health problems seen in school in elementary school age children. • Interview my preceptor about methods of managing children with chronic health conditions in the school setting. • Assist preceptor in case management of 5 children who have chronic health conditions over a six week period.
B.	Describe care and medical management of five types of acute health conditions and/or injuries associated with school-age children.	<ul style="list-style-type: none"> • Interview preceptor regarding types of acute health conditions and injuries seen in school in elementary school age children. • Interview my preceptor about methods of managing children with acute health conditions and injuries in the school setting. • Assist preceptor in assessing and caring for 20 children with acute health complaints coming into health office over a six week period.
C.	Describe three common conditions and/or communicable diseases that require exclusion from school to prevent spread among the school population and the management of each.	<ul style="list-style-type: none"> • Interview preceptor regarding types of communicable diseases or conditions observed among elementary school age children. • Interview my preceptor about methods of managing children with communicable conditions and prevention of spread to others. • Assist preceptor in screening, identifying and referring 10 children with possible communicable conditions over six week period.
How will this goal be measured to determine learning outcome: Preceptor evaluation of skill and self evaluation.		

Note: *Students who have **NOT** had previous experience at the elementary level in their SN practice are free to modify this example. **School nurses with two or more years of school nursing experience at the elementary level are expected to be more creative in developing their Student Goals and Learning Objectives.***

3. Timeline for Developing Student Goals and Learning Objectives:

Student Goals and Learning Objectives should be developed in, or before, the third semester week once the student has begun clinical practice. A rough draft of goals and objectives is to be emailed to the student's clinical instructor for review. The clinical instructor will notify the

student if goals and objectives are satisfactory, or if changes are necessary. Once approved, points will be posted in the student's online grade book. The student is to send a finalized copy of Student Goals and Learning Objectives in Blackboard with other Module I work when due.

EXPERIENCED SCHOOL NURSE PROJECT

(School Nurses with 2 or more years of elementary school nursing experience)

A Project would take the place of one of the three student goals. As previously indicated the project must be approved by the student's preceptor and based upon a recognized need. This may take place at the student's own school or that of the student's preceptor. It must be something that would benefit other school nurses and/or the school district in general.

Examples of projects: Developing a PowerPoint presentation that can be used as a school board presentation, for in-service of staff, presentation to parent group; getting involved in a research project or a survey, i.e., gathering data to determine the need for a program; involvement in grant writing project to fund a program/purchase equipment, working on a segment of a coordinated school health program with another department, i.e., food services/administration to get vending machines removed from campus, or a program related to school safety, bullying awareness and prevention, exercise, nutrition, dental hygiene; developing a resource binder of relevant community agencies; planning and carrying out a health fair on campus; etc.

Completion of *Experienced School Nurse Practicum Project Proposal*:

1. Project proposal must include a statement justifying the project, timelines for its completion within the semester, and the preceptor's initials signifying approval. A copy of completed form is to be sent to clinical instructor with other Module I work.
2. For Module II and Module III, project progress notes must be written up separately from other journaling and include details regarding time spent on project.
3. On completion of project, student's preceptor is to sign off on the project on the original form. The signed completed project proposal, along with an electronic/hard copy of the project is to be sent to the student's clinical instructor.

Note: Experienced School Nurse Project is worth up to 20 hours and 25% (5 pts.) of the value of the Preceptor Evaluation of Student's Practicum Experience.

EXPANDED LEADERSHIP ROLE

(Open to all students except those choosing Experienced School Nurse Project)

Students may earn up to a maximum of ten (10) hours for actively pursuing a leadership role related to school nursing. For example: Presentation of school nurse issue/or student health concern to a school board, community group, parent group, school staff; a leadership role in a professional or community organization; chairing a school site committee; leadership role in

health education; developing a school site plan for disaster/emergency health management; a fund raising activity related to children's health, participation in legislative advocacy relevant to children's health or school nursing. This leadership role may be one that comes up during the semester. Students must petition their clinical instructor for a relevant number of hours. This is NOT an option for students who choose to complete an Experienced School Nurse Project.

MID-TERM PROGRESS CHECKPOINT

1. *Mid-Term Evaluation of Student's Goals and Learning Objective.*

Between the 7th and 8th week of the semester, students are to sit down with their preceptor to discuss progress toward achieving goals and objectives. At this time, if necessary, changes may be made in goals, learning objectives and/or learning activities to benefit the student's learning experience. Changes could relate a developed interest in another area, need to change/drop a learning activity related to lack of opportunity or time issue.

2. *Mid-Term Written Self Evaluation.*

In preparation for a mandatory 3-way conference between clinical instructor, preceptor, and self, students are advised to write a brief *Mid-Term Self Evaluation* which may be incorporated into the student's clinical journaling. The purpose is for the student to reflect on progress made and plans for further activities to meet goals and objectives.

3. *Mid Semester Mandatory Three-Way Conference: (Point value, 5)*

Between the 7th and 10th week of the semester, students are to arrange a 3-way conference between themselves, their preceptor, and clinical instructor. The conference should take place when the student and preceptor are together at a school site. Students are to contact their clinical instructor to share contact information, i.e., time, place, numbers. Students outside the Fresno area will participate in a 3-way telephone conference. Students in the Fresno area are to arrange a time for a site visit by their clinical instructor unless other plans have been made.

FINAL NARRATIVE SELF EVALUATION

Final Narrative Self Evaluation: (Point value, 2)

Students are to complete a *Final Narrative Self Evaluation* upon completing their clinical experience. This is to be a one-page summary of their clinical experience. It should include the following:

2. Attainment of goals and objectives
3. Areas of major learning and insight
4. Strengths, new skills, improvements
5. Changes, what you would have done differently
6. Comments regarding practicum experience

FINAL DOCUMENTATION / EVALUATION
(See Preceptor Syllabus)

The student's preceptor will use the Preceptor Checklist and other evaluation tools in the Preceptor Syllabus as a guide to assisting the student in structuring clinical experiences in the elementary setting. These same tools should be reviewed at mid-term before the required 3-way conference between student, preceptor, and clinical instructor. Student and preceptor are to review these tools again at the end of the student's clinical experience. The student's preceptor will then complete a written evaluation of student's performance. Throughout the semester, students are to communicate frequently with their preceptor regarding progress made with Student Goals and Learning Objectives. Students are also expected to keep their clinical instructor informed throughout the semester through clinical journaling. At the end of the semester students are to meet with their preceptor to go over the Preceptor Checklist and other evaluation tools again to be sure that all aspects of clinical experience have been addressed.

Note: Both the N186 Preceptor Checklist, Preceptor Evaluation of Student Professional Dispositions and Preceptor Evaluation of Student Competencies must be received by the student's clinical instructor by the end of the semester in order for the student to receive a final grade. The Preceptor Evaluation of Clinical Course should also be sent at this time.

CLINICAL JOURNAL GUIDELINES

Journaling begins with first meeting with preceptor to planning practicum experience: (Points, 16)

A. The purpose of weekly journaling is three-fold:

1. A method of keeping track of your hours and activities
2. It provides an ongoing communication with the clinical instructor
3. A method for sharing accomplishments, insights, and experiences.

B. Journal 1-2 pages using APA format for each 6-8 hour timeframe (equivalent to 1 day).

1. Within each 6-8 hour period *describe 2 significant clinical learning experiences you gained in that given period of time. These experiences could take place during a session with your preceptor, attendance at a conference or SN workshop, participation in a community activity, a meeting, or while visiting a community agency or program.*
2. For each of these three experiences **succinctly** describe the following:
 - a. What you did (i.e., steps in the Nursing Process, including personal encounters);
 - b. Information sources (i.e., preceptor, website, article, policy, code, position statement);
 - c. What you learned (i.e., a process, skill, method, validation of own practice);
 - d. How you plan to use the insight in your own SN practice.

C. *Example of Journaling:*

Student Name ****
N186, Module I

Documentation of Clinical Time:

Semester Week	Date of Clinical Activity	Hours of Practice	Remaining Hours
4	Sept. 15	8	72

Summary of Time Spent:

- 4 hours with preceptor assisting with health office traffic and various health issues
- 2 hours spent observing learning disabled children in a special day class
- 2 hours spent at a school nurse in-service on asthma management in the school setting

Journal Narrative: Example of a meaningful learning experience

(Note: Students are to double space journal entries and include a-d noted in B above.)

9/15/09, 8AM-12N, preceptor's health office:

(a) A kindergartner arrived in the health office with a note from the teacher stating that the child was constantly "scratching". Upon my assessment, the child did not have a fever and appeared generally healthy and well nourished. I noted what appeared to be scratch marks on the child's

abdomen, forearms, and between the fingers. I suspected scabies. I shared my suspicion with my preceptor. I then called the child's mother and requested that she pick up the child to be seen by her health advisor. I stressed that I would need written clearance from the health advisor before the child could return to school. I further suggested that if other family members were scratching, they also needed to be seen by their health advisor. My preceptor stated that if this is scabies, the mother will be given instructions regarding steps to prevent spread at home, and parents of the other children in the classroom will be notified about possible exposure. As a precautionary step, she suggested we contacted the custodian and requested classroom table surfaces, common toys, and rugs on the floor where the children sat, needed sanitizing that day.

(b) Following my preceptors suggestion, I reviewed the Communicable Disease Manual and the district CD exclusion policy for further clarification.

(c) I appreciated this learning experience as I had not dealt with possible scabies in a classroom before, especially in kindergarten where the likelihood of spread is very real. I was impressed with my preceptor's practical, yet precautionary approach to the situation.

(d) I plan to use this type of approach in my own SN practice. I will review the Policy and Procedure Manual in my district in the area of CD control and exclusion

JOURNAL QUESTIONS SPECIFIC TO OWN SCHOOL NURSE PRACTICE

Journal Questions: (Point value, 14)

Students are to answer the questions in one to two pages (APA format) and turn in on a separate sheet of paper along with journal entries on scheduled due dates. Journal questions should be restated prior to response (Single spaced/10 font).

Module I, Weeks 1-4

1. Locate the job description for the school nurse (scan and include a copy) in your district. Does the job description reflect your expectations? Is it relevant to the school nurse role for today? Are there things you would like to change? (See also Selekman, pp. 125,1076-1080)
2. Discuss with your preceptor his/her method for organizing and planning the school year. Compare/contrast with your own organizational methods and time management. Are there ideas/methods your preceptor uses that you could incorporate in your own SN practice? What did you learn about various annual reports that must be submitted to the State, county, district, others? (**See also Selekman text and NURS 184 Documents section**)

Module II, Weeks 5-8

3. Talk with your school principal about his/her perceptions of the school nurse role. Briefly describe his/her views and contrast with your own perceptions. Take the opportunity to expand his/her understanding of your role and ask for suggestions on how you might better serve the school community. Talk to others, i.e., office staff, teachers, and children about their perception of your role. With this new found insight, what are some steps you will consider taking to promote a realistic view of the school nurse role?
4. Summarize the findings of a current **research** article relevant to elementary school nursing practice. A research article has data, statistics etc. Describe the type of research that was done, findings, and value to your school nursing practice. Comment on how you could utilize these findings in a particular circumstance in your practice. The summary should be titled with source cited, 1-2 pages in length, using APA format. Highlights of summary are to be shared on Bb Discussion Board in forum provided.

Module III, Weeks 9-12

5. Apply a nursing theory (e.g., Neuman, Orem) to a situation you have encountered recently in your SN practice. Briefly describe the situation and discuss how you could apply the theory. How can the utilization of theories help you deliver better nursing care in the school setting? (**For theories, see Selekmán text, Ch. 2 or go online**)
6. Discuss the function of a SARB (School Attendance Review Board) with your preceptor. See also CA Ed. Code section 48320-48325 [at www.leginfo.ca.gov](http://www.leginfo.ca.gov). Review your district's policy on attendance and referral. What is involved in the process? What steps are taken to improve a student's attendance in your district before a SARB meeting referral is necessary? Discuss school nurse involvement.
Note: Time spent at a SARB meeting counts toward a community outreach practicum activity.

Module IV, Weeks 13-15

7. Go to your district website or interview a knowledgeable person regarding the various sources of revenue that come into your school district (federal, state, county, grants) and how it must be spent, i.e. categorical funds. What percentage of the total budget goes to district health services? Talk to you immediate supervisor, or preceptor, about how that money will have to be used. How much money is allotted to your school(s) for first aid and other supplies? (**For added insight, see Selekmán text, Ch. 44**)

BLACKBOARD DISCUSSION BOARD PARTICIPATION

A total of Twelve Semester Hours: (Point value, 12)

In N186, students should spend approximately 45 minutes per week participating in discussion on the Blackboard Discussion Board. Note: A forum, "Ask the Instructor," will be available for students to ask questions of instructor.

Guidelines for Participation:

1. The time spent on the discussion board may be broken up to suit the student's availability of time, though contributions should ideally take place over a matter of several days to allow for meaningful discussion and input from others.
2. Contributions to discussion should be meaningful to fellow students and relevant to school nursing. Students should feel free to enjoy the networking.
3. *Week One*, students are free to get acquainted with the Blackboard program.
4. *Week Two*, a forum will be opened so students can begin getting better acquainted with classmates, i.e. about you, your job, caseloads, interests, as well as responding to input from others.
5. *Week Three*, the instructor will begin opening bi-weekly forums. At this point student will be expected to contribute to weekly discussions based on instructor prompts and contributions by fellow classmates. Students will also be free to bring up topics of interest of their own, such as clinical situations/problems, share information on workshops, job opportunities, lesson plans, and other information of interest to others.
6. Guidelines for discussion participation beginning with 3rd week:
Rule of thumb, 3 paragraphs per week spread over several topic areas.
Note: A paragraph can be described as one opening sentence, at 3 supporting sentences, and a closing sentence. Discussions will be monitored by clinical instructor.

CLINICAL HOURS BREAKDOWN FOR STUDENTS NEW TO SCHOOL NURSING

Clinical Activity Chart: The following guidelines may be helpful in planning student practicum experience for nurses who have had limited exposure to school nursing at the elementary level.

ACTIVITY	80 HRS.	120 HRS.
Health office management: Organizational skills, planning, report writing, student visits to health office.	6–7 hrs.	14-16 hrs.
Screening and referral (hearing, vision, scoliosis, dental, other)	5–6 hrs.	8-10 hrs.
Immunizations (paperwork, clinics, follow-up), Communicable disease control and follow-up.	4–6 hrs.	7-10 hrs.
Medications, documentation and confidentiality	4–5 hrs.	6-8 hrs.
Home visits, absentees, parents conferences	3–4 hrs.	4-5 hrs.
Nursing process, case management of chronic conditions, health care plans, action care plans	4–5 hrs.	8-10 hrs.
Other campus and community programs, i.e., preschool, infant stimulation, classroom visits	5–7 hrs.	5-7 hrs.
Health teaching (classroom, groups, health fairs)	4-5 hrs.	5-6 hrs.
Faculty meetings, school site committee meetings, parent meetings, SARB (Student Attendance Review Board) meetings	2–3 hrs.	4-5 hrs.
Health assessment, health histories, SST, 504, and IEP write-ups	6–7 hrs.	8-9 hrs.
Interdisciplinary collaboration SST (Student Study Team meetings), 504, and IEP (Individual Education Program meetings)	3–5 hrs.	8-10 hrs.
Special Ed. Specialized physical health care procedures, delegation of care, legal and moral issues	4–6 hrs.	7-9 hrs.

With clearance from their preceptors, students should make an effort to attend up to 3 school nurse meetings during the semester (district, county, and/or CSNO), not to exceed a total of 12 clinical hours. Students **MUST** spend between 6 and 8 hours out in the community visiting health referral agencies and/or involved in activities related to school nursing with interaction with community participants, i.e., health fairs, SARB meetings, council meeting, other. The remaining time must be spent at school sites working/ observing/participating in activities under the supervision of the student's preceptor or qualified preceptor designee.

WRITTEN ASSIGNMENTS

Student Selected Assignment

(Point value, 10)

Students are to complete **EITHER** a Policy/Procedure Paper or a Health Teaching Plan.

Policy/Procedure Paper

1. With guidance from student's preceptor or supervisor, evaluate the district's policies and/or procedures related to school health (e.g., communicable disease, emergency care or First Aid, medication at school, safety/environmental health, wellness promotion.)
2. Choose a policy/procedure to review in depth that appears to have an area of need, i.e., revision or change. Perhaps, there is a new policy/procedure that should be developed.
3. Research the medical, legal, i.e. codes, other; ethical; standards of nursing practice; nursing implications that may relate to the policy/procedure.
4. Discuss findings with preceptor and, if in the student's own school district, also discuss with supervisor.
5. Write a draft, or revision of the policy/procedure to share it with preceptor/supervisor.
6. Write other necessary documents (e.g., memos with recommendations, district forms, letters) to facilitate implementation of the policy/procedure with assistance from your preceptor or supervisor. Example: Head lice policy could include letters to parents, teachers, forms for re-entry to school, etc.
7. With approval from preceptor and/or supervisor, develop a plan of action for Implementation, include a possible timeline and list steps involved.
8. If this involves a new or revised district policy students need to discuss with this with your preceptor and/or supervisor regarding the necessary steps involved in presenting your recommendations to the district Board of Education for consideration for adoption.
9. Write a 4 page paper using APA format:
 - Explain why you selected that particular policy or procedure.
 - Write justification for change/new policy or procedure based on research and other considerations listed in #3.
 - Outline of the process, including steps you will take to present recommendations to supervisor and Board of Education if appropriate.
 - Include the following documentation with paper:
 - Copy of outdated document with lined out and/or indicated changes
 - Proposed document with recommended changes
 - Copies of letters, memos, and/or other documentation you wrote to others

in presenting your argument and/or in the process of facilitation/ implementation of policy/ procedure.

10. On Blackboard Discussion Board, share a summary of your proposed policy/procedure and steps you took to implement changes and benefit to district.
11. Send entire assignment electronically with other Module III work on dates indicated.

Health Teaching Plan and Classroom Presentation

1. Decide on a lesson to be taught in the classroom at a particular grade level.
2. Review the *Health Framework for California Public Schools* (2003) put out by the CA Dept. of Education, to gain insight into grade level expectations for your targeted population.
3. Review sections of the CA Education Code that may apply, i.e., CEC 49426, CEC 51881, CEC 51210, CEC 51820, CEC 51890, CEC 51913, CEC 51550
4. Review teaching/learning theories. Website, <http://tip.psychology.org/theories.html>
See also N186 Documents Section in Blackboard.
5. Write a 2-page paper using APA format addressing the following:
 - Statement of the problem and justification for teaching
 - Justification should be based on review of 2 sources of literature and/or journal research, summarize each source in 1-2 quality paragraphs. Include reference to Ed. Code and district policy as appropriate.
 - Grade level expectations/readiness to learn (based on CA Health Framework)
 - Include one sound teaching/learning theory relevant to target group.
7. Develop a teaching outline using the outline form below.
8. Present the lesson (preferably at a time when your preceptor can be present).
 - Incorporate learner theory based activities (small group, individual expression, worksheets to take home, etc.).
 - Include an appropriate method of learner evaluation followed by outcomes.
 - Note: Actual teaching time counts toward clinical practice.
9. Write a brief Self-Evaluation (1 page or less).
 - Discuss how you think it went, if you held their attention, what unexpected problems you encountered, what you would change, not repeat, or add.
 - Include feedback from your preceptor / learners.
10. Include a list of resources for teaching materials related to teaching plan (websites, organizations, service clubs, companies).
11. Include copies handouts or description of visual aids, activities, products, etc.
12. Include learner evaluation, tool/documentation.
13. Share your teaching outline on Blackboard and include resources for classmates.
14. Send complete assignment electronically with other module work by due date.

Teaching Plan Outline

Date of Implementation

Topic

Group

Main goal of lesson

Evidence of learner readiness, why need / want to know this information.

Behavioral objectives for learners (use action verbs)

Teaching methods (theory-based, lesson activities)

Setting (Choice of room arrangement—circle, sitting on floor, rows of chairs)

Materials needed

Content outline (complete - including introduction, body, and summary)

Method of learner evaluation

Final outcome (Your impressions)

Cross Cultural / Special Ed. Case Study

(Point value, 16)

The purpose of this assignment is for the student to gain a broader perspective and more in depth understanding of the SST (Student Study Team) / IEP (Individual Education Plan) process and the role of the school nurse as a participating member of the assessment team.

Note: Begin early in the semester by speaking with your preceptor, the school psychologist, resource teacher, classroom teachers in an effort to find a suitable child for your case study.

Note: Subject of case study may be a child in the school nurse student's own school nursing practice. *Home visits, assessment time, meetings time counts toward clinical hours.*

1. Subject of case study should be a child who:
 - a. Is preschool or elementary school age from a different cultural background other than your own;
 - b. Needs a health assessment and health history done by the school nurse;
 - c. Referred to a SST (Student Study Team) with likelihood for the development of a 504 Plan or referral on for an IEP (Individual Education Plan) assessment;

- d. Or who has already been referred to an IEP (Individual Education Plan) for assessment with possibility of placement in a special education program.
2. Initial steps:
- e. Review the student's health record and emergency card;
 - f. Observe child's general health status, check vision and hearing;
 - g. Interview other relevant school site personnel – child's teacher, teacher's aide, bus driver, psychologist, other members of the assessment team;
 - h. Observe the child in the classroom, on the playground, and/or in the lunchroom.
3. Health and Development History, Cultural interview:
- i. Make a home visit, in the company of another member of the education team, or home liaison, to obtain a health and developmental history; to discuss with the parent/guardian any current health concerns and general cultural behaviors and any cultural issues that may contribute to the child's inability to learn; to observe general living conditions that may contribute to the child's learning issues; to obtain written permission from the parent/guardian to obtain/share medical information with the child's physician and appropriate others "on a need to know basis." A home visit is also an opportunity for a member of the IEP team to obtain a parent signature for permission to do an assessment (this includes the health assessment).
 - j. **Note: The importance of a home visit cannot be overstated**, though students are not asked to make a home visit alone. If a home visit is out of the question, ask the parent to come to the school site to be interviewed. A health history should NOT be obtained over the phone.
4. In-depth Health Assessment:
- k. Be sure parent permission for assessment has been obtained before proceeding. Use the Nursing Process to determine a nursing diagnosis and to design appropriate interventions. A thorough health assessment must include general health status, vision, hearing, dental, dietary habits/nutritional status. If the school nurse student has received training in the use of neurological screening such as a QNST (Quick Neurological Screening) or DDST (Denver Developmental Screening Test), this should also be included in the assessment. An IHP (Individual Healthcare Plans and/or referral/follow-up on any health problems and nursing interventions must also be included.)
5. Use of Theories in assessment:
- d. Use Neuman's Model (See Bb Document Section). Incorporate a relevant cultural theory/model, i.e., Leininger's Transcultural (See Selekmán text, Ch. 2)
6. Use of Research:
- e. Research two (2) current journal articles and one (1) website source relevant to your case study. Two sources should be specific to health related issues, one

specific to cultural differences related to background of subject of case study.

7. SST/IEP Team, school nurse responsibilities:
 - f. Complete appropriate reports/paperwork and submit to SST or IEP team facilitator.
 - g. Share copies of these reports/paperwork with preceptor
 - h. Attend SST/IEP meeting and share findings verbally with team members and family; obtain feedback. Observe process and team/family interaction.
8. Follow through on recommendations:
 - i. Follow through with team recommendations specific to school nurse role.
 - j. Complete paperwork, i.e., health record, other.

Note: For insight into IEP process and other relevant information, see the following:

- CDE. (1990). *Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils* (Green Book). Part I: administrative concerns. (See CSUF Madden Library, selected readings for N184 / Week15.)
- Stanislaus COE Health Services Manual, Ch 14. N186 Documents section Blackboard.
- Selekman, Janice. (2006). *School nursing: A comprehensive text*. (Ch. 9).
- Lewis and Bear. (2002), *Manual of School Health* (Ch. 9).
- School district policy and procedure manual.

Guidelines for writing up Cultural Differences/Special Ed. Case Study:

The database for your case study should be in-depth and complete, but succinct. It is quality of information shared, not quantity that is important. The following areas are intended as a guide. You may skip over items that do not apply. The case study is to be written in APA format, with a title page and each section should have an appropriate heading. There is a suggested page length for the different areas that will vary with each case study.

1. Begin with an opening paragraph relating reasons why the subject of your case study was referred to either the SST or IEP team for evaluation/assessment.
2. Discuss findings based on observations/interviews relevant to no. 2 noted above. **(1p.)**
3. Discuss observations/information obtained from parent/guardian during home visit. **(2p.)**
 - a. *Family/Cultural Assessment*: Cultural background/lineage; family patterns; interaction within the family and with community, i.e., coping skills/stress management/discipline; social support; education/socioeconomic level; cultural patterns/beliefs with regard to roles, health/illness, self-care, dietary habits. Relate cultural family issues to research related to general aspects of that particular cultural background and incorporate a relevant cultural theory.
 - b. *Health and Developmental History*: Pregnancy history; siblings and any health issues; child's developmental history; family history of illness/LH/ADD; child's medical history (current meds, past illness / accidents); and social/interactive patterns (play, friends, classroom/home behavior); family perception of problem,

previous interventions, and successes/failures.

4. Discuss findings of other health professionals and school site team members: **(1p.)**
 - a. Reports from MD, speech therapist, OT, PT, testing by school psychologist on patterns of school performance, etc;
 - b. Briefly summarize each report in one paragraph or less.

5. Discuss in depth health assessment/Nursing Process: **(2p.)**
 - a. Address assessment indicators in no. 5 above;
 - b. Incorporate research findings relevant to medical diagnosis;
 - c. *Determine a Nursing Diagnosis* based on assessment data;
 - d. *Develop a Nursing Plan*, nursing actions/interventions to share with team at meeting, IHP, etc.
 - e. *Implementation/Evaluation*, indicate how plan will be implemented and evaluated.
 - f. Incorporate *Neuman's Systems Model* related to nursing interventions;
 - g. Use standardized language related to nursing diagnosis in write up (See NASN, *Using nursing languages in school nursing practice*);

 - h. Scan or summarize school nurse written report for SST or IEP team.

6. Briefly describe the IEP legal process and timelines for signatures and meetings. **(0.5p.)**

7. Describe the SST / IEP experience, the meeting, your participation: **(1p.)**
 - a. Your role and thoughts regarding the process;
 - b. What you did well and/or areas of weakness;
 - c. How were you perceived as a member of the team;
 - d. Family member's role and comfort with process, response to you.

8. Share key points about your case study with classmates on Blackboard Discussion Board in a forum that will be provided. **(0.5p.)**

Note: Be careful to blot out family names, child's name, those of team members on all paperwork related to this case study to ensure anonymity. Original documentation may be requested by your clinical instructor.

INSTRUCTIONS FOR SENDING COMPLETED ASSIGNMENTS

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

Module No.	Begins Monday	Ends Friday	Send Date	Grace Period to	Late Work Deduction
I	8/23/10	9/17/10	9/20/10	9/24/10 11:59 p.m.	9/25/10 10% per wk
II	9/20/10	10/15/10	10/18/10	10/22/10 11:59 p.m.	10/23/10 10% per wk
10/04/10 11/05/10	Window of time allotted for mid-term self-evaluation and 3-way conference between clinical instructor, preceptor, and student.				
11/12/10	Selected Assignment due on Blackboard Discussion Board				
III	10/18/10	11/12/10	11/15/10	11/19/10 11:59 p.m.	11/20/10 10% per wk
11/29/10	Cross-Cultural Special Ed Case Study due (To be sent electronically)				
IV	11/15/10	12/10/10	12/13/10	12/17/10 11:59 p.m.	12/18/10 10% per day

B. Send Assignment Work:

- Journaling and other assignment work is to be sent through Blackboard ‘Assignment Drop Off’ located in the NURS 186 ‘Assignments’ section. (For directions, see same section).
- All journaling, journal questions, and other assignment work due at the same time must be sent in ONE complete document, unless otherwise indicated. The document should have a title page indicating module number and student’s name. Journal questions must be restated prior to responses. Work within the document must be clearly titled and

sequentially organized. Students should ALWAYS KEEP A COPY of work sent!

- Clinical instructor will post comments and points in the student's online grade book in Blackboard (Allow 14 days).
- If unavoidable circumstances that prevent a student from sending work on time, that student MUST notify the instructor before the assignment due date!

QUALITY OF WRITTEN WORK:

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

NOTE REGARDING FINAL GRADE:

A final grade cannot be assigned without BOTH the written assignments and a satisfactory completion of the following: the *Preceptor checklist*, *Preceptor Evaluation of Student Clinical Competencies*, and *Preceptor Evaluation of Student Professional Dispositions*. Both clinical competence and written work will be judged in assigning the final grade.

\

GRADING CRITERIA FOR WRITTEN ASSIGNMENTS

1. Student Goals and Learning Objectives

(Total 05 Pts.)

Appropriateness (grade level/age, etc.)	03
Thoroughness / Completeness	02

2. Student Selected Assignment

Students are to select ONE of the following two Assignments to Complete as Directed:

a. Policy / Procedure Paper

(Total 10 Pts.)

Statement of problem (depth, quality, major concerns)	02
Research: validate need/Ed. Code/district policy/standards of nursing practice	02
Steps to change/develop/implement - paper trail/other communications/meetings	04
Evidence of usefulness / value of outcomes to school nurse practice	01
Presentation of information / writing skill / APA format	01

OR

b. Health Teaching Plan and Presentation

(Total 10 Pts.)

Statement of problem / justification for teaching	01
Research (2 articles), teaching/learning theories (1), Ed Code, Health Framework	02.5
Teaching Plan/Outline – group / content / objectives / usefulness / activities	02.5
Presentation - teaching methods / setting / evaluation tools / learner outcome	02
Written Self-Evaluation – strengths, weaknesses, improvements	01
Presentation of information / writing skill / APA format	01

3. Cross Cultural – Special Ed. Case Study

(Total 16 Pts.)

Family cultural assessment and history	02
Health and developmental history, observations, other gathered information	02
Nursing process – assessment, diagnosis, planning, implementation, evaluation	05
Theories/sources(1 Neuman & 1 cultural); literature review (2 health, 1 cultural)	02.5
Write up on IEP (Individual Education Plan) / SST (Student Study Team) mtg.	01.5
Understanding of IEP process and school nurse role	01
Evidence of interdisciplinary collaboration	01
Presentation of information / writing skill / APA format	01

4. Clinical Journal

(Total 16 Pts.)

Thorough/complete/organized journal entries (1-2 pages q 6-8 hours)	08
Evidence of interaction with students/faculty/administrators/preceptor	03
Strengths/ weaknesses/insight gained/application to own practice,	03
Journal organization and neatness	02

5. Journal Questions

(Total 14 Pts.)

7 Journal questions / thoroughness, depth of analysis	14
---	----

6. Final Narrative Self Evaluation

Quality of analysis of clinical experience related to personal growth	02
---	----

N186 PRECEPTOR CHECKLIST OF SKILLS AND COMPETENCIES (ELEMENTARY)

This is NOT the official preceptor form – It is a student reference guide only.

It is important that every effort be made to complete the clinical experiences indicated in each of the following areas. The preceptor must witness the student completing the procedure, assessment, and/or work. If the student does not have the opportunity to complete an experience, the preceptor is to discuss the area in depth and determine that the student has sufficient knowledge of the subject matter. If the student has had two or more years of school nursing experience at the elementary level and explains/demonstrates to the preceptor's satisfaction that he/she is competent in a particular area, the preceptor may choose to sign the student off with comments below indicating his/her satisfaction with the student's level of knowledge/competence.

School Nurse Competencies 1. Providing Health and Wellness Services (Primary Intervention)										
E1	Organizes and correctly performs screening for the following:									
		Met				Met			Comment if not met Preceptor initials	
		Y	N	Date		Y	N	Date		
	Vision - near/far, color, muscle				Functional vision & hearing					
	Hearing, including thresholds				Dental					
	Nutritional Assessment				Height, Weight, BMI					
*Competency in each of the above areas must be demonstrated under direct observation the preceptor.										
E2	Correctly carries out the Nursing Process in problem solving matters related to program; and in health assessment of clients, which includes developmental history taking, assessment of growth & development, nutritional status, etc.									
E3	Correctly assesses pupil immunization status upon entry to kindergarten and correctly describes immunization requirements for entry into middle school. Demonstrates/explains accurately reporting requirements/written report.									
E4	Correctly assesses CHDP status at the first grade level, demonstrates understanding for follow-up and report obligation.									
E5	Demonstrates ability to develop an age appropriate lesson plan and carry out a health teach in the classroom in keeping with district policy and Ed Code.									
E6	Correctly identifies relevant community health agencies, services, and programs. Demonstrates leadership ability to assist children and families in accessing appropriate community resources.									
E7	Assists with and/or properly trains and supervises medication administration and permissible tasks and procedures by UAPs (unlicensed assistive personnel).									
E8	Discusses the importance of environmental safety and is able to identify environmental areas that illicit safety concerns. Describes emergency steps taken in the event of a violent incident or an intruder on the school grounds,									
E9	Describes the emergency steps that the school site in the event of a serious personal injury, i.e., instructions, directing emergency equipment, information that needs to accompany injured party(s), role of the school nurse.									
E10	Expresses understanding for Universal Precautions and communicable disease control district policies.									
E11	Expresses insight into the role of the SN as a participant in providing coordinated health services and school health programs to better manage limited resources.									
E12	Demonstrates ability to promote mental health among school age children and school staff through recognition of need, assessment, counseling, health education, and referral to appropriate services.									
E13	Demonstrates ability to promote healthy nutrition and a healthy lifestyle among students and staff through modeling, health promotion and health education.									
E14	Demonstrates the ability to promote oral health among school age children through participating in oral health assessment programs, through health promotion, and health education.									
E15	Describes signs of child abuse/neglect. Explains reporting guidelines, paperwork									

	involved, and names agencies involved.				
E16	Explains the SARB process and takes the appropriate steps to follow up on absenteeism and encourage school attendance.				
E17	Makes appropriate home visit to follow up on absenteeism and/or as member of an IEP team to complete assessment. Demonstrates ability to establish rapport with family.				
E18	Demonstrates sensitivity and understanding with regard to cultural differences among the student population, communicates and counsels effectively with individual students from various cultural backgrounds.				
E19	Describes the socio cultural and ethnic differences in the student population and is able to link tendency for certain health problems to individual groups.				

School Nurse Competencies 2. Providing Direct Client Care Services (Secondary and Tertiary Intervention)

		Met			Comments/ Initials			
		Y	N	Date				
E20	Demonstrates competence in providing appropriate healthcare services to students coming to the health office and others in the school setting.							
E21	Demonstrates ability to assist in use of and/or interprets the following:							
	Asthmatic equip – inhaler, spacer, nebulizer, Peak flow meter							
	Diabetic equip – insulin syringe, insulin pump, glucometer, carb counting							
	Emergency equipment, i.e. defibrillator							
E21	Explain if other:							
E22	Demonstrates ability to respond to emergencies involving students/staff							
		Met				Met		
		Y	N	Date		Y	N	Date
Asthma attack						Insulin reaction		
Grand Mal seizure						Loss of permanent tooth		
Fracture/sprain						Eye injury		
Head injury, spinal injury						Chemical/2 nd or 3 rd degree burn		
Sickle Cell emergency						Allergic reaction		
Explain if other:								
*Competency for each (E21 and E22) must be demonstrated under direct observation by the preceptor.								
E23	Demonstrates competence in managing acute injuries and other medical emergencies; assesses and provides appropriate emergency first aid.							
E24	Demonstrates competence in caring for students with chronic health problems, and in formulating appropriate Individual Healthcare Plans and Emergency Action Plans that ensures child safety and optimal learning.							
E25	Demonstrates competence in caring for the medically fragile and competently carries out specialized physical health care procedures, i.e., tracheostomy care, gastrostomy feedings, a clean catheterization.							
E26	Demonstrates competence in managing children identified as having a communicable disease condition, makes good judgment calls in following through with school population, referral, and follow-up.							
E27	Demonstrates ability to case manage the multifaceted health care needs of a child, i.e., assists families with affordable health care and coordinating services within the school and community.							
E28	Demonstrates ability to participate as a member of the SST, IEP team and completes appropriate assessment and paperwork for an IEP and 504 plan.							
E29	Demonstrates competence in administering medication in the school setting, states 5 rights, proper storage, management, and documentation.							
E30	Describes the alarm system that signals a school wide emergency and the action steps that students and staff need to take in the event of a school wide or natural disaster, threat of an intruder, and the school nurse role.							

School Nurse Competencies 3. Professional Management Skills						
		Excellent = 5 and Poor =1				
		5	4	3	2	1
E31	Demonstrates leadership and the ability to use professional knowledge, skills, and ethical decision making to promote the overall health of the school community and of individuals.					
Comments:						
E32	Describes a realistic plan for organizing and implementing an overall school health program that considers uniqueness of population and cultural differences.					
Comments:						
E33	Reiterates (give examples of) legal guidelines of school nursing practice, i.e., sections of Ed. Code, other state and federal laws as they applied to health services, program planning, health promotion and teaching.					
Comments:						
E34	Demonstrates ability to model evidence-based healthcare practices in the delivery of school nursing services (research), as well as use a theoretical base to guide practice.					
Comments:						
E35	Demonstrates the ability to advocate appropriately with students, families, community, and others to promote healthy behaviors and lifestyles.					
Comments:						
E36	Demonstrates ability to communicate with clarity and professionally, both orally and in writing, with professionals, families, and students.					
Comments:						
E37	Demonstrates ability to work in a collaborative and collegial manner with others in a public education system, with understanding for the structure and authority of school district administration.					
Comments:						
E38	Demonstrates ability to organize and maintain accurate and complete health records.					
Comments:						
E39	Demonstrates the ability to use time effectively, and manage fiscal and personnel resources prudently.					
Comments:						
E40	Demonstrates the ability to train, supervise, and monitor others who may assist students in taking medication and/or provide specialized physical healthcare procedures to students.					
Comments:						

Time spent in other settings. Check areas that apply. (Students to discuss in journal)

<input type="checkbox"/> Clinic held at school site, i.e. immunization, dental screening	<input type="checkbox"/> Infant stimulation program (0-3 years)
<input type="checkbox"/> Community agencies, i.e. CCS, CVRC, other	<input type="checkbox"/> Preschool program
<input type="checkbox"/> Faculty/school staff in-service	<input type="checkbox"/> Student Attendance Review Board
<input type="checkbox"/> Conducted health teaching in a classroom	<input type="checkbox"/> School nurse in-services, conferences

California State University, Fresno
School Nurse Services Credential Program

EXPERIENCED SCHOOL NURSE PROJECT PROPOSAL

For students with two or more years of school nursing experience at the elementary level.

Up to 20 hours of practicum time may be used for a project relevant to school nursing with significance to other school nurses and/or school district. If the full 20 hours are not used, the remaining hours must be spent in other clinical activities to fulfill the required number of practicum hours for the semester. Project journaling activities must be separate from other clinical journaling and a log of hours must also be kept.

This project must:

- Be approved by your preceptor as indicated by his/her signature below.
- Be based on a school nursing need in your district or that of your preceptor.
- Include an end product that can be evaluated by your preceptor and clinical instructor.
- Include documentation of progress in your clinical journal of hours spent and progress made. Documentation is to be titled and separate from other weekly journal entries.
- Include a proposal and justification (see below).

Student Name _____

Proposal:

Justification:

Preceptor project proposal approval

(Signature) _____ Date _____

Final project review by preceptor:

(Signature) _____ Date _____

FAX project proposal, signed by preceptor, to clinical instructor for initial approval. After project is completed, the original, with final preceptor signature, is to be mailed to instructor.

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."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

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

California State University, Fresno
Department of Nursing
School Nurse Services Credential Program
2010-2011

To Immediate Supervisor of Employed School Nurse Services Credential Program Student:

Regarding (student) _____

The school nurse who is currently employed full-time by a school district, who has not yet completed the practicum portion of the CSUF School Nurse Services Credential program, needs the opportunity to work under the direct supervision of an experienced fully credentialed school nurse preceptor. To ensure an optimal uninterrupted learning experience, the student must spend time away from his/her own place of employment during regular school hours.

The CSUF post-baccalaureate School Nurse Services Credential Program course of study meets the educational requirements established by the CCTC (California Commission on Teacher Credentialing) for the Clear Professional School Nurse Services Credential. Nurses who currently hold a preliminary credential have five years to complete educational requirements to obtain a Clear Credential in order to continue practicing school nursing after five years.

Employed school nurse students are required to take 80 hours of practicum per semester for two semesters, elementary experience in the fall and secondary experience in the spring. That amounts to approximately six hours per week over the course of two semesters that an employed school nurse student will need to be away from his/her worksite. For a meaningful clinical experience, that should include both morning and afternoon hours. There is some flexibility in scheduling clinical hours, for example, selecting the most convenient days/times to be away from a worksite; community involvement and school nurse meetings after school hours, and some leadership roles and projects can be completed at the student's own worksite. Note: Students employed as school nurses are automatically given 40 hours credit, while those students not employed as a school nurse are required to complete 120 hours.

Thank you for working out a schedule that will meet the needs of both your school district and that of your school nurse in allowing this student the necessary time away from his/her place of employment to complete the required number of clinical hours which must be completed under the supervision of a qualified preceptor. Having a fully credentialed school nurse benefits your district and will bring assurance of ongoing qualified school nursing services.

Sincerely,

Beverly Miller, Program Coordinator

For questions contact Beverly Miller by phone at (559) 278-6252 or by E-mail at bmiller@csufresno.edu