

SECTION FIVE

PROGRAM ASSESSMENT SUMMARY

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Program Design: The CSUF Post Baccalaureate School Nurse Services Credential Program offers coursework leading to a Clear Professional School Nurse Services Credential. This online program is available to registered nurses who hold a bachelor's degree from a regionally accredited university. The goal of the program is the preparation of competent school nurses through the provision of learning experiences taught by qualified and experienced faculty and university approved school nurse preceptors at school sites in areas of the state in which candidates are located. Of utmost importance is that the program offers quality education that prepares the school nurse candidate with the decision-making skills, based on theory and research, to provide quality healthcare to diverse client populations across environments which includes effective leadership, supervision, management, safe and effective delegation, and application of the nursing process in the school setting. Inherent in the teaching/learning process within the program is the reciprocal responsibility of faculty and candidates in influencing the process of learning outcomes. In this relationship, faculty serves as role models and valuable resources in facilitating the advancement of competence in practice through leadership, research, and scientific inquiry. The learner is expected to exhibit self-direction and a sense of responsibility and accountability in mastering knowledge and skills consistent with professional practice. The experience includes an in-depth school site practicum which requires that the candidate demonstrate professional competencies set forth in the 2007 CCTC *Standards of Quality and Effectiveness for Programs of Professional School Nurse Preparation in California*.

The program is housed in the Department of Nursing within the CSUF College of Health and Human Services. The coordinator of the program holds a Bachelor's Degree in Nursing, a Master's in Public Administration in Health Services and a School Nurse Services Credential and has over 20 years of school nursing experience. Lecturers and clinical instructors who teach in the program hold master's degrees in nursing or nursing administration and have years of school nursing experience, some of whom continue to practice school nursing in the community.

Collaboration and communication within the program, the institution, and with the school nursing community is considered essential to the survival of the program. Because this is an online program, careful attention is given to establishing meaningful partnerships with school districts and Directors of Health Services in schools around the state in order to provide quality clinical experience for candidates. Another essential connection is with the program Advisory Board which is made up of school nurses, school administrators, and other community leaders with a vested interest in school nursing from within the San Joaquin Central Valley. Within the institution, faculty participation in program faculty meetings, as well as Dept. of Nursing faculty meetings and Graduate Curriculum Committee meetings is essential, and certainly participation in scheduled meetings with the Kremen School of Education and Human Development relevant to program accreditation. Faculty also recognizes the importance of involvement in community meetings relevant to school nursing, such as School Health Panel meetings, City/County School Nurse Meeting, California School Nurses Organization state and section conferences, as well as attendance at National Association of School Nurse meeting are in order to stay abreast of current issues in school nursing practice in order to maintain program currency.

The program consists of 28 units and is designed to provide candidates with a well rounded school nursing experience, both didactic and clinical. The program is divided into Phase I and Phase II. Courses in Phase I provide the candidate with the necessary tools needed to participate in a meaningful field experience. Phase II courses are specific to school nursing experience. These courses include both didactic and field experience. Coursework includes the following:

Phase I Coursework	Phase II Coursework
CDDS 125, Audiometry for School Nurses	NURS 184, Introduction to School Nursing
COUN 174, Introduction to Counseling (or COUN 200)	NURS 186, School Nurse Practicum I (elem)
SPED 120, Introduction to Special Education	NURS 185, Seminar in School Nursing (sec)
NURS 136, Health Appraisal (or NURS 180T)	NURS 187, School Nurse Practicum II
NURS 137, Teaching Strategies for the Healthcare Client	
NURS 183, Vision and Scoliosis in the School Setting	

Program changes within the past two years. In fall 2009, a Nurse Practitioner-Credential Combination option was discontinued. This option allowed master's students in the Nurse Practitioner (NP) program the opportunity to combine the NP program with the School Nurse Services Credential Program. Originally this option had been funded by a grant which has since run out. The option did not require that NP students to take a course in health teaching, counseling or special education (mainstreaming) assuming that this subject matter was adequately addressed in the NP program. The fall 2009, Graduate Curriculum Committee in the Department of Nursing determined that these courses provided key tools for school nursing practice and that they needed to be taken by all School Nurse Credential candidates.

In spring 2010 due to the state budget crisis that also affected universities leading to a need to decrease enrollment directly affected the program. The Dean of the College of Health and Human Services and the Chair of the Dept. of Nursing made the decision to move the nursing courses in the program into Special Sessions in Global and Continuing Education. CDDS 125, Audiometry for School Nurses; COUN 174, Introduction to Counseling; COUN 200, Seminar in Counseling Techniques; and SPED, Introduction to Special Education, remain state-side and may be taken through open university. The nursing courses in the program have been sequenced. Beginning in June, candidates will begin by taking NURS 137, Teaching Perspectives for the Healthcare Client; NURS 180T, Physical Assessment for School Nurses; and NURS 183, Vision and Scoliosis Screening in the School Setting, in the summer. Followed in the fall by NURS 184, Introduction to School Nursing; NURS 186, School Nurse Practicum I (elementary); and in the spring, NURS 185, School Nurse Seminar; and NURS 187 School Nurse Practicum II (secondary). The advantage of this change is that candidates do not need to be concerned about enrolling in the university before an early deadline. Previously, potential candidates had been reluctant to enroll in the program out of concerns about pending employment, while others were concerned about their employment status with school districts, fearing lose of their positions due to lay-offs. Now this is no longer an issue with regard to enrolling before an early deadline.

In fall 2010, the STAH (Special Teaching Authorization in Health) was shelved due to a lack of enrollment in the program option since it was approved and placed in the University Catalog in fall 2007. The following may be factors: (1) The state budget crisis which has affected school nurse employment; (2) CSUF does not offer a Master's in School Nursing, which would be a motivating factor for candidates in the program to take the coursework. (3) This is an online program and restriction has been place on distance learners enrolling into the STAH coursework

due to the fact that a university field supervisor must be able to drive within a reasonable distance to meaningfully supervise STAH candidates. Consideration will be given to reinstating the STAH option in the future if evidence of interest in the coursework is rekindled.

Course of Study: The coursework consists of 28 units divided into phase I and Phase II. Phase I includes 16 units: CDDS 125, Audiometry for School Nurses (3U); COUN 174, Introduction to Counseling, (or COUN 200, Seminar in Counseling Techniques) (3U); SPED 120, Introduction to Special Education (3U); NURS 136, Health Appraisal (or NURS 180T, Physical Assessment for School Nurses) (3U); NURS 137, Teaching Perspectives for the Healthcare Client (3U); and NURS 183, Vision and Scoliosis Screening in the school Setting (1U). Candidates may take Phase I courses through other accredited universities with program coordinator approval, though, at least 15 program units must be taken through CSUF, which includes the four 3 unit Phase II core school nurse courses. The following Phase I courses are offered in the summer: NURS 137, Teaching Perspectives for the Healthcare Client; NURS 180T, Physical Assessment for School Nurses; and NURS 183, Vision and Scoliosis Screening in the School Setting. Phase II courses are: NURS 184, Introduction to School Nursing (Seminar); NURS 186, School Nurse Practicum I (Elementary) which are offered in the fall; NURS 185, School Nurse Seminar; NURS 187, School Nurse Practicum II (secondary) which are offered in the spring. Candidates are expected to complete Phase I coursework prior to entering Phase II core nurse courses, which gives them the necessary tools for field experience. Candidates take their practicum in their local area.

In the fall, candidates are required to take NURS 184, Introduction to School Nursing (seminar) prior to or along with NURS 186, School Nurse Practicum I. This is also the case in the spring regarding NURS 185, School Nurse Seminar, and NURS 187, School Nurse Practicum II, as the seminars go hand in hand in giving candidates the necessary insight into legal guidelines, theory, Standards of School Nursing Practice, and multiple school nursing issues that gives the candidate the under-pinning and basis for a meaningful field experience. Before field experience can begin, a University-Agency Agreement must be in place. Candidates are required to spend their field experience working under the direct supervision of a qualified school nurse preceptor away from their place of employment, if employed as a school nurse, to allow for quality supervision.

Each practicum course, NURS 186 (elementary) in the fall and NURS 187 (secondary) in the spring, includes a total of 135 hours. Three hours are set aside for instructor-candidate conferencing and twelve hours are given to online class discussion relevant to school nursing practice. The remaining 120 hours are relegated as follows: Practicing school nurses are given 40 hours credit for experience. Eight-ten hours must be used in community activities, and another ten-twelve hours allow candidates to attend local school nurse workshops and conferences. These activities must be approved by the candidate's preceptor. All candidates are required to become involved in a leadership role activity, up to 10 hours, beyond the Health Office in both practicum courses (elementary and secondary) in order to broaden the candidate's understanding of the school nurse role outside the office and in the school community. Experienced school nurses (2+ years) who are experienced at a given level, i.e. elementary or secondary, may opt to use up to 20 hours for an Experience School Nurse Project instead of a leadership role for one semester at that experienced level. Both the Experienced School Nurse Project and the Leadership Role may be done at the candidates own school site with approval from the preceptor and clinical instructor. The remainder of time, 40-50 hours, for the practicing school nurse must be spent working under the direct supervision of a qualified school nurse preceptor away from

the candidates place of employment. Unemployed candidates must spend a minimum of 90 hours working under the direct supervision of a qualified preceptor. For each practicum, the candidate is asked to create Student Goals and Learning Objectives that coincide with the candidates learning needs. Preceptors are asked to assist the candidate in developing goals and objectives and to take responsibility for assisting the candidate in finding opportunities to meet them.

Communication with between the preceptor and the university clinical instructor begins as soon as the preceptor documentation has been received and approved by the clinical instructor. A phone conference is held and roles and responsibilities are discussed. The importance of on-going communication throughout the semester is stressed. A mandatory mid-term conference between candidate, preceptor and clinical instructor takes place, and other conferences as needed. For candidates in the Fresno and surrounding areas, field supervision/conferences take place at clinical sites. For distance learners, 3-way telephone conferences are held.

Assessment of Candidates: Prior to acceptance into the program the candidate's application is reviewed by the Program Coordinator. Candidates entering the program are expected to have a 3.0 GPA and have applied for a Preliminary School Nurse Services Credential (includes fingerprinting). Potential candidate letters regarding reason for interest in school nursing are reviewed as well as three letters of reference, at least one must be from an employer and other from professionals with insight into the candidate's interest. Before entering Phase II of the program candidates complete a Pre-Knowledge Base Questionnaire specific to knowledge of roles and responsibilities of the school nurse. Upon completing Phase II coursework, candidates complete the Post-Knowledge Based Questionnaire. This assessment gives faculty insight into that has taken place in the core school nurse courses. Candidate written coursework in all courses is evaluated by faculty, points are issued and candidates receive feedback. Candidate participation in online discussion and creation a meaningful Blackboard presentation are also evaluated and points allotted. Candidates are expected to maintain a 3.0 GPA throughout the program. Faculty supports candidate efforts and works with each candidate individually if he/she appears to be struggling. A Mid-Term 3-Way Conference is mandatory for all candidates in practicum courses. During this conference, Student Goals and Learning Objectives are discussed, as well as progress toward meeting clinical skills and competencies. Faculty monitors candidate progress clinical journaling and provides feedback. In both NURS 186 and NURS 187 (elementary and secondary), preceptors are responsible for evaluating candidate ability to competently carry out required skills and competencies in clinical practice and to sign off on the *Preceptor Checklist of Skills and Competencies*. Preceptors are also responsible for assessing the candidate's ability to incorporate Professional Dispositions into their school nursing practice and must evaluate the candidate and sign off on the *Preceptor Evaluation of Candidate Professional Dispositions* assessment form. On completing of program an Exit Interview is held between the candidate and Program Coordinator, in person or via phone, to review accomplishment and discuss any outstanding coursework. Once program requirement have been satisfied final documentation is sent to the university Credential Analyst.