

School Nurse Supervisor Survey

On Program Effectiveness

2009-2010

Includes:

(1) Survey

(2) Data Analysis

District directors of health services/school nurse supervisors are asked to rate the effectiveness of the program related to performance of school nurses under their supervision based on the nine CCTC 2007 program standards using a 5-1 Likert scale. Sent to school nurse supervisors 1 year of employed graduates after candidate has completed program and obtained a Clear School Nurse Services Credential.

1. SURVEY

CSUF School Nurse Services Credential Program
SCHOOL NURSE SUPERVISOR SURVEY OF PROGRAM EFFECTIVENESS
FALL 2008 through SPRING 2010

Rate the following program standards on program effectiveness in preparing profession school nurses

Program Standard 1: Program Design

The program prepares candidates to understand contemporary conditions of schools and society and how school nursing services need to change and evolve to address these changing conditions. The design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of school nursing.

Rate level of student preparedness to understand contemporary issues in school nursing practice:

Excellent Good Fair Poor **(Highlight your response.)**

Program Standard 2: Collaboration in Implementing the Program

Sponsors of the program establish collaborative arrangements with other institutions and entities that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. These arrangements address significant aspects of professional preparation, and include collaboration between school nurse preparation program providers and local education agencies.

Rate effectiveness of collaborative efforts in arranging purposeful and appropriate clinical sites for candidates:

Excellent Good Fair Poor **(Highlight your response.)**

Program Standard 3: Relationships between Theory Research and Practice

By design, the program provides a variety of opportunities for candidates to reflect, analyze, and implement the relationships between learned theory and evidence based practice in clinical experience. It is evident that candidates examine nursing, education, other theories and research, and their relationship to student health and wellness; school and community health; and student achievement.

Rate program's effectiveness preparing candidate knowledge of theory and research as it relates to evidence based practice:

Excellent Good Fair Poor **(Highlight your response.)**

Program Standard 4: Preparation to Promote Student Health and Wellness

The program prepares candidates to integrate health and wellness concepts in the educational setting to allow students to be in school, healthy, and ready to learn. Candidates are knowledgeable about primary

(disease prevention and health promotion), secondary (health screening, emergency, and acute care) and tertiary (rehabilitative or palliative care) levels of health care intervention as these relate to students and their families.

Rate program's effectiveness in preparing candidates to integrate health and wellness concepts in school nurse practice:

Excellent Good Fair Poor **(Highlight your response.)**

Program Standard 5: The Sociocultural Context of School Nursing

The program provides candidates with opportunities to further develop their understanding of the sociocultural context in which school nurses work. As part of these opportunities, candidates experience the range of diversity represented within the local community including culture, ethnicity, language, age, gender, gender identity, students with special needs, socioeconomic status and value systems.

Rate program's effectiveness in developing student understanding for the sociocultural context and insight into meeting the health care needs of a diverse population in their school nursing practice:

Excellent Good Fair Poor **(Highlight your response.)**

Program Standard 6: Legal and Ethical Aspects of School Nursing Practice

The program provides candidates with an understanding of the local, state and federal laws and regulations applicable to the practice of school nursing. The program assists candidates to understand the practice of school nursing within a public educational system, including the structure and authority of school district administration, the scope and practice of school nursing as regulated by the California Board of Registered Nursing, applicable sections of the Education Code, and/or other relevant local, state, and federal codes and regulations.

Rate the program's effectiveness in providing candidates with insight into the public education system and knowledge and use of legal guidelines in school nursing practice:

Excellent Good Fair Poor **(Highlight your response.)**

Program Standard 7: Preparation for Health Management Responsibilities within School Setting

The program helps candidates understand the school nurse's role in providing health leadership and management, health education, direct client care, training and supervision of other personnel as applicable, and planning and coordination of healthcare services and programs. This includes emphasis on effective communication skills, team participation, and application of knowledge of the standard nursing process as it relates to assessment in order to reduce barriers to student learning.

Rate the program's effectiveness in preparing candidates to understand health management responsibilities:

Excellent Good Fair Poor (**Highlight** your response.)

Program Standard 8: Field Work Experience

The program provides candidates with a broad range of hands-on school nurse field experiences in a variety of settings. Candidates are provided with a preceptor for mentoring and supervision during the field experiences. Working collaboratively, course instructors and preceptors encourage and enable candidates to function appropriately and effectively in a school nurse role.

Rate the program's effectiveness in working with agencies to provide quality hands-on field experience:

Excellent Good Fair Poor (**Highlight** your response.)

Program Standard 9: Assessment of Candidate Competence

The program provides preceptors with a comprehensive syllabus , faculty support and assistance in evaluating candidate competence, as well as comprehensive evaluation tools relevant to current CCTC (California Commission on Teacher Credentialing) program standards to assist in assessing and evaluating candidate competence in a full range of clinical experiences related to school nursing practice.

Rate the program's effectiveness in providing assistance, supervision, and relevant tools to effectively evaluate candidate competence in school nursing practice:

Excellent Good Fair Poor (**Highlight** your response.)

Your Over-All Opinion of the Effectiveness of the Program in Preparing School Nurses

Are you satisfied that program has adequately prepared your school nurse(s) to fulfill the role of the professional school nurse in meeting the healthcare needs of students in you school district(s)? Do the program standards above (CCTC standard guidelines) cover all of the critical program elements that are necessary to prepare effective School Nurses?

Rate the program's effectiveness in adequately preparing the candidate to competently practice school nursing:

Excellent Good Fair Poor (**Highlight** your response.)

You are invited to include comments and/or suggestions for program improvement on a separate sheet of paper and send along with responses to survey. Email to Beverly Miller, Program Coordinator, at bmiller@csufresno.edu Thank you!

2. DATA ANALYSIS

SCHOOL NURSE SUPERVISOR SURVEY 2008-2009

(One year following candidate graduation.)

Survey sent in July 2010 to school nurse supervisors in school districts/COEs that employ school nurses who completed the credential program in the academic year 2008-2009 or prior. Districts surveyed who employ graduates from the program : San Jose USD, Modesto City Schools, Tulare COE, Madera COE, Madera USD, Fresno USD, Clovis USD, Central USD, Tulare COE, Visalia USD, Corcoran USD, Bakersfield City Schools, Los Angeles USD. 36 candidates completed the program in spring 2009.

Rate program effectiveness in preparing professional school nurses based on 2007 CCTC standards				
11 Out of 12 School Nurse Supervisors responded to the survey				
Rating: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor				
Program Design 1: The program prepares candidates to understand contemporary conditions of schools and society and how school nursing services need to change and evolve to address these changing conditions.	9 82 %	2 18 %	0	0
Collaboration in Implementing the Program 2: The program establishes collaborative arrangements with other institutions and entities that contribute substantively to the quality and effectiveness of candidate preparation..	9 82 %	2 18 %	0	0
Relationships between Theory Research and Practice 3: The program provides a variety of opportunities for candidates to reflect, analyze, and implement the relationships between learned theory and evidence based practice in clinical experience.	10 91 %	1 9 %	0	0
Preparation to Promote Student Health and Wellness 4: The program prepares candidates to integrate health and wellness concepts in the educational setting. Candidates are knowledgeable about primary, secondary, tertiary levels of health care intervention as these relate to students and their families.	10 91 %	1 9 %	0	0
The socio-cultural Context of School Nursing 5: The program provides candidates with opportunities to further develop understanding of the socio-cultural context, including students with special needs, socioeconomic status and value systems.	10 91 %	1 9 %	0	0
Legal and Ethical Aspects of School Nursing Practice 6: The program provides candidates with an understanding of local, state, and federal laws and regulations applicable to the practice, including practice within a public educational system.	9 82 %	2 18 %	0	0
Preparation for Health Management Responsibilities in the School Setting 7: The program helps candidates understand the school nurse's role in providing health leadership and management, health education, direct client care, training and supervision of other personnel, and planning and coordination of healthcare services and programs.	7 64 %	3 27 %	1 9 %	0

<p>Program Standard 8: Field Work Experience 8: The program provides candidates with a broad range of hands-on school nurse field experiences in a variety of settings. Candidates are provided with a preceptor for mentoring and supervision during the field experiences. Course instructors and preceptors work collaboratively to mentor and enable candidates to function effectively in a school nurse role.</p>	10	1	0	0
	91%	9%		
<p>Program Standard 9: Assessment of Candidate Competence 9: The program provides preceptors with a comprehensive syllabus , faculty support and assistance in evaluating candidate competence, as well as comprehensive evaluation tools to assist in evaluating candidate competence in a full range of clinical experiences.</p>	8	3	0	0
	73%	27%		
<p>Share Your Opinion of Overall Effectiveness of the Program in Preparing candidates. Are you satisfied that program has adequately prepared your school nurse(s) to fulfill the role of the professional school nurse in meeting the healthcare needs of students? Do the program standards cover critical program elements needed to prepare effective School Nurses?</p>	9	2	0	0
	82%	18%		

Summary of findings:

In the Likert scale of 4-1 (4 = “Excellent,” 3 = “Good,” 2 = “Fair,” and 1 = “Poor”).

82% of school nurse supervisors rated overall program effectiveness in the “Excellent” category.
18% of school nurse supervisors rated overall program effectiveness in the “Good” category.

In the area of specific categories (1-10)

The one category that received at 9% “Fair” rating was (#7) “Preparation for Health Management Responsibilities in the School Setting” specifically as explained by the SN supervisor was in the area of providing “health leadership” beyond the Health Office.

Program Response:

Currently, in NURS 186, School Nurse Practicum I, and NURS 187, School Nurse Practicum II, candidates are given the option to choose to spend up to 10 hours of their clinical time involved in a leadership project outside of the Health Office. This may be involvement in a health related community activity, developing a health fair, working with management to prepare for a possible epidemic, i.e., HINI, etc.

Solution:

Participation in a health related leadership role outside of the Health Office will become a required experience for all candidates in at least one practicum course.