Syllabus: NURS 187
School Nurse Practicum II

Fall 2010

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

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B. Miller-12/09
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(Note: Syllabus page numbers do not correspond with the Program Assessment Document.)
Course Number: Nursing 187
Course Title: School Nurse Practicum II (Secondary)
Units: 3 Units (Total hours - 135)
Semester: Spring Semester only
Delivery: Class participation online through Blackboard/clinical at school sites
Prerequisites: N 180T - Audiometry for School Nurses, Audiometrist’s Certificate

NURS 136 - Health Appraisal
NURS 137 - Health Teaching
COUN - 174 or 200
SPED 120, Introduction to Special Education
NURS 184 - Introduction to School Nursing
NURS 185 - Seminar in School Nursing (Prior to or concurrently)

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

Faculty: Beverly A. Miller, RN, MPA/HS
Office: McLane Hall, Room 288
Office hours: Monday, Wednesday, Friday 12:30-4:30 P.M.
Phone: (559) 278-6252: FAX: (559) 278-1013 or (559) 278-6360
E-mail: bmiller@csufresno.edu

Nancy Busch, RN, MA
Office: McLane Hall, Room 288
Office hours: Thursdays 12:30-4:30 P.M. (by appointment only)
Phone: (Request contact via E-mail) FAX: (559) 278-1013/559-278-6360
E-mail: nbusch@csufresno.edu (preferred contact)

CSUF: 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 Course Description:
Secondary level school nursing experience including special education; direct supervision by a credentialed school nurse required; scheduled conferences with preceptor and faculty.
(9 clinical hours/week)

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BMM: 12/09
# NURS 187 COURSE OUTLINE, SPRING 2010

## Assignment and Due Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 1/25/10</td>
<td>First day of class for program</td>
</tr>
<tr>
<td><strong>Documents Due</strong></td>
<td><strong>ASSIGNMENTS</strong></td>
</tr>
<tr>
<td>Monday 2/8/10</td>
<td>Fax (559-278-1013) or mail following documents:</td>
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<tr>
<td></td>
<td>- Immediate Supervisor Approval for SN to act as Preceptor (Preceptor Syllabus – doc 1)</td>
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<td></td>
<td>- Preceptor vitae if not already on file with university (Preceptor Syllabus – doc 2)</td>
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<tr>
<td></td>
<td>- Student/Preceptor Contract for spring semester (Preceptor Syllabus – doc 3)</td>
</tr>
<tr>
<td></td>
<td>Note: University/Agency Agreement MUST be in place before clinical practice can begin!</td>
</tr>
<tr>
<td>2/11/10 through 2/14/10</td>
<td>CSNO Conference: Renaissance Hollywood Hotel. Attendance not required! Faculty will plan to meet and network with students and preceptors who attend following CSNO Business Meeting at back of that room.</td>
</tr>
<tr>
<td><strong>Mon. 2/15/10</strong></td>
<td><strong>Student Goals and Learning Objectives sent through Bb Assignment Drop for approval.</strong></td>
</tr>
<tr>
<td><strong>Module I Due</strong></td>
<td><strong>Module I: Planning and Development of Student Goals and Learning Objectives</strong></td>
</tr>
<tr>
<td>Monday 2/22/10 (Wks. 1-4)</td>
<td>Finalized Student Goals and Learning Objectives sent with other Module I work, p.11.</td>
</tr>
<tr>
<td></td>
<td>Experienced School Nurse Project Proposal (2 or more years at secondary level), p. 13.</td>
</tr>
<tr>
<td></td>
<td>Initial clinical journal entries (Journaling should include meetings with preceptor, planning activities, first impressions, and clinical activities if begun), guidelines p. 15.</td>
</tr>
<tr>
<td></td>
<td>Responses to 2 journal questions for Module I, p.16.</td>
</tr>
<tr>
<td></td>
<td>Contributions to discussion posted on Bb, 3 quality paragraphs per wk x 4 wks, p.18.</td>
</tr>
<tr>
<td><strong>Module II Due</strong></td>
<td><strong>Module II: Clinical Experience toward Meeting Goals and Learning Objectives</strong></td>
</tr>
<tr>
<td>Monday 3/22/10 (Wks. 5-8)</td>
<td>2nd clinical journal entries, p.15.</td>
</tr>
<tr>
<td></td>
<td>Responses to 2 journal questions, p.16.</td>
</tr>
<tr>
<td></td>
<td>If applicable, first Experienced School Nurse Project progress report/journaling due, p.13</td>
</tr>
<tr>
<td></td>
<td>Contributions to discussion posted on Bb, 3 quality paragraphs per wk x 4 wks, p.18</td>
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<tr>
<td></td>
<td><em>Newsletter</em> placed on Bb Discussion Board, as well as sent with other Mod 2 work, p.19.</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
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<tr>
<td>3/29/10 – 4/2/10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/8/10 through 4/16/10</td>
<td>Mid-Term: Evaluation of Progress toward Student Goals and Learning Objectives</td>
</tr>
<tr>
<td>Wks 7-11</td>
<td>Meet with preceptor to review progress toward student Goals and Objectives, p.14</td>
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<tr>
<td></td>
<td>Include brief mid-term summary of accomplishments in journaling.</td>
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<td></td>
<td>3-Way Conferences, includes clinical instructor, preceptor, student, p.14</td>
</tr>
<tr>
<td>Module III Due</td>
<td><strong>Module III: Progressing toward Completion of Goals and Learning Objectives</strong></td>
</tr>
<tr>
<td>Monday 4/26/10</td>
<td>3rd clinical journal entries, p.15.</td>
</tr>
<tr>
<td>(Wks. 9-12)</td>
<td>Responses to 2 journal questions, p.16.</td>
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<tr>
<td></td>
<td>Student contributions to discussion on Bb, 3 quality paragraphs per wk x 4 wks , p.18</td>
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<td></td>
<td><strong>Health Ed. Curriculum/Teaching or Aggregate Teach/Small Group Activity paper, pp.19-20</strong></td>
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<tr>
<td></td>
<td>Share key elements of curriculum development/teaching experience on Discussion Board.</td>
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<tr>
<td>Networking</td>
<td>Support groups/students are encouraged to plan networking luncheon(s) and invite preceptors.</td>
</tr>
<tr>
<td>Module IV Due</td>
<td><strong>Module IV: Completion of Student Goals and Objectives, Clinical Competencies</strong></td>
</tr>
<tr>
<td>Monday 5/17/10</td>
<td>4th clinical journal entries, p.15.</td>
</tr>
<tr>
<td>(Wks. 13-15)</td>
<td>Responses to 2 journal questions, p.16.</td>
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<tr>
<td></td>
<td>Final Narrative Self Evaluation (1 emailed to instructor/1 included with Mod. 4 work), p.14.</td>
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<td>Preceptor Checklist of Student Competencies, secondary (Preceptor Syl. doc 4-s)</td>
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<td>Preceptor Evaluation of Student Professional Dispositions (Preceptor Syllabus – doc 5)</td>
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<td></td>
<td>Preceptor Evaluation of Course (Preceptor Syllabus – doc 6)</td>
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<tr>
<td></td>
<td>Student Evaluation of Preceptor Experience (Email to students prior to end of semester)</td>
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<tr>
<td></td>
<td>Student Evaluation of Course (Email to students prior to end of semester)</td>
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<tr>
<td></td>
<td>Post Program Student Evaluation of Program (Email prior to end of semester)</td>
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<td></td>
<td>Post Program Knowledge Base Assessment Questionnaire (Back of N185 Assign. Booklet)</td>
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</tbody>
</table>

**Note:** Those who have completed all of coursework requirements and two full years of school nursing practice are eligible to apply for their Clear Credential. For information go to [http://education.csufresno.edu/applications/cred.htm](http://education.csufresno.edu/applications/cred.htm)
N187 COURSE OBJECTIVES

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

1. Apply the Scope and Standards of School Nursing Practice at the secondary level.
2. Describe the multifaceted role of the secondary school nurse as it relates to the Nursing Process as a provider of health care, health educator, counselor, and advocate in meeting the health related needs of adolescents within legal parameters, ethical practice, and use of relevant theories.
3. Discuss the various health related issues and health care needs of the adolescent population with understanding for the legal rights of teens, issues related to confidentiality and counseling, case finding, referral, and follow up.
4. Demonstrate the application of Professional Dispositions in practice at secondary level.
5. Describe school nurse involvement in coordinated school health programs as a collaborator and active participant.
6. Demonstrate the ability to participate effectively in the IEP (Individual Education Plan) process as a member of the education team related to the role of the school nurse.
7. Demonstrate the ability to work effectively with community agencies and other resources in the community in meeting the health care needs of adolescents; collaborate to provide meaningful health education/health promotion programs for the student population; and participate meaningfully in disaster planning and preparedness.
8. Describe the various ways in which the school nurse at the second level is involved the curriculum evaluation and development, health teaching, and health promotion for students and staff.
9. Describe the role of the school nurse communicates effectively and in working with students and families of various culturally backgrounds.
10. Discuss the need for continuing education and involvement in professional organizations in order to stay abreast of what is happening in school nursing and meet current health related needs of the student population.

LEARNING ACTIVITIES

Supervised clinical practice, faculty-student conferences, electronic discussion board activities, individually planned experiences, journals, and written assignments.
COURSE REQUIREMENTS

**Note: The following requirements must be met BEFORE field experience can begin:**
Agreement between CSUF and the school district providing the field experience must be in place. To verify, contact Lindasue in the Nursing Department at lgarner@csufresno.edu immediately! The items noted below must be approved by your clinical instructor and must be in your file in the CSUF Nursing Department. If you were enrolled in N186 this past fall semester these things should be on file, however, it is important that you send updated copies of all items that may have become outdated, i.e., RN license. Send updated copies of documents to your instructor before beginning your clinical practice.

Required documentation that must be on file BEFORE clinical experience can begin:
1. Copy of current RN license. (Kept current throughout practicum experience.)
2. Copy of PHN Certificate/transcript reflecting community coursework from a university.
3. Proof of TB skin test within 6 months of entering School Nurse Practicum I the previous fall.
4. Proof of required immunizations.
5. Preliminary School Nurse Services Credential obtained from County Office of Ed.
6. Copy of current CPR certification, to be kept current throughout practicum experience.
7. Preceptor Vitae on file with the university.
8. Immediate Supervisor Approval for School Nurse to Act as Preceptor (signed).
9. Preceptor/Student Clinical Contract signed by both parties.
10. Note: Student malpractice insurance is covered through university in course fee.

NOTE: For a school nurse to qualify as a preceptor, he/she must hold a Clear School Nurse Services Credential and have been employed as school nurse for 5 full years. If your preceptor has acted in this capacity for CSUF within the past four years, check with your clinical instructor to verify that vitae are on file, if not or if over four years ago, vitae will need to be obtained. See Preceptor Syllabus for all forms.

**REQUIRED TEXTS AND PUBLICATIONS**

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

Miller, B. (2010). *Nursing 187 Syllabus*. Fresno, CA: CSUF School Nurse Services Credential Program. (approx. cost: $3.50)


Sacramento, CA: Author. (Approx. cost: $20.00) Free online at www.CDE.ca.gov


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)


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.)


**NURS 186, RECOMMENDED TEXTS AND PUBLICATIONS**
(Optional only, NOT required)


(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)

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 2009 go on sale through the CSUF Kennel Book Store on July 27, 2009. 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</table>

### 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 secondary school nursing, i.e., health teaching, counseling, case management of students with health problems; collaborating with other professionals at school sites; visiting community agencies; attending school nurse in-services and conferences; researching journal articles, websites, district policies, and CA codes to enhance knowledge; creating newsletters; communicating with legislators on relevant issues; class participation on Blackboard Discussion Board and in chat rooms sharing clinical experiences.
ASSIGNMENTS / EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Goals and Learning Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Journaling</td>
<td>14</td>
</tr>
<tr>
<td>Health Ed. Curriculum and Teach or Teaching Aggregate/Small Group Activity</td>
<td>16</td>
</tr>
<tr>
<td>Clinical Journal Questions</td>
<td>14</td>
</tr>
<tr>
<td>Newsletter</td>
<td>10</td>
</tr>
<tr>
<td>Blackboard Clinical Discussion participation</td>
<td>12</td>
</tr>
<tr>
<td>3-Way conference/communication between student, preceptor, and instructor.</td>
<td>5</td>
</tr>
<tr>
<td>Preceptor Evaluation of Student Competencies with/without Exp. SN Project</td>
<td>20</td>
</tr>
<tr>
<td>Narrative Self-Evaluation of Clinical Learning Experiences</td>
<td>2</td>
</tr>
<tr>
<td>Completion of Post Program Assessment Questionnaires</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Note: See Written Assignments/Grading Criteria 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, journal articles in N185 Manual, 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

- Students are to provide their new preceptor with their clinical instructor’s email address and phone number as soon as it has been agreed that school nurse will act in that capacity. **The student is asked to request that their preceptor contact the student’s clinical instructor via email to verify acceptance of role and responsibilities ASAP.**

- The Preceptor/Student Contract is to be faxed to student’s clinical instructor as soon as it is signed as this competed document contains information the clinical instructor needs.

- Once preceptor qualifications have been verified, the clinical instructor will contact the preceptor to express appreciation and to discuss guidelines and responsibilities.

- Email and phone contacts will be used as an on-going means of communication between student, preceptor and clinical instructor throughout the semester.

- The clinical instructor is available to students by means of email, through “Ask Your Instructor” in Blackboard, telephone, and office visits. School site visits will be made by faculty if site is within reasonable driving range of the university. Office visits are to be
scheduled during office hours. (See front of syllabus for contact information.)

- A mandatory 3-way mid-term conference is to be arranged by the student between preceptor, clinical instructor, and student. Other 3-way conferences will take place at the request of the student, preceptor, or clinical instructor and/or as necessary.

- Written communication will take place through clinical journaling and other written assignments that will be reviewed by the clinical instructor with follow-up communication.

**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 set aside for networking outside of Blackboard with area support group members, i.e., networking meetings/luncheon or networking lunch with preceptor.

- Two (2) hours spent in communication and conferencing with clinical instructor by email, telephone, and/or office visits. This also includes at least one 3-way conference between student, preceptor and instructor during the semester.

- The remaining 120 hours are broken down in clinical experience in the field.

**Clinical Experience for Students Currently 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.

- These students will be responsible for completing 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 may attend 3 school nurse meetings, conferences, workshops related to school nursing (up to 12 hours total). Not to include routine staff meetings related to job. These may be district, local, or CSNO meetings.

- Additionally, student must spend between 6 and 8 hours in activities involving the community that are relevant to school nursing, i.e., involvement with community groups/activities, visiting health referral agencies. Attending a SARB meeting is considered community involvement as long as outside agencies are involved. *Note: Activities away from the school site 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 school nurse designee.
Experienced School Nurse Project:
- School nurses who have had two or more full years of school nursing experience at the secondary level may choose to use up to 20 of those remaining 60 clinical hours working on a project. (Explanation in entirety on p.13)

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. (Explanation in entirety on p.13)

Clinical Experience for the Student who are NOT Currently Employed as a School Nurse:
- 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 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 school nursing, i.e., community groups/activities, visiting health referral agencies. These activities must be with preceptor pre-approval.

  - The remaining 100 hours must be spent at school sites working under the direct supervision of the preceptor or his/her 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.
- Employer must be identified.

STUDENT GOALS AND LEARNING OBJECTIVES

1. Student Goals and Learning Objectives: (Point value, 5)

Student Goals and Learning Objectives MUST be developed with input from the student’s preceptor. It is recommended that the Preceptor Checklist and competency evaluation tools, found in the Preceptor Syllabus, be reviewed before proceeding. Students are to write individual goals and learning objectives/learning activities, reflecting areas where experience is needed and/or areas of particular interest to the student within course guidelines. These are to be completed during the course of this practicum. Student goals/learning objectives/activities are to supplement the course objectives/assignments and are a chance for students to personalize his/her practicum experience. The aim should be a rounded experience in secondary school nursing. After Student Goals and Learning Objectives have been developed, they are to be sent to the student’s clinical instructor for review and final approval. The student and his/her
preceptor should review the student’s goals and objectives periodically throughout the semester to be sure that progress is being made.

2. **Students should have at least three (3) goals, along with 3-5 objectives for each goal, then 3-5 learning activities to accomplish each objective.** Goals are to be accomplished within the semester.

   - **Student having little or no previous experience in secondary school nursing** (includes middle school and high school) will want to spend time at both the middle and high school level for a global perspective of secondary education. (See also *Suggested Guidelines for Time Spent in Clinical Practice*, page 23 of syllabus). The student will want to make an effort to become familiarizing the district Policy and Procedure Manual, spending some time observing in a special education classroom and in other specialty programs, interviewing other school professionals, and attending meetings, i.e., faculty meetings, School Site Council meeting, program development meetings, relevant community based meetings, etc.

   - **Student with experience at the secondary level will want to spend time in areas he/she is less familiar with:** If the student has high school experience, he/she will want to spend time at the middle school level or vice-versa. Students should also seek experience in specialty areas such as alternative high schools; special education programs, i.e., a mental health unit, program for pregnant and parenting teens; working with a NP in a school site clinic dealing with adolescent health issues/sports injuries; time spent with an athletic trainer; involvement in planning a coordinated school health program; visiting community programs/agencies that are relevant to secondary school nursing, etc.

3. **After deciding on your goals, develop learning objectives and learning activities to reach each goal.** Determine your specific learning needs and activities in order to accomplish your goals. Important! You and your preceptor must agree on how and where you will spend your time in your practicum experience.

4. **Example of a Goal, along with Learning Objectives, Learning activities, and Measurement** (Use the following format in developing your own Student Goals and Learning Objectives.)

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>To gain insight into the common health problems associated with secondary students.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Learning Objectives</td>
</tr>
</tbody>
</table>
| A.     | Describe 5 common health problems associated with adolescents at the secondary level. | • Interview preceptor regarding the most common health problems associated with adolescents.  
• Review at least two valid sources of information related to each of these condition.  
• Interview 2 students in each of the identified categories of common health problems for insight into self care issues, management concerns, attitudes, self esteem. |
### B. Describe the assessment process used by the secondary school nurse in evaluating various health problems at the secondary level.

- Observe preceptor using the Nursing Process in determining and caring for an adolescent who may be diagnosed with one of the common health problems.
- Interview preceptor regarding IHPs/EM care plans/504 that could be used in meeting the health care needs of a student diagnosed with a common health problem.
- With preceptor guidance, carry out health assessments on at least 10 students coming into the health office with complaints related to the conditions noted above.

### C. Determine screening methods used by the secondary school nurse to detect health problems in students at the middle school/high school levels.

- Review sections of Ed Code related to mandated screening of students in grades 7-12 for insight into screening grade levels and guidelines.
- Interview preceptor regarding steps in planning for the different types of mass screening, screening techniques, rescreening, referral, paperwork involved.
- Assist preceptor in conducting 2 different types of mass screening in at least 2 secondary grade levels.

**How Measured:**

(Examples) Preceptor feedback on demonstrated competency; accomplishment(s) as stated by student in journal.

**Note:** Students who have NOT had previous experience at the secondary level in their own school nursing practice are free to use or modify the example noted above as one of their goals. School nurses with two (2), or more, years of school nursing experience at the secondary level are expected to be more creative in developing their Student Goals and Learning Objectives.

5. **Timeline for Developing Student Goals and Learning Objectives:**

Student Goals and Learning Objectives should be developed in, or before, the third semester week (within the first week of clinical experience). A rough draft of goals and objectives should be emailed to the student’s clinical instructor for review and final approval. Students will be notified if goals and objectives have been approved or if changes are necessary. Once approved, points will be posted in the student’s online grade book. Finalized Student Goals and Learning Objectives are to be included with other Module I work on due date indicated.

6. **Accomplishing Student Goals, Learning Objectives, Skills, and Competencies:**

Throughout the semester, students are to communicate frequently with their preceptor regarding progress they are making with regard to their goals and objectives, as well as keeping their clinical instructor informed through their clinical journaling. At the end of the semester students are to meet with their preceptor to go over progress made, both in carrying out planned learning activities related to goals and objectives and in accomplishing required competencies and skills listed in the N186 Preceptor Checklist. At the final meeting between preceptor and student, the Preceptor Evaluation of Student Competencies in Preceptor Checklist and Preceptor Evaluation of Student Professional Dispositions should be discussed, before being sighed and sent to clinical instructor by the student’s preceptor.
EXPERIENCED SCHOOL NURSE PROJECT

(School nurses with 2 or more years of secondary school nursing experience)

A Project would take the place of one of the three goals. The project must be approved by the preceptor and based upon a recognized need. It may take place in the student’s school or that of the student’s preceptor. It must be something that will benefit school nursing and/or the school district at the secondary level, and must be accomplished within the semester time frame.

**Examples of projects:** 1) Developing a PowerPoint presentation that can be presented to faculty, students, community groups or clubs. The presentation should be incorporated into a package along with materials and resources that other school nurses would also be able to use. 2) It could be a manual that includes a training program and the necessary teaching materials, i.e., training UAPs, emergency preparedness plan; crisis intervention action plan; a comprehensive resource binder of local community agencies. 3) The project could be the development of a packet of several presentation outlines that would be useful to other school nurses, i.e., board meetings, faculty meetings, parent groups, organizations. 4) The project could involve the school nurse role in the development of an inter departmental program, i.e., BMI and nutrition awareness; 5) It could be planning and carrying out a health fair on a secondary campus and the creation a resource manual for future fairs.

Completion of *Experienced School Nurse Practicum Project Proposal*:
4. Project proposal must include statement justifying the project, timelines for its completion within a given semester and initialed by preceptor signifying approval.
5. A copy of that signed form must be sent to clinical instructor with module I work.
6. Project progress notes must be written up separate from other journaling.
7. On completion of project, student’s preceptor is to sign off on the project on the original form.
8. Completed project proposal, along with documentation verifying project, are to be sent to the clinical instructor.

Note: The Experienced School Nurse Project is worth 25% of the value of the preceptor evaluation of student’s practicum experience (Point wise, 5 points out of 20 total points)

EXPANDED LEADERSHIP ROLE

(Open to all students except those choosing to do the 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 issues/or student health concerns 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; participating 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

4. Mid-Term Evaluation of Student Goals and Learning Objectives:
Between the 7th and 11th week of the semester, students are to sit down with their preceptor to discuss progress towards achieving their goals and objectives. At this time changes may be made in the student’s goals, learning objectives, or activities if necessary to benefit the student’s learning experience, i.e. interest in another area, or to change/drop a learning activity because another opportunity as opened up or the experience is unavailable.

5. Mid-Term Student Summary of Progress:
In preparation for mid-term 3-way conference, students are to complete a one page summary on progress made towards meeting Students Goals and Objectives. This is also an opportunity for students to notify their clinical instructor of any need to change a goal, objectives, or learning activities to better suit the student’s clinical experience and/or learning outcomes. Changes in goals and objectives should not be made without first consulting with the student’s preceptor. The summary is to be emailed to the student’s clinical instructor before the 3-way conference.

6. Mid Semester Three-Way Conferences: (Point value, 5)
Between the 7th and 11th 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. Distance learners are to arrange a time for 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 arrangements 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:

- Attainment of goals and objectives
- Areas of major learning and insight
- Strengths, new skills, improvements
- Changes, what you would have done differently
- Comments regarding practicum experience
Note: The following documents, found in the Preceptor Syllabus, 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 Checklist (clinical skills)
- Preceptor Evaluation of Student Clinical Competencies
- Preceptor Evaluation of Student Professional Dispositions

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

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

   1. Within each 6-8 hour period list general experiences then, in detail using the steps in B2 below, describe 2 meaningful clinical encounters or insights 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 a clinical experience succinctly describe the following:
      a. What you did (i.e., steps in the Nursing Process, including personal encounters);
      b. Information sources (i.e., preceptor, policy, code, website, article, nursing standard);
      c. What you learned (i.e., a process, skill, method, validation of your own practice);
      d. How you plan to use the insight gained in your own SN practice.

   3. For conference/workshop/community activity, succinctly describe the following:
      a. Type of activity, setting, type of attendees, and quality of the presentation;
      b. Sources of information for future reference related to topics covered/activity
      c. New and useful information that you learned related to subject matter/activity
      d. How you plan to use the insight gained in your own SN practice.
**Example of Journaling:**

*Each new entry should begin with the following format and include “Date of Clinical Activity”, “Hours of Practice”, and “Remaining Hours” left in clinical practice, as follows:*

**Student Name**

N187, Module I

**Documentation of Clinical Time:**

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Date of Clinical Activity</th>
<th>Hours of Practice</th>
<th>Hours Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2/9/10</td>
<td>3</td>
<td>77</td>
</tr>
<tr>
<td>3</td>
<td>2/12/10</td>
<td>5</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>2/16/10</td>
<td>2</td>
<td>70</td>
</tr>
</tbody>
</table>

**Summary of Time Spent:**

- 3.0 hours – Screening middle school students for scoliosis
- 3.5 hours – Managing health office traffic with preceptor
- 1.5 hours – Reviewing district Policies and Procedure Manual
- 2.0 hours – City/County School Nurse meeting on managing diabetes in school setting
  (For meeting attendance, include a brief summary of topics covered in journaling)

**Journal Narrative:** *Example of elaboration on experiences.*

(Note: Double space journal entries, Journal approx. 2 pages for every 6-8 clinical hours)

**Tuesday, 2/9/09, 9:00 a.m. – 12:00 p.m. (Screening middle school students)**

a) I spent 3.5 hours at my preceptor’s middle school assisting with scoliosis screening of 7th and 8th grade students. My preceptor informed me that she had coordinated things with the P.E. teachers at the beginning of the semester and send out ‘negative’ consent slips to parents in the Back to School Packet. I had previously assisted her with putting together screening cards and in showing a short video to students in P.E. classes to prepare them for scoliosis screening. Today, the P.E. teachers cooperated by passing out screening cards and sending the students to designated areas for screening. About 3% of the students were identified as needing re-screening by an orthopedic surgeon who was scheduled to come to the school the end of the month. Using the scoliometer, I actually identified two students who appeared to have a mild curvature of the spine. My preceptor rechecked the student’s backs and confirmed my findings.

b) Prior to screening day, I reviewed the CDE (2007) *Standards for Scoliosis Screening in CA Schools*. My preceptor explained to me the importance of planning and scheduling screening events. She also demonstrated use of the scoliometer and other screening techniques prior to screening students. I also appreciated having the opportunity to review the CSNO film, *Taking the Scare out of Scoliosis*, which was shown to students prior to screening.
c) I learned that it was very important to prepare students on what to expect on screening day in order to gain their cooperation. I also learned important screening techniques, i.e., the importance of checking not only the student’s back, but shoulder, hip, and leg for discrepancies. I also realized how much planning, coordination, and cooperation goes into planning a successful screening event.

d) I plan to use what I have learned in the area of planning and organizing scoliosis screening, and in preparing students for screening, in my school nursing practice.

Note: It is not expected that your first journal entries for Module I will include more than opening statements, initial meeting with your preceptor to discuss student goals and learning objectives and plans for the semester, insight into clinical school site and staff, etc. If clinical practice has been started prior to the third week it should be included.

JOURNAL QUESTIONS
(Point value, 2 points per question, 16 points total)

There are two clusters of questions that students need to respond to for each module period. The following seven (7) clusters of questions relate to different aspects of your secondary school nursing practice or preceptor experience. Responses to each cluster of questions should be 1 to 1.5 pages (APA format). Responses to journal questions should be titled and written up separate from clinical journal entries.

Module I:

1) Discuss the school nurse’s role with your preceptor. How does the role of the school nurse in the secondary setting differ from that in the elementary setting? What skills/expertise/experiences are most useful in the high school setting? What are the most common issues/concerns in this setting?

2) Find out about the ethnic breakdown percentages of a district high school in your area, or that of your preceptor, and the specific health concerns relevant to each culturally diverse group. Do health issues specific to those who are of a different cultural differ from health concerns of the overall high school population? Talk to your preceptor about the role the school nurse plays in ameliorating these problems and share your findings.
Module II:

1) Review with your preceptor the district's health education curriculum for his/her high school or middle school (or a secondary school in your own practice). Briefly summarize what is covered and the gaps that may exist. How much of this curriculum does the school nurse implement? Who/what is responsible for approving/selecting/developing health curriculum in your district? What legal guidelines determine subject matter taught? Give an example. How can the school nurse have a voice in subject matter taught?

2) Read a research article written by a school nurse(s) doing research in a school or community health setting on a problem pertinent to adolescents (e.g., Journal of School Nursing, American Journal of Public Health, Journal of School Health, Nursing Research, Public Health Nursing). Summarize the article (1-2 pages) and discuss the pertinence of the research findings to your school nursing practice. Why is it important for school nurses to participate in research? Have you been involved/considered getting involved in a research project? (Note: Research articles should include data, statistics, and an abstract.)

Module III:

1) Interview your supervisor and/or preceptor regarding the various types of billing that take place through your district through Health Services. Discuss the role of the school nurse with regard to billing responsibilities. Who benefits from reimbursement back to the district for school nursing services? If the money returns to health services, how is it used? If billing does not take place through health services in your district, discuss funding issues and impact on programs and staffing.

2) Discuss alternative programs for adolescents and young adults in your area. What programs exist for those who individuals who reach age 22 and no longer qualify for Special Education in the school district? Take an opportunity to find out about these programs. Plan to make a site visit to at least one program site. Share your findings.

Module IV:

1) Has your philosophy of school nursing changed in the last year? Discuss your plans for continuing your professional growth in school nursing practice. How do you plan to continue to promote your professional image among fellow professionals and students? What value will you place on membership and involvement in professional organizations relevant to school nursing, give reasons and examples.
BLACKBOARD DISCUSSION BOARD PARTICIPATION  
(Point Value, 12)

In Nursing 187, Students should plan to spend approximately 40 minutes per week participating in discussion on Blackboard. This includes reading time as well as writing time.

Guidelines for Participation:

- The time spent on the discussion board may be broken down into increments to suit the student’s own schedule.
- The clinical instructor will open bi-monthly forums on the Discussion Board with suggested topics/prompts for discussion. Students will also be free to bring up topics of interest to discuss such as clinical situations/problems, share information on workshops, job opportunities, lesson plans, and other information of interest to fellow students.
- Contributions to discussion should be meaningful to fellow students and relevant to school nursing. Students should feel free to enjoy the networking and discussions.
- Writing guidelines for discussion participation:
  - Three quality paragraphs per week. Note: A paragraph is described as one opening sentence, at least 3 supporting sentences, and a closing sentence.
  - Week One, students are free to get acquainted with Blackboard. Familiarize yourselves with where to find things, i.e., course documents, assignments, other. There are no specific guidelines to follow.
  - Week Two, instructor will open a forum for students to begin to participating in casual discussion, i.e., chat with classmates, share information about family, job, caseload, interests, time spent during the holidays, and responding to input from others.
  - Week Three, clinical practice formally begins, instructor will provide prompts for discussion relevant to SN practice. Students are also encouraged to share case scenarios/clinical problems for discussion.

WRITTEN ASSIGNMENTS

1. Newsletter (Due with Module II)  
(Point Value 10)

- Develop a two-page newsletter (not just an article or a flyer) with plans to distribute it to students/families or faculty/staff. The newsletter should include the following: Newsletter title, author’s name and title, an opening paragraph directed at a specific group of readers, articles/subject matter of the newsletter and closing with information on how to contact the school nurse.
- Make sure that the subject matter relates to age appropriate adolescent health issues. Students can use a theme for their newsletter, addressing several aspects of the theme in titled sections; or students can incorporate several ‘news briefs’ in their newsletter on different topics. Sources where information was found should always be included.
- Be creative! It should look professional and eye catching through use of color, clipart, and an accepted newsletter format (columns) through use of a template developed by Microsoft Office, Microsoft Publisher, Print Shop, etc.
Students should actually plan to send out their newsletter to targeted readers in their own school district or that of their preceptor. Before distributing it, the newsletter must be read and approved of by the student’s preceptor, and permission must be obtained from the school principal or designee.

- Post your newsletter on the N187 Blackboard in the forum created for that purpose.
- In sending newsletter along electronically with other Module II work, include a cover page with a one-two paragraph narrative commenting on your learning experience, what you would/would not do differently, how well it was received, i.e., feedback from preceptor, fellow professionals and/or recipients of the newsletter.

_Students will do ONE of the following two assignments:_ the Health Education Curriculum Proposal and Teach or the Aggregate Teaching/Small Group Activity. _(Module III)_

2. **Health Education Curriculum Proposal and Teach**  
   (Point value, 16)

   a) Speak with your preceptor and school site teachers (those who teach health curriculum) regarding what is included in the secondary health curriculum at the school site.
   b) Select a topic that is NOT included in the curriculum or is not addressed, i.e., sun exposure/tanning, tattooing, body piercing, testicular self-exam, CPR for students, etc.
   c) Discuss with your preceptor and classroom/PE teacher, one who is likely to teach the subject matter, about the possibility of incorporating this proposed topic into the curriculum. This may also need to be discussed with a school site curriculum committee and/or school site administrator.
   d) Review Ed Code and applicable district policies related to subject matter, i.e., parent permission to present information on reproductive issues, etc.
   e) Following approval, write a 3-4 page proposal, including the following:
      - Problem statement and justification for topic inclusion
      - Summaries of current literature/research (2 current journal articles and 1 website search)
      - Comment on Ed Code, district policy – whether or not necessary and/or appropriate.
      - Incorporate guidelines from CDE _Health Framework for California Public Schools_ (2003), in justifying subject matter and grade level appropriateness.
      - Briefly discuss two relevant learning theories that apply.
      - Apply Neuman’s Systems Model as it relates to health education.
      - Discuss process for implementation (steps taken to incorporate curriculum, i.e., approval from whom, grade level, course, how, where, when it will be taught, teacher/SN to whom curriculum will be given to incorporate into current curriculum.)
      - Include reference sources and teaching materials such as handouts.
   f) Design a Teaching Plan on this topic using the Teaching Plan Outline below as a guide.
   g) Carry out your plans to teach the lesson to the appropriate group with observation by your preceptor and/or classroom teacher present. Request feedback on effectiveness of teaching.
   h) Summarize your teaching experience on a separate sheet of paper (0.5 page). Discuss impressions/successes/things you would do differently.
   i) Share teaching outline and sources with classmates on Blackboard.

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What to include in the Teaching Plan Outline:

- Topic
- Main Goal/Objective of Lesson
- Behavioral Objectives for Learners (use measurable action verbs!)
- Teaching Methods (lesson activities)
- Evidence of learner readiness and why do they need this information.
- Setting/room arrangement
- Materials (visual aids, A-V, handouts, etc.)
- Content outline should including introduction, body, and summary.
  
  *Note---this outline should be complete* (basic information, but in outline format).

So that another SN or teacher (familiar with the topic) would be able to effectively give the presentation using this outline. (A content outline that consists of main topics only without underlying facts and rationale does not meet the criteria.)

- Method of Learner Evaluation, i.e., Pre/Post-Test (copy to be sent with paper).
- References/sources where teaching materials can be found.
  
  (Note: Teaching time only may be subtracted from clinical hours.)

OR students may choose to do:

1. **The Aggregate Teaching/Small Group Activity** (Point value, 16)
   
a) Locate an aggregate with a particular health education/counseling need, i.e. pregnant minors, school-age parents, continuation students, nutritionally at-risk students, athletes, smokers, etc. (Check with preceptor, psychologist, counselor, teachers, others.)
   
b) Group size should be approximately 6-12 students. It is best to utilize an already-existing group. Plan early for this assignment & check with your preceptor for possible existing groups/sites. If there are none of these types of groups available at a school site, obtain approval from preceptor to attend some other type of organized group function in your community that meets the needs of secondary school children.
   
c) Interview your preceptor and/or teacher regarding the appropriateness of subject matter for group discussions.
   
d) **Review the following:** “Group process/dynamics/theory (N185 Madden Library Electronic Reserve, week 4); 2 literature/research articles, and at least 1 website, relevant to discussion topics planned; learning theories; cultural theory(s) as appropriate; Education Code; district policies relevant to subject matter; Neuman’s Systems Model as it may relate to learning; and the CDE *Health Framework for California Public Schools* with regard to grade level appropriateness.
   
e) When planning, think in terms of a less structured support group approach.
   
f) **Prepare informal lessons and group discussion/activity on a pertinent topic(s).**
   Try to focus these sessions on support (not formal teaching), bringing them necessary information, and discussing what is of interest to the group.
g) Plan to meet with this group on a continuing basis for a minimum of 3 sessions.
h) Ask your preceptor sit in on at least one of your sessions. Request feedback from preceptor and classroom teacher regarding effectiveness of small group session.
i) Written assignment:
   1) Using APA format, write a 3 page paper to include the following:
      - Explain reason for your small group selection and associated health issues.
      - Comment on information/insight gained through interviews with preceptor, teachers, others that helped you in planning small group activities.
      - Justify learner readiness and subject matter as it relates to CDE Health Framework for Public Schools
      - Outline the utilization of small group process/theory.
      - Include at least one or more learning theories that could apply.
      - Comment on Neuman’s System Model with application to teaching.
      - Comment on Ed. Code/district policies that may apply and any steps taken to meet those requirements prior to group discussions, i.e., reproductive organs.
      - Summarize findings from 2 journal/research sources and 1 website search on subject matter planned for discussions (write at least 1 quality paragraph for each). One research article/website search may relate to cultural differences.
      - Describe the steps taken to implement small group activities.
   2) Develop outlines for each session that includes planned activities (1 page each). At the beginning of each outline indicate the date and time session takes place.
   3) Write a post sessions report (total of 2 pages) describing the experience, i.e., the make-up of the group; how group responded to you at the first session and by the final session; issues such as communication effectiveness, group dynamics, problems, quality of open discussion, effective learning activities; final outcomes, such as student learning, behavior or attitude changes.
   4) Include a final paragraph commenting on your own teaching experience, i.e., satisfaction with your teaching effectiveness, things you would change in the future. Include feedback from preceptor/classroom teacher.
   5) When turning in assignment, include handouts and other materials used in small group discussions.
j) Briefly share your experience with classmates on Blackboard Discussion Board, i.e., topic, highlights, outlines, recommendations, other.

Reminder: In completing clinical journaling and written assignments for the course, carefully proof reading is essential. A paper with more than 6 spelling and/or grammatical errors might receive a lower grade or, in extreme cases, a request will be made that student rewrite the paper. Among evaluative criteria employed by the instructor are clarity, neatness, organization, support for ideas expressed, and grammar.
WRITTEN ASSIGNMENTS / GRADING CRITERIA

1. Student Goals and Learning Objectives (Total 5 Pts.)

| Appropriateness (grade/age level, etc.) | 2 |
| Complete and thorough                  | 3 |

2. Newsletter (Total 10 Pts.)

| Appropriateness of subject matter       | 2 |
| Quality of narrative (succinct, interesting, informative) | 4 |
| Creativity/Layout (columns, graphics/clipart) | 2 |
| Self-evaluation (strengths/weaknesses); feedback from readers | 1 |
| Writing skill, neatness | 1 |

3. Student Selected Assignment

Students are to select 1 of the following 2 assignments

a. Health Education Curriculum Proposal (Total 16 Pts.)

| Appropriateness of subject matter/grade level | 1 |
| Insight/analysis of problem and justification for including in curriculum | 2 |
| Application of Neuman Systems Model | 1 |
| Review of literature/research (2 articles/1website search), Learning theories (2) | 2.5 |
| Review district policy, Ed. Code, and Health Framework for CA Public Schools | 1.5 |
| Process for implementation/thoroughness | 3 |
| Teaching Outline completeness | 3 |
| Feedback on teaching effectiveness | 1 |
| Writing skill/APA format | 1 |
**OR**

*b. Aggregate Teaching/Small Group Activity* (Total 16 Pts.)

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain reasons for small group selection and relevant health issues</td>
<td>1</td>
</tr>
<tr>
<td>Understanding/application Small Group Process; at least 1 learning theory</td>
<td>2</td>
</tr>
<tr>
<td>Application of Newman Systems Model and Health Framework for CA Schools</td>
<td>2</td>
</tr>
<tr>
<td>Review/elaborate on appropriate Ed. Code, District policies</td>
<td>1</td>
</tr>
<tr>
<td>Review of literature, 2 journal sources and 1 website (1 quality paragraph for each)</td>
<td>3</td>
</tr>
<tr>
<td>Teaching outline, group activities, handouts, appropriateness of material for group</td>
<td>4</td>
</tr>
<tr>
<td>Evidence of aggregate input, group dynamics</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation of learning outcomes/teaching effectiveness</td>
<td>1</td>
</tr>
<tr>
<td>Writing skill/APA format, teaching outlines shared on Blackboard</td>
<td>1</td>
</tr>
</tbody>
</table>

**4. Clinical Journaling** (Total 14 Pts.)

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough and complete weekly journal entries (1-2 pages q day/6-8 hr. period)</td>
<td>8</td>
</tr>
<tr>
<td>Evidence of interaction with students/faculty/administration in clinical experience</td>
<td>2</td>
</tr>
<tr>
<td>Application of experiences to student’s own school nursing practice</td>
<td>2</td>
</tr>
<tr>
<td>Journal organization, neatness, writing skill</td>
<td>2</td>
</tr>
</tbody>
</table>

**5. Journal Questions** (Total 14 Pts.)

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal questions – Insight and depth of analysis (7 @ 2 points each)</td>
<td>14</td>
</tr>
</tbody>
</table>

**6. Final Narrative Self-Evaluation**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of analysis of clinical experience related to personal growth</td>
<td>2</td>
</tr>
</tbody>
</table>
# Suggested Guidelines for Time Spent in Clinical Practice by Students New to Secondary School Nursing

**Clinical Activity Chart**

<table>
<thead>
<tr>
<th>Activity</th>
<th>80 Hrs.</th>
<th>120 Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health office management/student visits to Health Office</td>
<td>8 to 9 hrs</td>
<td>14 to 16 hrs</td>
</tr>
<tr>
<td>Screening (hearing, vision, dental, scoliosis)</td>
<td>5 to 6 hrs</td>
<td>10 to 12 hrs</td>
</tr>
<tr>
<td>Immunizations (paperwork, clinics, follow-up)</td>
<td>4 to 6 hrs</td>
<td>7 to 10 hrs</td>
</tr>
<tr>
<td>Medications/special procedures</td>
<td>4 to 5 hrs</td>
<td>6 to 8 hrs</td>
</tr>
<tr>
<td>Home visits, parent contacts</td>
<td>3 to 4 hrs</td>
<td>4 to 5 hrs</td>
</tr>
<tr>
<td>Case management, chronic conditions health care/action plans</td>
<td>4 to 5 hrs</td>
<td>8 to 10 hrs</td>
</tr>
<tr>
<td>Other programs, i.e., Special Ed.</td>
<td>4 to 5 hrs</td>
<td>6 to 8 hrs</td>
</tr>
<tr>
<td>Health teaching (classroom, groups, health fair)</td>
<td>4 to 5 hrs</td>
<td>7 to 8 hrs</td>
</tr>
<tr>
<td>Faculty meetings and other school activities</td>
<td>2 to 3 hrs</td>
<td>5 to 6 hrs</td>
</tr>
<tr>
<td>Health assessment, health histories, IEP, 504 work-ups</td>
<td>6 to 7 hrs</td>
<td>7 to 8 hrs</td>
</tr>
<tr>
<td>Meeting attendance, SST, IEP, 504</td>
<td>3 to 5 hrs</td>
<td>5 to 7 hrs</td>
</tr>
<tr>
<td>Record keeping and report writing</td>
<td>3 to 4 hrs</td>
<td>5 to 7 hrs</td>
</tr>
</tbody>
</table>

*Further Use of Clinical Hours*

With approval from preceptor, all students should make every effort to attend at least 2 school nurse in-services during the semester (up to 12 conference hours), and must spend between 6-8 hours involved in community related activities, i.e., visiting health agencies relevant to adolescent health, SARB meetings, and/or other activities relevant to secondary school nursing.
CALENDAR AND INSTRUCTIONS FOR SENDING COMPLETED ASSIGNMENTS

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

B. A grace period of 4 days will follow due date without penalty. Grace period officially ends at 11:59 PM on the date indicated.

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Begins Tuesday</th>
<th>Ends Friday</th>
<th>Send Date</th>
<th>Grace Period Ends</th>
<th>Late Work Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Monday 1/25/10</td>
<td>Friday 2/19/10</td>
<td>Monday 2/22/10</td>
<td>Friday 2/26/10</td>
<td>10% per wk</td>
</tr>
<tr>
<td>II</td>
<td>Monday 2/22/10</td>
<td>Friday 3/19/10</td>
<td>Monday 3/22/10</td>
<td>Friday 3/26/10</td>
<td>10% per wk</td>
</tr>
<tr>
<td>3/8/10</td>
<td>Window of time allotted for mid-term self-evaluation and 3-way conference between clinical instructor, preceptor, and student.</td>
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<tr>
<td>4/16/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>3/22/10</td>
<td>4/23/10</td>
<td>4/26/10</td>
<td>4/30/10</td>
<td>10% per wk</td>
</tr>
<tr>
<td>IV</td>
<td>4/26/10</td>
<td>5/14/10</td>
<td>5/17/10</td>
<td>5/21/10</td>
<td>10% per day</td>
</tr>
</tbody>
</table>

C. Steps to Send Work:

- Work is to be sent electronically through Blackboard using ‘Assignment Drop Off’ which is located in the N187 “Assignments” section.

- Module work sent must have a cover sheet with module title and student identity.

- All module work must be sent as one single document that includes: Clinical journaling, responses to journal questions, and other assignment work as indicated.
Each assignment (clinical journaling, responses to journal questions and other assignment work) must be clearly titled, questions must be restated (10 font, single spaced), and each individual assignment must begin on a new page.

After reviewing student assignment work, the student’s clinical instructor will make comments regarding the work sent in the Assignment Drop Off window provided and in an attachment in that same area. Points will be posted in the student’s online grade book following review (Allow 10-14 days).

If a student has unavoidable circumstances that prevents him/her from sending work on time, that student MUST notify the instructor before the assignment due date. (Points for late work apply)

NOTE REGARDING FINAL GRADE:
A final grade cannot be assigned without BOTH the written assignments and satisfactory completion of the following: (1) The Preceptor checklist, (2) Preceptor Evaluation of Student Clinical Competencies, and (3) Preceptor Evaluation of Student Professional Dispositions. Both clinical competence and written work will be judged in assigning the final grade.
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 secondary level and explains/demonstrates to the preceptor 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.

<table>
<thead>
<tr>
<th>COMPETENCIES / SKILLS</th>
<th>Comment if not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing Health and Wellness Services (Primary Intervention)</td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>Correctly carries out the Nursing Process in problem solving and in caring for preadolescents/adolescent in school setting.</td>
</tr>
<tr>
<td>S2</td>
<td>Demonstrates competency in planning, organizing, and conducting mass screening to detect deviations from norm related to vision, hearing, scoliosis, and Acanthosis Nigricans</td>
</tr>
<tr>
<td>S3</td>
<td>Demonstrates the ability to develop age appropriate health curriculum and competently teach or facilitate a group discussion in keeping with district policy and the Ed Code.</td>
</tr>
<tr>
<td>S4</td>
<td>Correctly identifies relevant community resources for adolescent population and makes appropriate referrals.</td>
</tr>
<tr>
<td>S5</td>
<td>Properly trains/supervises medication administration and procedures carried out by unlicensed personnel.</td>
</tr>
<tr>
<td>S6</td>
<td>Explains insight into importance of campus security and describes issues, i.e., gang activity, weapons on campus, other.</td>
</tr>
<tr>
<td>S7</td>
<td>Demonstrates an understanding for emergency steps in school wide emergencies, i.e., natural disasters, bomb threats</td>
</tr>
<tr>
<td>S8</td>
<td>Utilizes effective communication skills and sensitivity when assisting/counseling with adolescents, families, and staff.</td>
</tr>
<tr>
<td>S9</td>
<td>Identifies appropriate programs/services for students/families with special needs/problems (e.g., mental health, family planning needs, prenatal care).</td>
</tr>
<tr>
<td>S10</td>
<td>Takes leadership role in assisting and referring students and families to appropriate services within the community</td>
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<tr>
<td>S11</td>
<td>Demonstrates ability to promote healthy nutrition and a healthy lifestyle among adolescents and staff through modeling, health promotion, and health education at the secondary level.</td>
</tr>
<tr>
<td>S12</td>
<td>Discusses various health issues associated with different types of athletic activities and nutritional requirements.</td>
</tr>
<tr>
<td>S13</td>
<td>Expresses insight into the role of the SN as a participant in providing coordinated health services and programs at the secondary level to better manage limited resources.</td>
</tr>
<tr>
<td>S14</td>
<td>Describes at least 5 things related to organizing and implementing an overall school health program at the secondary level.</td>
</tr>
<tr>
<td>S15</td>
<td>Demonstrates ability to promote mental health among adolescents and school staff through recognition of need, assessment, counseling, and referral for appropriate services.</td>
</tr>
<tr>
<td>S16</td>
<td>Participates in reporting of suspected child abuse as it relates to unlawful sexual activity/abuse, including date rape. Discusses laws regarding reporting sexual activity among minors.</td>
</tr>
<tr>
<td>S17</td>
<td>Describes signs and symptoms of substance abuse, assessment, reporting, and referral guidelines, and appropriate referral agencies for substance abusers and families.</td>
</tr>
<tr>
<td>S18</td>
<td>Discusses issues associated with adolescent absenteeism and the role of the school nurse in preventing school drop-out. Describes various alternative programs to help teens/young adults complete schooling.</td>
</tr>
</tbody>
</table>

**SNC 2. Providing Direct Client Care Services (Secondary and Tertiary Intervention)**

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
<td>Comments</td>
</tr>
<tr>
<td>S19</td>
<td>Demonstrates ability to provide healthcare services to students and emergency and/or first aid assistance to others in the school setting.</td>
<td></td>
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<tr>
<td>S20</td>
<td>Demonstrates the ability to properly evaluate and manage various types of sports injuries, including acute injuries, makes appropriate referral.</td>
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<tr>
<td>S21</td>
<td>Relates insight into behavioral, emotional, and mental health issues that affect adolescents, uses appropriate counseling techniques and referrals to appropriate professional within the school and community.</td>
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</tr>
<tr>
<td>S22</td>
<td>Describes signs/symptoms of at least 2 types of eating disorders. Given the opportunity, demonstrates appropriate counseling techniques, contacts the</td>
<td></td>
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</tbody>
</table>
correct individuals and refers appropriately.

S23  Describes signs of depression and suicide threat. Demonstrates ability to use appropriate counseling techniques and guidelines regarding sharing confidential information in the best interest of the individual and others. Describes appropriate contacts and referral.

S24  Demonstrates ability to counsel with pregnant teens, with knowledge of confidentiality guidelines, available programs and referral agencies and role of SN in health promotion and discouraging absenteeism.

S25  Describes signs and symptoms of at least 3 types of substance abuse other than alcohol. Describes role of the school nurse in assessment, counseling, and referral to appropriate professionals and services.

S26  Uses the appropriate counseling techniques with students suspected of having an STD, makes referral to appropriate community agency. Discusses issues related to spread of communicable disease.

S27  Demonstrates ability to case manage the multifaceted health related needs of an adolescent, i.e., a pregnant teen – MediCal/insurance, affordable and appropriate healthcare and programs.

S28  Describes role of the school nurse in making sure that students properly take/use medication how/when ordered, including self-carry.

S29  Demonstrates understanding for needs of wheelchair bound individuals and students dependent on other types of health related equipment, i.e. access to facilities, personal assistance needs, body alignment issues.

S30  Describes the role of the school nurse as a member of the school crisis team in planning, responding, and participating in crisis intervention.

<table>
<thead>
<tr>
<th>School Nurse Competencies 3. Professional Management Skills</th>
<th>Excellent = 5 and Poor = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>S31 Demonstrates the ability to use his/her professional knowledge and skills to promote the overall health of the school community.</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

S32 Demonstrates the ability to advocate appropriately with students and others in the school community to promote healthy behaviors and lifestyles among adolescents and staff at the secondary level.

Comments:
S33 | Demonstrates the ability to model evidence-based health care practices in the delivery of school nursing services at the secondary level (research), as well as uses a theoretical base to guide practice.

Comments:

S34 | Communicate effectively in writing and can makes clear oral presentations to a wide variety of audiences.

Comments:

S35 | Demonstrates sensitivity towards adolescent emotional, social, cultural, and developmental needs, as well as the needs of others.

Comments:

S36 | Demonstrates understanding for legal guidelines regarding access to health records, HIPAA, FERPA, and other confidentiality matters, both written and verbal.

Comments:

S37 | Demonstrates the ability to use time effectively, adapt to new and unanticipated situations, and to manage fiscal and personnel resources prudently.

Comments:

S38 | Demonstrates ability to work in a collaborative and collegial manner with others at the secondary level.

Comments:

S39 | Expresses understanding for what is involved in maintaining a comprehensive school health services program.

Comments:

S40 | Demonstrates a global understanding for the role of the school nurse as it relates to school and community.

Comments:

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

- Community/juvenile court school
- Continuation high School
- Drug intervention program
- Health/career fair planning, participation
- School nurse in-services/conferences
- School nurse in-services/conferences
- School nurse in-services/conferences
- Health teaching in a classroom
- Student Attendance Review Board
- Teen pregnancy/parenting program
- Facilitated a small group
- Program for emotionally disturbed
- Faculty/staff in-service, School Council mtg.
EXPERIENCED SCHOOL NURSE PRACTICUM PROJECT PROPOSAL

For students with two full years of school nursing experience at the secondary level

Up to 20 hours of practicum time may be used for a significant project relevant to school nursing. If the full 20 hours are not used for the project, the remaining hours must be spent in other clinical areas to complete the total number of necessary practicum hours for the semester.

A section in the student’s journal must be set aside to keep track of project hours and progress.

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 documentation of progress in your clinical journal of hours spent and progress made. Project journaling is to be titled and separate from other weekly journal entries.
- Include a proposal and justification (see below).
- Include an end product that can be reviewed / evaluated by student’s clinical instructor.

Student Name______________________________

Proposal:

Student Name______________________________
Justification:

Preceptor initial project proposal approval:

(Signature)________________________________________________________________________ Date________________

Preceptor final project review and approved:

(Signature)________________________________________________________________________ Date________________

FAX project proposal to clinical instructor for initial approval. Mail original signed by preceptor to student's clinical instructor along with project summary report and evidence of final product to clinical instructor for final approval.
Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

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

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

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

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

From: Beverly Miller, Program Coordinator

Regarding: School Nurse Employee Enrolled in School Nurse Services Credential Program

(school nurse student) ____________________________________________

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 professional school nurse services.

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 their Professional Clear Credential in order to continue practicing school nursing.

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

The number of hours of clinical experience necessary for a CSUF school nurse student who is employed as a school nurse is eighty hours for each of two semesters. Students work with elementary school age students in the fall semester and secondary students in the spring. The time necessary to complete the practicum hours for a school nurse student amounts to approximately six hours per week. This time should include both morning and afternoon hours for a meaningful experience. There is flexibility with regard to where some time can be spent. For example, school nurse meetings/conferences and community activities may take place during other than school hours, and some leadership activities/experienced school nurse project activities may take place at the student’s school of employment. Note: Students employed as school nurses are automatically given 40 hours credit, those not employed are required to complete 120 hours.

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