

California State University, Fresno
School of Nursing
School Nurse Services Credential Program

NURSING 186
SCHOOL NURSE PRACTICUM
ELEMENTARY

Syllabus

Fall Semester 2019

Leadership for Diverse Communities

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

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

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SCHOOL OF NURSING

Course Number:	Nursing 186 (NURS 186)
Course Title:	School Nurse Practicum - Elementary
Units:	3 Unit Class (Total hours – 135)
Semester:	Fall Semester only – taken concurrently with N184
Delivery:	Class participation online though Canvas/Clinical at school sites
Prerequisites:	Phase 1: Audiometry, Counseling & Mainstreaming Phase 2: N136 Health Assessment for School Nurses N137 Teaching Strategies for the Healthcare Client

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

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Catalog Description:

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

N186 COURSE SCHEDULE, FALL 2018

Thursday 6/13/19	Orientation Day on CSUF campus, McLane Hall, 9:00 A.M. to 4:00 P.M.
Monday 8/19/19	First official day of class
Due Date	Assignments
	<p><u>Hard copies of the following must be mailed or faxed before clinical practicum begins:</u></p> <ul style="list-style-type: none"> • Immediate Supervisor Approval for Employee to act as Preceptor (P101) • Preceptor Vitae, if not already on file with the university (P102) • Preceptor/Student Clinical Contract, signed by both parties (P103) • Experienced School Nurse Project Proposal form, if applicable • University/Agency Affiliation Agreement on file with CSUF School of Nursing
Monday 9/16/19 Weeks 1-4	<p>Module 1: Planning and Development of Student Goals and Learning Objectives</p> <ul style="list-style-type: none"> • Outlined Student Goals and Learning Objectives • Initial journal entries to include the following: <i>Initial meetings with preceptor, first impressions, plans, clinical experiences if begun.</i> • Response to the 1 journal question for Module 1 • Personal contributions to discussion on Canvas: <i>2 quality paragraphs per wk. X 4 wks.</i>
Monday 10/14/19 Weeks 5-8	<p>Module 2: Clinical Experience toward Meeting Goals and Learning Objectives</p> <ul style="list-style-type: none"> • 2nd clinical journal entries. • If applicable, Experienced Nurse Project progress report due • Response to 1 journal question for Module 2 • Personal contributions to discussion on Canvas: <i>3 quality paragraphs per wk. X 4 wks.</i>
10/1/18 to 11/1/18	<p>Mid-Term: Evaluation of Progress toward Goals and Learning Objectives</p> <ul style="list-style-type: none"> • Review/revise Student Goals and Learning Objectives with preceptor and copy to instructor • Schedule 3-way Conference between clinical instructor, preceptor, and student
Tuesday 11/12/19 Weeks 9-12	<p>Module 3: Progressing toward Completion of Goals and Learning Objectives</p> <ul style="list-style-type: none"> • 3rd clinical journal entries. If applicable, Experienced Nurse Project progress report due • Response to 1 journal question for Module 3 • Selected assignment: <i>Health Teaching Plan Outline or Policy/Procedure paper,</i> • Personal contributions to discussion on Canvas: <i>3 quality paragraphs per wk. X 4 wks.</i>
11/25-11/29	Thanksgiving Break
Monday 12/02/19	Case Study: <i>Cross Cultural/Special Ed. Case Study.</i>
Monday 12/9/19 Weeks 13-15	<p>Module 4: Completion of Student Goals and Objectives, Clinical Competencies</p> <ul style="list-style-type: none"> • 4th clinical journal entries. • If applies, Experienced Nurse Project due. • Response to 1 journal question for Module 4 • Personal contributions to discussion on Canvas: <i>3 quality paragraphs per wk. X 4 wks.</i> • Final Narrative Self Evaluation <p><u>The following MUST be emailed or faxed by Dec. 14:</u></p> <ul style="list-style-type: none"> • Student Evaluation of Course (S101) • Student Evaluation of Preceptor Experience (S102) • Preceptor Evaluation of Student Professional Dispositions (P104) • Preceptor Evaluation of Student Clinical Competencies (P105) • Preceptor Checklist of Clinical Skills, initialed & dated by preceptor (P106) • Preceptor Evaluation of Clinical Course (P107)

COURSE OBJECTIVES

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

- Apply Neuman's Systems Model and other appropriate theories in the provision of Elementary School nursing services.
- Incorporate current applicable research into school nursing practice.
- Analyze the components of a comprehensive school health program and contribute to the formulation of school health policies.
- Demonstrate ability to function in the multifaceted role of the school nurse based on legal guidelines and ethical considerations.
- Utilize the nursing process in providing appropriate and culturally sensitive health care to school age children, i.e., develop Individualized Health Care Plans.
- Participate in interdisciplinary collaboration to promote the health, development and educational needs of students.
- Demonstrate ability to promote wellness in students, staff, and parents through health education programs and effective use of community resources.
- Utilize effective communication skills with students, families, and staff.
- Demonstrate ability to function as a member of a school interdisciplinary team to design interventions for children with special needs.
- Demonstrate ability to supervise ancillary school health service personnel.
- Function competently as a manager of health care in the school setting.
- Structure learning activities to meet own individual clinical growth needs.

LEARNING ACTIVITIES

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

COURSE NAVIGATION

To take this course, students must be computer literate, have access to a reliable computer with internet access, and have a CSUF email address. The use of Canvas will be demonstrated at Orientation. For tips on how to be a successful online student, visit <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>.

Computer/Information Literacy Expectations:

Students in this class are expected to:

- *Have the ability to navigate and use Canvas*
- *Have basic information and computer literacy in one of the computer formats (Windows, Macintosh, etc.)*
- *Have ability to use word processing programs (e.g. Microsoft Word); all files must be saved and uploaded in a Microsoft compatible file.*
- *Have ability to create PowerPoint presentations.*
- *Upload files in all of the computer formats (.doc, .docx, .jpeg, .Ppt., .pdg, .xps).*
- *Access and choose appropriate library and other scholarly sources of information.*
- *Search for and find relevant scholarly information effectively.*
- *Be able to paraphrase concepts without plagiarizing.*

STUDENT INSURANCE

The School of Nursing requires each student to carry private health insurance continuously throughout enrollment. Proof of health insurance will be requested by the School of Nursing at the time of enrollment and periodically throughout your course of study. If the student does not have health insurance, they will not be allowed to attend practicum. Effective January 1, 2015.

COMMUNICATION WITH INSTRUCTOR

Email will primarily be used for on-going communication between the student, preceptor, and clinical instructor throughout the semester. Students are strongly encouraged to communicate with their clinical instructor through use of "**Ask the Instructor**" in Canvas. Instructors will be checking this forum frequently. When emailing, the instructor will reply back within 24-48 hours. Email is checked daily, except for weekends. Feedback on assignments is given within 1 to 2 weeks after the due date.

Students may also communicate with their clinical instructor by university email, message telephone, instructor cell phone and through visits to the CSUF office during scheduled appointments. Check with your instructor for their preference.

COURSE REQUIREMENTS

Immunization Requirements BEFORE clinical experience can begin:

- proof of TB test or survey completed after Jan. 1, 2019

Student items that must be on file BEFORE clinical experience can begin:

- RN license (copy). **Keep current throughout practicum experience.**
- Public Health Nurse Certificate (copy) or transcript with Community Health courses.
- Audiologist Certificate (copy)
- CPR certification (copy). **Keep current throughout practicum experience.**
- Preliminary School Nurse Services Credential (copy).

Preceptor items that must be on file BEFORE clinical experience can begin:

1. *Preceptor Vitae or Resume (P102)* - For a school nurse to qualify as a preceptor, he/she must hold a clear School Nurse Services Credential and been employed as a school nurse for a minimum of five full years. If your preceptor has acted in this capacity within the last four years, a new vitae does not need to be submitted.
2. Signed *Student/Preceptor Clinical Contract. (P103)*
3. *Immediate Supervisor Approval of Employee to Act as Preceptor (P101)* must be signed by his/her immediate supervisor before a school nurse can act as a preceptor.

4. **University/Agency Affiliation Agreement** -There must be a signed Student Intern Agreement between CSUF and the school district where the clinical experience will take place before a student can make final arrangements with a preceptor. Email Tabitha Washington (twashington@csufresno.edu) in the CSUF School of Nursing, to verify the existence of an agreement **or** to provide the name, mailing address, email, fax, and telephone number of the responsible administrator or superintendent in that school district with whom an agreement must be made.

Location of Clinical Experience

- Clinical hours start once the instructor gives you permission to start. If you start collecting the hours without approval, you may automatically be failed from the course.
- Clinical hours can be completed at a variety of location but not your current place of employment unless your clinical hours will take place in an area that is totally different from your current work assignment. If difficulties, discuss with your instructor.
- Your preceptor can be a credentialed school nurse from a neighboring district, same district if the district is large, or a direct supervisor with instructor approval. Unfortunately, you cannot count your work hours as your clinical hours for this course.
- Sometimes school nurses need to make arrangements with work to be off or to take a vacation/personal leave day in order to complete clinical hours.
- See the letter to “Immediate Supervisor of Employed School Nurse Credential Program Student” at the back of this syllabus to help explain to your supervisor the need for time away from your work site.

METHODOLOGY

With guidance and counseling from CSUF faculty, students gain knowledge in the clinical setting under the direct supervision of a qualified school nurse preceptor approved by faculty. Students are required to keep a journal of their clinical activities. The practicum includes a rounded experience in Elementary School nursing, i.e., health teaching, counseling, case management of students with acute and chronic health problems, assisting medically fragile; collaborating with other school professionals as a member of the education team, participating in the IEP process; visiting community agencies; attending school nurse in-services and conferences; researching journal articles, websites, district policies, CA codes, federal laws, and with application of Standards of School Nursing Practice as basis for practice; and participation in class discussion on Canvas relevant to clinical issues and experiences.

READING REQUIREMENTS

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

REQUIRED TEXTS AND PUBLICATIONS

Miller, Bev. (2009) Revised 2019. *Nursing 186 Syllabus*. Fresno, CA: CSUF School Nurse Services Credential Program.

Miller, Bev. (2009) Revised 2019. *Nursing 186/187 Preceptor Syllabus*. Fresno, CA: CSUF School Nurse Services Credential Program.

Selectman, J. (Ed.) (2013). *School nursing: A comprehensive text* (2nd ed.). Philadelphia: F.A. Davis company. **(3rd edition coming out July 2019)**

*California Department of Education. (2008). *Health framework for California public schools*. Sacramento, CA: Author. **Free online** at:
www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf

*California Department of Education (2007). *Standards for scoliosis screening in California schools*. Sacramento, CA: Author. **Free download** at:
www.cde.ca.gov/ls/he/hn/documents/scoliosisscreening.pdf

*California Department of Education (2006). *A guide for vision testing in California public schools*. Sacramento, CA: Author. **Free download** at
<http://www.cde.ca.gov/re/pn/fd/documents/finalvisionreport.pdf>

*These documents are currently under review and revision and more current versions should be coming out soon.

Shots for Schools: www.shotsforschool.org/laws/records-forms/
 Offers an overview of immunization requirements.

California School Nurses Organization. *The Green Book: Guidelines for specialized physical healthcare services in school settings*, 2nd Edition. www.csno.org
 (Most district health service supervisors have a CD. Check with them before purchasing because this is an expensive item).

NURS 186, RECOMMENDED TEXTS AND PUBLICATIONS

(Optional)

Students are encouraged to begin creating a nursing library for use throughout their career.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Boynton, Rose W., Stephens, G. R., Pulcini, J. (2009). *Manual of ambulatory pediatrics*. 6th ed. Philadelphia, PA: Lippincott, Williams & Wilkins.

Lewis, K. D. and Bear, B. J.(2008). *Manual of school health, 3rd ed.* NY: Saunders.

National Association of School Nurses. *Delegation of care*. Scarborough, ME: Author. www.nasn.org

National Association of School Nurses. *Scope and standards of professional school nursing practice*. Scarborough, ME: Author. www.nasn.org

California School Nurses Organization (2007). *Communicable Disease flip chart*. Sacramento, CA: Author. www.csno.org

California School Nurses Organization. *First Aid Procedures flip chart*. Sacramento, CA: Author. www.csno.org

On-Demand Educational Webinars from School Health at www.schoolhealth.com/webinars.

- One example is Seeing Eye to Eye with New Vision Screening Requirements: <https://www.schoolhealth.com/webinar-vision-screening-requirements/>

Pharmacology handbook of choice.

Publications of choice from:

- California School Nurses Organization, www.csno.org
- National Association of School Nurses, www.nasn.org
- California Department of Education, www.cde.ca.gov
- California Dept. of Health Services, www.dhs.ca.gov

Order Information:

- Required textbooks available at CSU-Fresno Kennel Bookstore.
- Books can be ordered online at <http://www.kennelbookstore.com>.
- Amazon often has what you need.

Open Educational Resources (OER)

Open educational resources (OER) is a term used to describe “digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research.” There may be resources available to help you with class assignments.

HOURS of PRACTICUM EXPERIENCE	
There are a total of 135 hours in the Practicum Experience Examples of clinical activities are listed below.	
10 hours	Participating in discussion on Canvas Discussion Board. Approximately 40 minutes per week throughout the semester.
3 hours	Three (3) hours set aside for networking outside of Canvas with area support group members, i.e., networking meetings/luncheon or networking lunch with preceptor.
2 hours	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. <i>(The 15 hours above are embedded in the course)</i>
40 hours	Students who are currently employed as school nurses will be credited with 40 hours for their school nursing experience.
For students currently working as a school nurse, the remaining 80 hours are broken down in clinical experience in the field. Examples of clinical activities are listed below.	
12 hours	With preceptor approval, students may attend <i>school nurse meetings, conferences, workshops</i> related to school nursing (up to 12 hours total). These may be district, local, or CSNO meetings. <u>Not to include routine staff meetings related to job.</u>
6 to 8 hours	Additionally, student must spend between 6 and 8 hours in <i>activities involving the community</i> 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.
10 hours Leadership Role OR	Students may spend 10 hours actively pursuing an additional Leadership Role activity related to school nursing. <i>NOT an option for students who choose to complete an Experienced School Nurse Project.</i>
20 hours Experienced Nurse Project	Students with 2 years or more experience in Elementary school nursing may choose to complete an Experienced Nurse Project. This assignment may be completed at the student's work site.

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

- Students *must* complete the full 120 hours under direct supervision of a preceptor.
- Of those 120 hours, students *must* attend a minimum of 3 school nurse meetings, conferences, workshops related to school nursing (up to 12 hours), with preceptor pre-approval. These may be district, local, or CSNO meetings.
- Additionally, students *must* spend between 6 and 8 hours in activities involving the community that are relevant to elementary school nursing, i.e., visits to health referral agencies, participation in community health fairs, migrant clinics, PTA meetings, other. These activities must be with preceptor pre-approval.
- The remaining 100 hours *must* be spent at school sites *working under the direct supervision of a qualified preceptor or his/her qualified school nurse designee. Students with previous school nurse experience of two years or more may consult with coordinator to meet the 80-hour requirement.*

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.

GRADING CRITERIA

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

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

Note: See assignment guidelines for details.

There are no extra credit options. Any grade that falls below a C will not be acceptable for credit and the student will be removed from the program.

All papers are to be APA format. Make up of an assignment is to be arranged with the instructor prior to the due date.

LEADERSHIP ROLE

(For students except those choosing Experienced School Nurse Project)

Students may earn up to a maximum of ten (10) hours for actively pursuing a **Leadership Role** related to school nursing. For example: Presentation of a school nurse issue/or student health concern to a school board, community group, parent group, school staff; a leadership role in a professional or community organization; chairing a school site committee; leadership role in health education; developing a school site plan for disaster/emergency health management; a fund raising activity related to children's health, or participation in legislative advocacy relevant to children's health or school nursing. This leadership role may be one that comes up during the semester. This is NOT an option for students who choose to complete an Experienced School Nurse Project. This activity is designed to assist students who are limited in time away from their worksite.

OR

EXPERIENCED SCHOOL NURSE PROJECT

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

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

Examples of projects:

- Developing a PowerPoint presentation that can be used as a school board presentation, an in-service of staff or presentation to parent group.
- Getting involved in a research project or a survey, i.e., gathering data to determine the need for a program; follow-up activities; etc.
- Involvement in a grant writing project to fund a program/purchase equipment.
- Working on a segment of a coordinated school health and wellness program with another district department; psychology services to develop a program related to school safety or awareness of mental health issues, bullying awareness and prevention, or physical education department to facilitate exercise, nutrition, etc.
- Developing a resource binder of relevant community agencies; planning and carrying out a health fair on campus.

Completion of Experienced School Nurse Practicum Project Proposal:

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

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

Clinical Activity Chart for nurses with limited exposure to school nursing: The following *suggested* guidelines may be helpful in planning student practicum experience but should not limit the student from obtaining hours designed to help meet their goals.

ACTIVITY	80 HRS.	120 HRS.
Health office management: organizational skills, planning, report writing, student visits to health office.	6-8 hrs.	12-14 hrs.
Screening and referral (hearing, vision, scoliosis, dental, other)	6-8 hrs.	12-14 hrs.
Immunizations (paperwork, clinics, follow-up), Communicable disease control and follow-up.	6-8 hrs.	7-10 hrs.
Medications, documentation and confidentiality	4-5 hrs.	6-7 hrs.
Parent conferences	3-4 hrs.	4-5 hrs.
Nursing process, case management of chronic conditions, health care plans, action care plans	6-8 hrs.	14-16 hrs.
Other campus and community programs, i.e., preschool, infant stimulation, classroom visits	5-7 hrs.	6-8 hrs.
Health teaching (classroom, groups, health fairs)	4-6 hrs.	4-6 hrs.
Faculty meetings, school site committee meetings, parent meetings, SARB (Student Attendance Review Board) meetings	3-4 hrs.	8-10 hrs.
Health assessment, health histories, SST, 504, and IEP write-ups	6-8 hrs.	8-10 hrs.
Interdisciplinary collaboration	6-8 hrs.	8-10 hrs.
SST (Student Study Team meetings), 504, and IEP (Individual Education Program meetings)		
Special Ed: Specialized health care procedures, delegation of care, legal/moral issues	4-6 hrs.	8-10 hrs.

The remaining time must be spent at school sites working/ observing/participating in activities under the supervision of the student's preceptor or qualified preceptor designee.

STUDENT GOALS AND LEARNING OBJECTIVES (5 points)

- Goals and objectives MUST be developed with input from the student's preceptor prior to or during the first week of the student's clinical experience.
- The opportunity for the student to create their own goals and objectives is a chance for students to personalize their learning experience. The aim should be a rounded experience in Elementary School nursing.
- Goals and Learning Objectives must reflect areas where experience is needed or, for experienced school nurse students, areas of special interest within course guidelines. The expectation is that goals and objectives will be accomplished before the end of the semester.
- Students are to have *three (3) Student Goals with a suggested three (3) Learning Objectives with three (3) Learning Activities for each goal.* Students need to indicate how each of these goals will be measured to determine learning outcomes.
 - If the student has little or no previous experience in Elementary school nursing, he/she will want to spend time getting a well-rounded experience and may want to broaden his/her insight into the school aged population by spending time observing in a regular and/or special ed. classroom, talking to teachers/ principals/school psychologist; or gaining greater insight into health services by reading through policies and procedure manuals, or learning about coordinated school health programs and other aspects of the school nurse role.
 - If the student has already had experience in regular Elementary School nursing, that student may want to gain some experience in specific areas of interest, i.e., programs related to special education such as working with the medically fragile or with children with behavioral issues; or in other programs such as preschool or early childhood; spending time in a specialty clinic(s) relevant to elementary school aged children, or in a school based clinic. Experienced school nurse students should think globally and develop goals that are challenging and/or go beyond the basic school nurse role.
- Timeline for Developing Student Goals and Learning Objectives:
A rough draft of goals and objectives is to be emailed to the student's clinical instructor for review. The clinical instructor will notify the student if goals and objectives are satisfactory, or if changes are necessary. Student Goals and Learning Objectives should be finalized before the third semester week once the student has begun clinical practice. Once approved, points will be posted in the student's online grade book. The student is to send a finalized copy in Canvas with **Module 1.**

TEMPLATE to be used for Goals and an EXAMPLE of the requirement:

Goal 1	To gain insight into care and medical management of various health conditions and health problems seen among children at the elementary level. <i>(a goal is a very broad statement)</i>	
	Learning Objective <i>(a more specific statement)</i>	Learning Activities <i>(a very specific statement)</i>
A. Describe care and medical management of three chronic health conditions associated with school-age children.		<ul style="list-style-type: none"> • Interview preceptor regarding types of chronic health problems seen in school in elementary school age children. • Discuss with my preceptor and list methods of managing children with chronic health conditions in the school setting. • Provide case management of 5 children who have chronic health conditions over a six-week period with preceptor's supervision.
B. Describe care and medical management of three types of acute health conditions and/or injuries associated with school-age children.		<ul style="list-style-type: none"> • Interview preceptor regarding types of acute health conditions and injuries seen in school in elementary school age children. • Discuss with preceptor and list methods of managing children with acute health conditions and injuries in the school setting. • Assess and care for 20 children with acute health complaints coming into health office over a six-week period with preceptor's supervision.
C. Describe three common conditions and/or communicable diseases that require exclusion from school to prevent spread among the school population and the management of each.		<ul style="list-style-type: none"> • Interview preceptor regarding types of communicable diseases or conditions observed among elementary school age children. • Discuss with my preceptor and detail methods of managing children with communicable conditions and prevention of spread to others. • Screen, identify and refer 10 children with possible communicable conditions over six-week period with preceptor's supervision.
<p>How this goal will be measured to determine learning outcome: Preceptor evaluation of skill and self-evaluation through clinical journaling.</p>		

School nurses with two or more years of school nursing experience at the Elementary Level are expected to be creative in developing their Student Goals.

CLINICAL JOURNAL GUIDELINES (16 Pts)

The purpose of Weekly journaling is three-fold:

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

Examples of the two types of required Journaling:

Example #1 - Documentation of Clinical Time

Student Name

NURS 186 Module 1

Semester Week	Date of Clinical Activity	Hours of Practice	Remaining Hours
3	Sept. 9	6	74
4	Sept. 16	2	72

Summary of Time Spent:

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

Example #2 – Documentation of a meaningful clinical learning experience - Journal Narrative

Within each 6-8 hour period describe **1** meaningful clinical learning experience you gained in that given period of time. Describe the following using the a-b-c-d format:

- a. What you did (steps in the Nursing Process, including personal encounters);
- b. Information sources (preceptor, website, article, policy, code, position statement);
- c. What you learned (a process, skill, method, validation of own practice);
- d. How you plan to use the insight in your own SN practice

9/16/19, 8AM-12N, preceptor's health office:

(a) A kindergartner arrived in the health office with a note from the teacher stating that the child was constantly "scratching". Upon my assessment, the child appeared generally healthy and well nourished. I noted what appeared to be scratch marks on the child's forearms and between the fingers. I suspected scabies. I shared my suspicion with my preceptor. I then called the child's mother and requested that she pick up the child to be seen by her health advisor. I stressed that I would need written clearance from the health advisor before the child could return to school. I further suggested that if other family members were scratching, they also needed to be seen by their health advisor. My preceptor stated that if this is scabies, the mother will be given instructions regarding steps to prevent spread at home, and parents of the other children in the classroom will be notified about possible exposure.

(b) I reviewed the Communicable Disease Manual and the district CD exclusion policy.

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

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

ATTENDANCE

The didactic portion of this class is online and is open Monday at 12:00 a.m. to Sunday at 11:59 p.m. You are expected to participate in online discussion as explained below and check the Announcement section of Canvas frequently. Communication from the instructor will be through your CSUF email and Announcements. If you have made a schedule with your preceptor you are expected to honor that schedule or give them 24-hour notice of change.

Grade of Incomplete (I):

University criteria for an incomplete grade will be followed. The grade of I is only appropriate when the student requesting it has completed a minimum of two-thirds of the work for the course with a passing grade. The instructor of record retains the right to decide whether or not an I grade is appropriate.

CANVAS DISCUSSION BOARD PARTICIPATION (12 Points)

Students should spend approximately 45 minutes per week (ten semester hours) participating in discussion on the Canvas Discussion Board.

Guidelines for Participation:

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

entries of other students. Entries should refer to course texts, credible websites, notes from conferences or other online sources.

- Each paragraph has a point value. If weekly discussion is missed it will have a negative effect on your grade.

ELEMENTARY SCHOOL NURSING QUESTIONS (12 Points)

For each Module, students are to answer one of the following questions using APA format with references cited in one to two pages. Each question should be restated at the beginning of your paper and any text should be referenced in your responses.

Module 1, Weeks 1-4

Locate the job description for the school nurse in your district (scan and include a copy).

Does the job description reflect your expectations? Is it relevant to the school nurse role for today? Are there things you would like to change?

Talk with your school principal about his/her perceptions of the school nurse role. Briefly describe his/her views and contrast with your own perceptions. Take the opportunity to expand his/her understanding of your role and ask for suggestions on how you might better serve the school community. Talk to others, i.e., office staff, teachers, and children about their perception of your role. With this new found insight, what are some steps you will consider taking to promote a realistic view of the school nurse role?

Module 2, Weeks 5-8 (For this module you can count 5 clinical hours)

Provide vision screening for a minimum of one hour under the direction of a credentialed school nurse, your preceptor, or preceptor designee.

Review **A Guide for Vision Testing in California Public Schools** (2005) on the California Department of Education website, or the latest revision:

<http://www.cde.ca.gov/ls/he/hn/documents/visionreport.pdf> and the School Health webinar at www.schoolhealth.com/webinars.

The school vision testing program plays a vital role in the early identification of serious problems that might negatively affect both the health and learning of children.

Review the following and discuss your findings;

Legal basis for vision screening

California Education Code for Vision Screening

California Code of Regulations – Vision Screening

School Health webinar at www.schoolhealth.com/webinars

The National Association of School Nurses Vision and Eye Health

After review of the above, describe the following;

1. Describe the legal basis for vision testing, minimum requirements, who is authorized to conduct testing,
2. Describe and define four common childhood conditions that qualify for referral,
3. Design the perfect vision program including: program objectives, equipment used, recommendations for testing, four optional types of screening, referral and follow-up,
4. Describe the steps you would take to test preschool students, children with special needs, and non-English speaking students
5. What programs are available to provide assistance to students who need glasses?
6. Is there a mandated California State Report for Vision Screening?

Module 3, Weeks 9-12

Discuss the function of a SARB (School Attendance Review Board) with your preceptor. See also CA Ed. Code section 48320-48325 at www.leginfo.ca.gov. Review your district's policy on attendance and referral. What is involved in the process? What steps are taken to improve a student's attendance in your district before a SARB meeting referral is necessary? Discuss school nurse involvement. Looking at the goals and objectives of the SARB process what nursing theory might apply?

Module 4, Weeks 13-15

Go to your district website to identify a knowledgeable person to interview regarding the various sources of revenue that come into your school district (federal, state, county, grants) and how it must be spent, i.e. categorical funds. What percentage of the total budget goes to district health services? Talk to your immediate supervisor, or preceptor, about how that money must be used. What are essential elements in your district and school health services budget; personnel, program supplies and programs? Would you add anything?

(Be sure to read up on budgets prior to your interview to give yourself some background information.)

WRITTEN ASSIGNMENT (12 points)***Student Selected Assignment***

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

Policy/Procedure Paper

- With guidance from student's preceptor or supervisor, evaluate your district's policies and/or procedures related to school health (e.g., communicable disease, emergency care or First Aid, medication at school, safety/environmental health, wellness promotion, etc.)
- Choose a policy/procedure to review in depth that is in need of revision or change. Perhaps there is a new policy/procedure that should be developed.
- Research the medical, legal codes and laws, ethical issues; standards of nursing practice; nursing implications that may relate to the policy/procedure.
- Discuss findings with preceptor and discuss with supervisor.
- Write a draft, or revision of the policy/procedure to share with preceptor/supervisor.
- Write other necessary documents (e.g., memos with recommendations, district forms, letters) to facilitate implementation of the policy/procedure with assistance from your preceptor or supervisor. *Example: Head lice policy could include letters to parents, teachers, forms for re-entry to school, etc.*
- With approval from preceptor and/or supervisor, develop a plan of action for Implementation; include a possible timeline and list steps involved.
- If this involves a new or revised district policy, students need to discuss this with their preceptor and/or supervisor regarding the necessary steps involved in presenting their recommendations to the district Board of Education for consideration of adoption.
- Write a 2 - 4 page paper using *APA format*:
 - Explain why you selected that particular policy or procedure.
 - Write justification for change/new policy or procedure
 - Outline of the process, including steps you will take to present recommendations to supervisor and Board of Education if appropriate.

- Include the following documentation with paper:
 1. Copy of outdated document with changes
 2. Proposed document with recommended changes
 3. Copies of letters, memos, and/or other documentation you wrote to others in presenting your argument and/or in the process of facilitation/ implementation of policy/ procedure.
- On Canvas Discussion Board, share a summary of your proposed policy/procedure, steps you took to implement changes and benefit to your district.
- Send entire assignment electronically with **Module 3**.

OR

Health Teaching Plan and Classroom Presentation
Continued....

Health Teaching Plan and Classroom Presentation

1. Decide on a lesson to be taught in the classroom at a particular grade level.
2. Review the *Health Framework for California Public Schools* by the CA Dept. of Education, to gain insight into grade level expectations.
3. Review sections of the CA Education Code that may apply, i.e., CEC 49426, CEC 51881, CEC 51210, CEC 51820, CEC 51890, CEC 51913, CEC 51550
4. Review teaching/learning theories.
5. Write a 2-4 page paper using APA format addressing the following:
 - Statement of the problem and justification for teaching
 - Justification should be based on review of 2 sources of literature and/or journal research, summarize each source in 1-2 quality paragraphs. Include reference to Ed. Code and district policy as appropriate.
 - Grade level expectations/readiness to learn (based on CA Health Framework)
 - Include one sound teaching/learning theory relevant to target group.
7. Develop a teaching outline using the outline form below.
8. Present the lesson (preferably at a time when your preceptor can be present).
 - Incorporate learner theory based activities (small group, individual expression, worksheets to take home, etc.).
 - Include an appropriate method of learner evaluation followed by outcomes.
 - Note: Actual teaching time counts toward clinical practice.
9. Write a brief Self-Evaluation (1 page or less).
 - Discuss how you think it went, if you held their attention, what unexpected problems you encountered, what you would change, delete, or add.
 - Include feedback from your preceptor / audience.
10. Include a list of resources for teaching materials related to teaching plan.
11. Include copies of handouts or description of visual aids, activities, products, etc.
12. Include learner evaluation tool/documentation.
13. On Canvas Discussion Board share your teaching outline and include resources.
14. Send complete assignment electronically with **Module 3**.

Teaching Plan Outline:

- Date of Implementation
- Topic
- Group
- Main goal of lesson
- Evidence of learner readiness, why need/want to know this information.
- Behavioral objectives for learners (use action verbs)
- Teaching methods (theory-based, lesson activities)
- Setting (Choice of room arrangement—circle, sitting on floor, rows of chairs)
- Materials needed
- Content outline (complete - including introduction, body, and summary)
- Method of learner evaluation
- Final outcome (your impressions)

Cross Cultural / Special Ed. Case Study (16 Points)

The purpose of this assignment is two-fold:

- to gain a broader perspective and more in-depth understanding of the SST (Student Study Team) / IEP (Individual Education Plan) assessment team
- to strengthen cultural understanding

Note: Subject of case study may be a child in the school nurse student's own school nursing practice. Parent conference, assessment time and meeting times count toward clinical hours.

1. Subject of case study should be a child who:
 - a. Is preschool or elementary school age from a different cultural background than your own;
 - b. Needs a health assessment and health history done by the school nurse;
 - c. Was referred to a SST (Student Study Team) with likelihood for the development of a 504 Plan or referral for an IEP (Individual Education Plan) assessment;
 - d. May be a student who has already been referred for an IEP (Individual Education Plan) for assessment with possibility of placement in a special education program.
2. Initial steps:
 - e. Review the student's health record and emergency card;
 - f. Observe child's general health status, check vision and hearing;
 - g. Interview other relevant school site personnel – child's teacher, teacher's aide, bus driver, psychologist, other members of the assessment team;
 - h. Observe the child in the classroom, on the playground, and/or in the lunchroom.
4. Health and Developmental History, Cultural interview:
 - i. Make a home visit if feasible, in the company of another member of the education team, or home liaison, to obtain a health and developmental history or ask the parent to come to the school site to be interviewed (the health history should not be done over the phone). Discuss with the parent/guardian any current health concerns and general cultural behaviors and any cultural issues that may contribute to the child's inability to learn; observe general living conditions that may contribute to the child's learning issues; **obtain written permission from the parent/guardian to obtain/share medical information with the child's physician and/or other appropriate professionals.**
5. In-depth Health Assessment:
 - j. Be sure **parent permission for assessment** has been obtained before proceeding. Use the nursing process to determine a nursing assessment and to design appropriate interventions. A thorough health assessment must include general health status, vision, hearing, dental, dietary habits/nutritional status, etc. If the school nurse student has received training in the use of neurological screening such as a QNST (Quick Neurological Screening) or DDST (Denver Developmental Screening Test), this should also be included in the assessment. An IHP (Individual Healthcare Plan) and/or referral/follow-up on any health problems and nursing interventions must be included.
6. Use of Theories in assessment:
 - k. Use Neuman's Model and/or incorporate a relevant cultural theory/model, i.e., Leininger's Transcultural Theory.
7. Use of Research:

- l. Research two (2) current journal articles and one (1) website source relevant to your case study. Two sources should be specific to health related issues, one specific to cultural differences related to background of subject of case study.
8. SST/IEP Team, school nurse responsibilities:
 - m. Complete appropriate reports/paperwork and submit to SST or IEP team facilitator.
 - n. Share copies of these reports/paperwork with preceptor
 - o. Attend SST/IEP meeting and share findings verbally with team members and family; obtain feedback. Observe process and team/family interaction.
 - p. Follow through on recommendations:
 1. Follow through with team recommendations specific to school nurse role.
 2. Complete paperwork, i.e., health record, other.

Additional insight into IEP process and other relevant information:

- CSNO, The Green Book: Guidelines for specialized physical healthcare services in school settings, 2nd edition.
- Selekman, Janice. *School nursing: A comprehensive text*.
- Lewis and Bear. *Manual of school health*
- School district policy and procedure manual.

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

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

1. Begin with an opening paragraph relating reasons why the subject of your case study was referred to either the SST or IEP team for evaluation/assessment.
2. Discuss findings based on observations/interviews.
3. Discuss observations/information obtained from parent/guardian during home visit.
 - a. *Family/Cultural Assessment*: Cultural background/lineage; family patterns; interaction within the family and with community, i.e., coping skills/stress management/discipline; social support; education/socioeconomic level; cultural patterns/beliefs with regard to roles, health/illness, self-care, dietary habits. Relate cultural family issues to research related to general aspects of that particular cultural background and incorporate a relevant cultural theory.
 - b. *Health and Developmental History*: Pregnancy history; siblings and any health issues; child's developmental history; family history of illness/LH/ADD; child's medical history (current meds, past illness/accidents); and social/interactive patterns (play, friends, classroom/home behavior); family perception of problem, previous interventions, and successes/failures, etc.
4. Discuss findings of other health professionals and school site team members:
 - a. Reports from MD, speech therapist, OT, PT, testing by school psychologist on patterns of school performance, etc.
 - b. Briefly summarize each report in one paragraph or less.
5. Discuss health assessment/Nursing Process:
 - a. Address assessment indicators.
 - b. Incorporate research findings relevant to medical diagnosis.
 - c. Determine a nursing assessment.

- d. Develop a nursing plan, nursing actions/interventions to share with team at meeting, IHP, etc.
 - e. Indicate how plan will be implemented and evaluated.
 - f. Incorporate **Neuman's Systems Model** related to nursing interventions.
 - g. Use standardized language in write up.
 - h. Scan or summarize school nurse written report for SST or IEP team.
6. Briefly describe the IEP legal process and timelines for signatures and meetings.
 7. Describe the SST / IEP experience, the meeting, your participation:
 - a. Your role and thoughts regarding the process;
 - b. What you did well and/or areas of weakness;
 - c. How were you perceived as a member of the team;
 - d. Family member's role and comfort with process, response to you.
 8. **Share key points about your case study with classmates on Canvas Discussion Board in a forum that will be provided.**

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

INSTRUCTIONS FOR SENDING COMPLETED ASSIGNMENTS

- Journaling and other assignment work is to be sent through Canvas 'Assignment Drop Off' located in the NURS 186 'Assignments' section.
- All journaling, journal questions, and other assignment work due at the same time must be sent in **ONE complete document**. The document should have a title page indicating module number and student's name. Journal questions must be restated prior to responses. Work within the document must be clearly titled and sequentially organized. Students should ALWAYS KEEP A COPY of work sent!
- Clinical instructor will post comments and points in the student's online grade book in Canvas (Allow 14 days).
- If unavoidable circumstances prevent a student from sending work on time, that student MUST notify the instructor before the assignment due date.

Academic Integrity: *All instances of cheating, plagiarism, copyright infringement or other inappropriate behavior can result in dismissal from the program. Plagiarism is defined as the act of taking ideas, writing, etc. from another source and passing them off as one's own. This includes cutting and pasting Internet documents and resources into assignments, sharing answers on assignments, falsifying documents and submitting assignments previously prepared for other classes even if done by the same student. Refer to the University policies for further information.*

All written work including papers and discussion board postings may be submitted for computerized review to detect plagiarism.

QUALITY OF WRITTEN WORK:

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

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

Module	Begins Monday	Ends Friday	Due Date		Late Work Deduction
1	8/19/19	9/13/19	9/16/19 11:59 p.m.	.	10% per wk.
2	9/16/19	10/11/19	10/14/19 11:59 p.m.		10% per wk.
3	10/14/19	11/8/19	11/12/19 11:59 p.m.	.	10% per wk.
12/02/19	Cross-Cultural Special Ed Case Study				
4	11/12/19	12/6/19	12/9/19		10% per day

Last day to turn in papers – December 12, 2019

MID-TERM PROGRESS CHECKPOINT (5 points)

- Mid-Term Evaluation of Student's Goals and Learning Objective.*
Between the 7th and 8th week of the semester (or during the month of October), students are to sit down with their preceptor to discuss progress toward achieving goals and objectives. At this time, if necessary, changes may be made in goals, learning objectives and/or learning activities to benefit the student's learning experience. Changes could relate to a developed interest in another area, need to change/drop a learning activity related to lack of opportunity or time issue, etc.
- Mid-Term Written Self Evaluation.*
In preparation for a mandatory 3-way conference between clinical instructor, preceptor, and self, students are advised to **write a brief Mid-Term Self Evaluation** which may be incorporated into the student's clinical journaling. The purpose is for the student to reflect on progress made and plans for further activities to meet goals and objectives.
- Mid-Semester Mandatory Three-Way Conference: (5 Points)*
Between the 7th and 10th week of the semester, students are to arrange a 3-way telephone 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, and contact information.

FINAL NARRATIVE SELF EVALUATION (2 Points)

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. Include the following:

- a. Attainment of goals and objectives
- b. Areas of major learning and insight
- c. Strengths, new skills, improvements
- d. Changes, what you would have done differently
- e. Comments regarding practicum experience

FINAL DOCUMENTATION / EVALUATION

The student's preceptor will use the Preceptor Checklist and other evaluation tools in the Preceptor Syllabus as a guide to assisting the student in structuring clinical experiences in the elementary setting. These same tools should be reviewed at mid-term before the required 3-way conference between student, preceptor, and clinical instructor. Student and preceptor are to review these tools again at the end of the student's clinical experience. Throughout the semester, students are to communicate frequently with their preceptor regarding progress made with Student Goals and Learning Objectives.

NOTE REGARDING FINAL GRADE

A final grade cannot be assigned without BOTH the written assignments and a satisfactory completion of the following:

Student Evaluation of Course (S101)

Student Evaluation of Preceptor Experience (S102)

Preceptor Checklist of Clinical Skills (P106),

Preceptor Evaluation of Student Clinical Competencies (P105),

Preceptor Evaluation of Student Professional Dispositions (P104)

Preceptor Evaluation of Clinical Course (P107) should also be sent at the end of the semester

Both clinical competence and written work will be judged in assigning the final grade.

GRADING CRITERIA FOR WRITTEN ASSIGNMENTS

1. Student Goals and Learning Objectives (Total 05 Pts.)

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

2. Student Selected Assignment

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

a. Policy / Procedure Paper (Total 12 Pts.)

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

OR

b. Health Teaching Plan and Presentation (Total 12 Pts.)

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

3. Cross Cultural – Special Ed. Case Study (Total 16 Pts.)

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

4. Clinical Journal (Total 16 Pts.)

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

5. Journal Questions (Total 12 Pts.)

7 Journal questions / thoroughness, depth of analysis	12
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6. Final Narrative Self Evaluation

Quality of analysis of clinical experience related to personal growth	02
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California State University, Fresno
School Nurse Services Credential Program

EXPERIENCED SCHOOL NURSE PROJECT PROPOSAL

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

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

This project must:

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

Student Name _____

Proposal:

Justification:

FAX project proposal, signed by preceptor, to clinical instructor for initial approval. (559) 228-2168.

Preceptor project proposal approval:

(Signature) _____ Date _____

After project is completed, the original, with final preceptor signature, is to be sent to instructor.

Final project review by preceptor:

(Signature) _____ Date _____

CALIFORNIA STATE UNIVERSITY, FRESNO
School of Nursing

S 102 – STUDENT EVALUATION OF PRECEPTOR EXPERIENCE

Semester/Year **Fall 2019 - Elementary**

Preceptor Name: _____

School District: _____

1. Rate the value you place on the assistance you received in developing your Student Goals and Learning Objectives and planning your clinical experiences. (5 highly valuable, 1 of little value)

5 4 3 2 1

2. Rate the value you place on the mentoring and supervision you received during your practicum experience. (5 highly valuable, 1 of little value)

5 4 3 2 1

3. Rate the value you place on the assistance you received in accomplishing your goals and learning objectives and in completing the checklist of school nurse competencies. (5 highly valuable, 1 of little value)

5 4 3 2 1

4. Rate the value you place on the quality of your student/preceptor working relationship. (5 highly valuable, 1 of little value)

5 4 3 2 1

5. How strongly would you recommend this preceptor to future credential program students? (5 very strongly, 1 not recommend)

5 4 3 2 1

Comments

Student Name _____ Date _____

CALIFORNIA STATE UNIVERSITY, FRESNO
School of Nursing
S101 –STUDENT EVALUATION OF COURSE
Semester/Year Fall 2019

Course Name, N186, School Nurse Practicum Elementary

Overall rating of this three-unit course. To respond place an asterisk (*) after no. selection.

Excellent 5 4 3 2 1 Poor

Aspects of the course which have been most valuable to you:

Suggested changes that would enhance your learning. Please be as specific as possible:

Name (optional) _____

University Policies

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 the Henry Madden Library, Room 1202 (278-2811). For University Policy refer to: <http://www.fresnostate.edu/studentaffairs/ssd/policies/>

Honor Code

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” For University Policy refer to: <http://www.fresnostate.edu/studentaffairs/division/general/univhonor.html>

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 includes 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 (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). For University Policy refer to: <http://www.fresnostate.edu/studentaffairs/studentconduct/conduct/cheating.html>

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](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). 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 an 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." For University policy refer to: <http://www.fresnostate.edu/studentaffairs/studentconduct/conduct/disruptive.html>

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California State University, Fresno
 School of Nursing
 School Nurse Services Credential Program
 2019-2020

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

Regarding (student) _____

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

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

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

Thank you for working out a schedule that will meet the needs of both your school district and that of your school nurse. Having a fully credentialed school nurse benefits your district and will bring assurance of ongoing qualified school nursing services.

Sincerely,

Barbara S. Miller, MSN, RN, PNP
 Patricia Gomes, M.Ed., RN, PHN
 Program coordinators

For questions contact Barbara Miller at barmiller@csufresno.edu or Patricia Gomes at pgomes@csufresno.edu.