

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

**NURS 187**  
**School Nurse Practicum II**  
**Syllabus**

**Spring Semester 2020**

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**Leadership for Diverse Communities**

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

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Revised BSM 1/2020- Important note: This syllabus is subject to change due to unforeseen circumstances. Written substitution will be provided should this occur.

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## CSUF SCHOOL OF NURSING

<b>Course Number:</b>	NURS 187
<b>Course Title:</b>	School Nurse Practicum II - Secondary
<b>Units:</b>	3 Units,
<b>Grading:</b>	Letter - A, B, C, D, F (students must maintain C average)
<b>Semester:</b>	Spring Semester only
<b>Delivery:</b>	Class participation online through Canvas/clinical at school sites
<b>Prerequisites:</b>	CDDS 125 Audiometry for School Nurses, Audiometrist's Certificate NURS 136 Health Appraisal NURS 137 Teaching Strategies for the Healthcare Client COUN 174 Introduction to Counseling 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:**

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### **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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## NURSING 187 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 the 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 to meet 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 secondary level is involved in curriculum evaluation and development, health teaching, and health promotion for students and staff.
9. Describe the role of the school nurse in communicating effectively and working with students and families of culturally different 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 to 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 NAVIGATION

To take this course, students must be computer literate, have access to a reliable computer with internet access, and maintain a CSUF email address. Canvas will be used in the same manner as N186. 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 check this forum frequently. Emails will receive a response 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 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 (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. (P203)*
3. *Immediate Supervisor Approval of Employee to Act as Preceptor (P201)* must be signed by his/her immediate supervisor before a school nurse can act as preceptor.

4. **University/Agency Agreement** -There must be a signed Affiliation 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 in the CSUF School of Nursing, at [tabithaw@csufresno.edu](mailto:tabithaw@csufresno.edu) to verify the existence of an agreement **or** to provide the name, mailing address, email, fax, and telephone number of the responsible administrator or superintendent in that school district with whom an agreement must be made. Tabitha will make contact with the identified individual.

### 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 187 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.

Seleckman, J. (Ed.) (2019). *School nursing: A comprehensive text (3<sup>rd</sup> ed.)*. Philadelphia: F.A. Davis company. ISBN:978-0803622098

\*California Department of Education. (2019). *Health education curriculum framework for California public schools*.

Sacramento, CA: Author. Visit [www.CDE.ca.gov](http://www.CDE.ca.gov)  
(Currently under revision)

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

\*California Department of Education (2006). *A guide for vision testing in California public schools*. Sacramento, CA: Author. **Free download** 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 or available now.

Shots for Schools: [www.shotsforschool.org/laws/records-forms/](http://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*, 2<sup>nd</sup> Edition. [www.csno.org](http://www.csno.org)

- (Most district health service supervisors have a CD. Check with them before purchasing because this is an expensive item).

## NURS 187, 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* (6<sup>th</sup> ed.). Washington, D.C.: Author.

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

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

National Association of School Nurses. *Delegation of care*. Scarborough, ME: Author. [www.nasn.org](http://www.nasn.org)

National Association of School Nurses. *Scope and standards of professional school nursing practice*. Scarborough, ME: Author. [www.nasn.org](http://www.nasn.org)

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

California School Nurses Organization. *First Aid Procedures flip chart*. Sacramento, CA: Author. [www.csno.org](http://www.csno.org)

On-Demand Educational Webinars from School Health at [www.schoolhealth.com/webinars](http://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](http://www.csno.org)
- National Association of School Nurses, [www.nasn.org](http://www.nasn.org)
- California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov)
- California Dept. of Health Services, [www.dhs.ca.gov](http://www.dhs.ca.gov)

### Order Information:

- Required textbook and optional items available online at Amazon and other vendors.

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.

**NURS 187 COURSE OUTLINE, SPRING 2020**  
**Assignment and Due Dates**

Friday 1/17/20	<b>First day of class for university</b>
<b>Documents Due</b>  Monday 2/3/20	Fax (559-228-2168) or mail following documents: <ul style="list-style-type: none"> <li>• Immediate Supervisor Approval for SN to act as Preceptor (<b>P201</b>)</li> <li>• Preceptor vitae if not already on file with university (<b>P102</b>)</li> <li>• Student/Preceptor Contract for <b>spring</b> semester (<b>P203</b>)</li> <li>• Verify University/Agency Affiliation Agreement is on file with CSUF School of Nursing</li> </ul>
2/3/20	<ul style="list-style-type: none"> <li>• Student Goals and Learning Objectives – email instructor for approval</li> </ul>
<b>Module I Due</b>  Monday 2/10/20  Weeks 1-4	<b>Module I: Planning and Development of Student Goals and Learning Objectives</b> <ul style="list-style-type: none"> <li>• Finalized Student Goals and Learning Objectives sent with other Module I work</li> <li>• Experienced School Nurse Project Proposal (2 or more years at secondary level)</li> <li>• Initial clinical journal entries</li> <li>• Response to 1 journal question</li> <li>• Contributions to discussion posted on Canvas, 2 quality paragraphs per wk. x 4 wks. =8.</li> </ul>
<b>Module II Due</b>  Monday 3/9/20 Weeks 5-8	<b>Module II: Clinical Experience toward Meeting Goals and Learning Objectives</b> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> clinical journal entries (may include optional Mental Health Tips summary)</li> <li>• Response to 1 journal question</li> <li>• If applicable, first Experienced School Nurse Project progress report/journaling due</li> <li>• Contributions to discussion posted on Canvas, 2 quality paragraphs per wk. x 4 wks. = 8 paragraphs.</li> <li>• <i>Newsletter/Web page</i> placed on Canvas Discussion Board</li> <li>• <i>Schedule three-way conference...</i></li> </ul>
3/2/20- 3/30/20 Weeks 7-10	<b>Mid-Term: Evaluation of Progress toward Student Goals and Learning Objectives</b> <ul style="list-style-type: none"> <li>• Meet with preceptor to review progress toward student Goals and Objectives</li> <li>• 3-Way Conferences, includes clinical instructor, preceptor, student</li> </ul>
April 3-12	<b>Spring Break</b>
<b>Module III Due</b>  Monday 4/20/20  Weeks 9-12	<b>Module III: Progressing toward Completion of Goals and Learning Objectives</b> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> clinical journal entries (may include optional Mental Health Tips summary)</li> <li>• Response to 1 journal question</li> <li>• Student contributions to discussion on Canvas, 2 quality paragraphs per wk. x 4 wks. =8</li> <li>• <i>Health Ed. Curriculum/Teaching or Aggregate Teach/Small Group Activity paper</i> Share key elements of curriculum development/teaching experience on Canvas.</li> </ul>
<b>Module IV Due</b>  Monday 5/11/20  Weeks 13-15	<b>Module IV: Completion of Student Goals and Objectives, Clinical Competencies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> clinical journal entries (may include optional Mental Health Tips summary)</li> <li><input type="checkbox"/> Response to 1 journal question</li> <li><input type="checkbox"/> Final Narrative Self Evaluation</li> <li><input type="checkbox"/> Contributions to discussion on Canvas.</li> </ul> <p style="text-align: center;"><b>Final Documents to be turned in no later than May 15, 2020</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student Evaluation of Course (<b>P201</b>)</li> <li><input type="checkbox"/> Student Evaluation of Preceptor Experience (<b>P202</b>)</li> <li><input type="checkbox"/> Preceptor Evaluation of Student Professional Dispositions (<b>P204</b>)</li> <li><input type="checkbox"/> Preceptor Evaluation of Student Performance, secondary (<b>P205 Secondary</b>)</li> <li><input type="checkbox"/> Preceptor Checklist of Clinical Skills (<b>P206</b>)</li> <li><input type="checkbox"/> Preceptor Evaluation of Clinical Course(<b>P207</b>)</li> </ul>

**Note: Those who have completed all coursework requirements and two full years of school nursing practice are eligible to apply for their Clear Credential. For information [contact Sherri Nakashima, credential analyst at sherrin@csufresno.edu](mailto:sherrin@csufresno.edu)**

### 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 Canvas Discussion Board sharing clinical experiences.

### GRADING CRITERIA

A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = 59% and below.  
Students must maintain a C average to remain in the program.

### ASSIGNMENTS / EVALUATION

Assignment	Points
Student Goals and Learning Objectives	5
Clinical Journaling	14
Health Ed. Curriculum and Teach <b>or</b> Teaching Aggregate/Small Group Activity	16
Clinical Journal Questions	16
Newsletter	10
Canvas Clinical Discussion participation	12
3-Way conference/communication between student, preceptor, and instructor.	5
Preceptor Evaluation of Student Competencies with/without Exp. SN Project *	20
Narrative Self-Evaluation of Clinical Learning Experiences	2
Total Points	100

\*Preceptor evaluation of student competency includes completion of mandated clinical time.

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 must be arranged with the instructor prior to the due date.

### 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.

### HOURS OF PRACTICUM EXPERIENCE

<b>For students currently working as a school nurse, the required 80 hours are broken down in clinical experience in the field. Below are examples of clinical hours.</b>	
<b>12 hours</b>	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>
<b>6 to 8 hours</b>	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.
<b>10 hours Leadership Role OR</b>	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>
<b>20 hours Experienced Nurse Project</b>	Students with 2 years or more experience in Elementary school nursing may choose to complete an Experienced School Nurse Project. This assignment may be completed at the student's work site.
<b>12 hours for completion of Mental Health Tips webinars</b>	New for 2020 we are offering 12 clinical hours for completion of Mental Health Training Intervention for Health Providers in Schools (MH-TIPS) through the University of Maryland School of Medicine. This is an optional choice.

<b>There are a total of 135 hours in the Practicum Experience. Below are examples of clinical hours.</b>	
<b>10 hours</b>	Participating in discussion on Canvas Discussion Board. Approximately 40 minutes per week throughout the semester.
<b>3 hours</b>	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.
<b>2 hours</b>	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>
<b>40 hours</b>	Students who are currently employed as school nurses will be credited with 40 hours for their school nursing experience.

## **Mental Health Training Intervention for Health Providers in Schools (MH-TIPS) Optional**

Each year, students in our program state that they feel ill prepared to deal with mental health issues while a large portion of the students they see are seeking help for a mental health issue during the second semester that focuses on adolescent issues. This year, we are encouraging students to take a training offered by a collaboration of the national Center for School Mental Health at the University of Maryland School of Medicine in partnership with the NASN and the Center for Mental Health Services in Pediatric Primary Care at the Johns Hopkins Bloomberg School of Public Health. The program available to students at no cost is the **Mental Health Training Intervention for Health Providers in Schools (MH-TIPS)**. This is an in-service training developed to help school nurses and other health providers feel better equipped to deal with emotional and behavioral difficulties that interfere with learning.

The online training allows participants to work at their own pace. Participants can view training modules, download materials, view video tips from experts, and explore related links, all from one central site.

At the site of this training you will find three modules; Foundations for Practice, Skills and Practice 1 and Skills and Practice 2. At the completion of these modules there is a test and when successfully completed it provides you with a certificate of completion.

This semester, as a trial, we are offering 12 hours of clinical time for completion of the three modules provided you submit your certificate of completion to your instructor. This is a perfect way to gain hours for those of you who have difficulty leaving your school sites. You are also able to obtain continuing education hours through the site.

This option is available to you, however, you can not complete it and a School Nurse Project. You will need to choose which one you want to complete.

The module can be found at <https://mdbehavioralhealth.com/training>. You will need to complete a short registration for access to the training.

You are expected to write a short summary of each module using the ABCD format and include it in your clinical journal. Print out and copy the final certificate of completion and submit to your instructor to receive credit. Journal entries can be submitted with any of the four Modules.

## **LEADERSHIP ROLE - Optional**

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

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

**EXPERIENCED SCHOOL NURSE PROJECT - Optional**  
**(School Nurses with 2 or more years of secondary school nursing experience)**

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

*Examples of projects:*

- Developing a PowerPoint presentation that can be used as a schoolboard presentation, an in-service of staff or presentation to parent group, etc
- 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 grant writing project to fund a program/purchase equipment, etc
- Working on a segment of a coordinated school health and wellness program with another district department, i.e., food services/administration to get vending machines removed from campus, or psychology services to develop a program related to school safety, 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; etc.

*Completion of Experienced School Nurse Project Proposal:*

1. Project proposal must include a statement justifying the project, timelines for its completion within the semester, and the preceptor's initials signifying approval. A copy of completed form is to be sent to clinical instructor with **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.*

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

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

### Nurses Currently Employed as Public Health Nurses:

- ✓ Nurses who are employed by a health department or other community agency will be given 20 hours of credit toward their clinical practice leaving 100 hrs. remaining.

### GUIDELINES FOR TIME SPENT IN CLINICAL PRACTICE BY STUDENTS **NEW** TO SECONDARY SCHOOL NURSING (SUGGESTED CLINICAL ACTIVITY CHART)

ACTIVITY	80 HRS.	120 HRS.
Health office management/student visits to Health Office	10 hrs.	14 hrs.
Screening (hearing, vision, dental, scoliosis)	8 hrs.	14 hrs.
Immunizations (paperwork, clinics, follow-up)	6 hrs.	14 hrs.
Medications/special procedures	8 hrs.	10 hrs.
Home visits, parent contacts	4 hrs.	8 hrs.
Case management, chronic conditions health care/action plans	8 hrs.	10 hrs.
Other programs, i.e., Special Ed.	6 hrs.	10 hrs.
Health teaching (classroom, groups, health fair)	8 hrs.	10 hrs.
Faculty meetings and other school activities	6 hrs.	8 hrs.
Health assessment, health histories, IEP, 504 work-ups	6 hrs.	8 hrs.
Meeting attendance, SST, IEP, 504	6 hrs.	8 hrs.
Record keeping and report writing	4 hrs.	6 hrs.

#### *Further Use of Clinical Hours*

With approval from preceptor, all students should make every effort to attend at least 2 school nurses 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.

### 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 Secondary 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. It is expected 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 also need to indicate how each of these goals will be measured in order to determine learning outcomes.

If the student has little or no previous experience in Secondary school nursing, (includes middle school and high school) spend time at both the middle and high school level for a global perspective of secondary education. The student will want to make an effort to become familiar with the district Policy and Procedure Manual, spending some time observing in a special education classroom and in other specialty programs.

If the student has experience in Secondary School nursing, they may 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, a mental health unit, programs for pregnant and parenting teens; working with a NP in a school site clinic dealing with adolescent health issues/sports injuries; spend time with an athletic trainer; become involved in planning a coordinated school health program; visiting community programs/agencies that are relevant to secondary school nursing, etc.

#### **Timeline for Developing Student Goals and Learning Objectives:**

Email a rough draft of goals and objectives 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. Send a finalized copy in Canvas with **Module 1.**

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

<b>Goal 1</b>	To gain insight into care and medical management of various health conditions and health problems seen among students at the secondary level. <b>(Very Broad Statement)</b>	
<b>Learning Objective (Less Broad Statements)</b>		<b>Learning Activities (Very Specific Statements/Use Action Verbs)</b>
A. Describe 5 common health problems associated with adolescents at the secondary level.		<input type="checkbox"/> <b>Interview</b> preceptor regarding the most common health problems associated with adolescents. <input type="checkbox"/> <b>Review</b> at least two valid sources of information related to each of these identified conditions. <input type="checkbox"/> <b>Interview</b> 2 students in each of the identified categories of common health problems for insight into self-care issues, management concerns, attitudes, and/or self-esteem concerns and document findings.
B. Describe the assessment process used by the secondary school nurse in evaluating various health problems at the secondary level.		<input type="checkbox"/> <b>Observe</b> preceptor using the Nursing Process in determining and caring for an adolescent who may be diagnosed with one of the common health problems. <input type="checkbox"/> <b>Interview</b> preceptor regarding IHPs/Emergency care plans/504s that could be used in meeting the health care needs of a student diagnosed with a common health problem. <input type="checkbox"/> <b>Conduct</b> health assessments, with preceptor guidance, on at least 10 students with complaints related to the conditions noted above and document findings.
C. Determine screening methods used by the secondary school nurse to detect health problems in students at the middle school/ high school levels.		<input type="checkbox"/> <b>Review</b> and list sections of Ed Code related to mandated screening of students in grades 7-12 for insight into screening grade levels and guidelines. <input type="checkbox"/> <b>Interview</b> preceptor regarding steps in planning for the different types of mass screening, screening techniques, rescreening, referral, and paperwork involved and document findings. <input type="checkbox"/> <b>Assist</b> preceptor in conducting 2 different types of mass screening in at least 2 secondary grade levels, and document experience.
<b>This goal will be measured to determine learning outcome by:</b> Preceptor evaluation of skill, clinical journaling and self-evaluation.		

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

## MID-TERM PROGRESS CHECKPOINT

### ***Mid-Term Evaluation of Student Goals and Learning Objectives:***

Between the 7<sup>th</sup> and 11<sup>th</sup> 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 has opened up or the experience is unavailable.

### ***Mid-Semester Three-Way Conferences: (Point value, 5)***

Between the 7<sup>th</sup> and 11<sup>th</sup> 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, and phone numbers. Distance learners are to arrange a time for a 3-way telephone conference. Instructors are able to use Zoom videoconferencing for these meetings if you are interested.

## 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

## CLINICAL JOURNAL GUIDELINES (14 PTS.)

Journaling begins with the first preceptor meeting to plan practicum experience.

A. 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.

B. Within each 6-8-hour period, list general practicum experiences. Using the steps in B2 or B3 below, *describe 1 meaningful clinical encounter or insights you gained in each 6-8-hour period of time.*

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 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.*

### Examples of the two types of required Journaling:

#### Example #1 Documentation of Clinical Time

Student Name  
NURS 187  
Module 1

Semester Week	Date of Clinical Activity	Hours of Practice	Remaining Hours
3	2/10/20	4	76
3	2/12/20	3	73
4	2/14/20	1.5	71.5

#### *Summary of Time Spent:*

4 hours screening middle school students for scoliosis  
3 hours managing health office traffic with preceptor  
1.5 hours reviewing district policies and procedure manual

#### 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:

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

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

*Tuesday, 2/9/19, 9:00 a.m. – 12:00 p.m. (Screening middle school students)*

- I spent 3.5 hours at my preceptor's middle school assisting with scoliosis screening of 7<sup>th</sup> and 8<sup>th</sup> grade students. My preceptor informed me that she had coordinated with the P.E. teachers at the beginning of the semester and sent 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 at 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.
- 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 learned that it was very important to prepare students on what they should 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 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, etc. If clinical practice has been started prior to the third week more extensive journaling should be included. For 80 clinical hours, **10 write-ups** are expected over the semester.*

### **SECONDARY SCHOOL JOURNAL QUESTIONS (16 points total)**

The following questions relate to different aspects of your secondary school nursing practice or preceptor experience. Response to each question should be 1 to 4 pages with references cited (APA format). Responses to journal questions should be titled and written up separate from clinical journal entries.

#### **Module I, Weeks 1-4**

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? What is different about organizational methods and time management in the secondary setting?

#### **Module II, Weeks 5-8**

Review **Standards for Scoliosis Screening in California Public Schools (2007)** on the California Department of Education website; [www.cde.ca.gov/ls/he/hn/index.asp](http://www.cde.ca.gov/ls/he/hn/index.asp) What is scoliosis and how does it impact learning? Design a scoliosis program for your district that includes the following: program objectives, characteristics of an effective program, legal basis for scoliosis screening, who can provide screening, what might be recommended student education components? Describe screening technique and criteria for referral. What are psychological considerations, privacy and confidentiality considerations? What are elements of parental notification? What could you do if there is student refusal? What follow-up might be needed for a student diagnosed in the school setting to facilitate school participation? What are potential programs in your area that could provide assistance to students who need treatment? Is there a California State Mandated Report? This question will require a longer write up than the other journal questions.

#### **Alternative Journal Question for Module II (for those no longer conducting scoliosis screenings)**

In 2016 the United States Department of Health and Human Services Office states that “approximately one out of five adolescents have a diagnosable mental health disorder, and nearly one third shows symptoms of depression”.

List the most common adolescent mental health disorders in your district.

Describe warning signs/symptoms of each concern. What nursing and district team interventions do you use in your district?

What prevention and early intervention services are available in your district and community?

Do you believe that stigma regarding mental health disorders inhibits some adolescents and their families from seeking help?

Describe community resources for on-going care.

Is it difficult to actually access care (availability of resources, transportation, insurance, time of available appointments, cultural respect)?

## **Journal Questions continued**

### **Module III, Weeks 9-12**

Discuss alternative programs for adolescents and young adults within your district. What community programs exist for students with mental health issues, pregnancy issues, substance abuse, etc.? Take an opportunity to find out about these programs. Make a site visit to at least one program in your district. Share your findings.

### **Module IV, Weeks 13-15**

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.

## **CANVAS DISCUSSION BOARD PARTICIPATION (12 PTS.)**

In Nursing 187, Students should plan to spend approximately 45 minutes per week participating in discussion on Canvas. This includes reading time as well as writing time.

**Note: A forum, "Ask the Instructor," will be available for students to ask questions of their instructor.**

### **Guidelines for Participation:**

- ✓ The time spent on the discussion board may be broken down into increments 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 and discussions.
- ✓ Week 1-2 – students are free to get acquainted with the Canvas program.
- ✓ Week 3 - The clinical instructor will open bi-monthly forums on the Discussion Board with suggested topics/prompts for discussion. Students will 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.
- ✓ Guidelines for discussion beginning with 3<sup>rd</sup> week:
  - Rule of thumb, 2 paragraphs per week spread over several topic areas
  - A paragraph is described as one opening sentence, at least 3 supporting sentences, and a closing sentence.
  - Discussions will be monitored by clinical instructor
  - Students are graded on their quality as well as minimum quantity of participation.
  - 1 of the 2 paragraphs should be in response to a classmate's posting.

## WRITTEN ASSIGNMENTS

### **Newsletter/Webpage (Due with Module II) (Point Value 10)**

- ✓ Develop a one or 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. In lieu of a newsletter, a webpage can be developed following the same guidelines.
- ✓ For Spring 2020, as part of a grant, we are focusing on dental health for adolescents. Resources will be provided for you to use to create the content of your newsletter and two webinars will be provided by February 1<sup>st</sup> to give additional information. More info will be posted in Announcements. The length of time for webinars can be counted as clinical time.
- ✓ 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 of information should 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, etc.*
- ✓ Students should 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 by the student's preceptor, and permission must be obtained from the school principal or designee.
- ✓ Post your newsletter on the N187 Canvas in the forum created for that purpose or share the link to your webpage.
- ✓ When submitting 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, feedback from preceptor, fellow professionals and/or recipients of the newsletter.

### **Health Education Curriculum Proposal and Teach OR the Aggregate Teaching/Small Group Activity (Due with Module III) (Point value, 16)**

- a) Speak with your preceptor and school site teachers 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 or PE teacher 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 2-4-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 Ed Content Standards* (2009) or the *Health Framework for California Public Schools*, 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 (1/2 page). Discuss impressions/successes/things you would do differently.
- i) Share teaching outline and sources with classmates on Canvas.

**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 they need this information
- Setting/room arrangement
- Materials (visual aids, A-V, handouts, etc.)
- Content outline including introduction, body, and summary

\*Note---this outline should be complete (basic information, but in outline format).

Another SN or teacher who is familiar with the subject should be able to give the presentation using this outline. A content outline that consists of main topics 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

*Teaching time only may be subtracted from clinical hours*

OR students may choose to do:

**The Aggregate Teaching/Small Group Activity** (Point value, 16)

- a) Check with preceptor, psychologist, counselor, teachers, others for help in locating 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.
- b) Group size should be approximately 6-12 students. **It is best to utilize an already-existing group.** Plan early for this assignment and 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
  - Two 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
  - 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 rather than 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 **3sessions**. (If 3 sessions is an impossibility discuss with your instructor)
- h) Ask your preceptor to sit in on at least one of your sessions. Request feedback from your preceptor and classroom teacher regarding effectiveness of small group session.

**Small Group Written assignment:**

- a. Using APA format, write a 2-4-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 *Content Standards*.
  - 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
- b. 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.
- c. Write a post sessions report 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.
- d. 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.
- e. When turning in assignment, include one or two of the most important handouts and other materials used in small group discussions.

Briefly share your experience with classmates on Canvas Discussion Board. Include your outline, resources and describe your experience.

**Reminder:** In completing clinical journaling and written assignments for the course, careful proofreading is essential. A paper with more than 6 spelling and/or grammatical errors may 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. Rewritten papers returned after the grace period will be considered late.

## 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's Systems Model	1
Review of literature/research (2 articles/1 website 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.)

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

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

Thorough and complete weekly journal entries (1-2 pages q day per 8 hr. period)	8
Evidence of interaction with students/faculty/administration in clinical experience	2
Application of experiences to student's own school nursing practice	2
Journal organization, neatness, writing skill	2

### 5. Journal Questions (Total 16 Pts.)

Journal questions – Insight and depth of analysis (4 @ 4 points each)	16
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### 6. Final Narrative Self-Evaluation

Quality of analysis of clinical experience related to personal growth	2
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## CALENDAR AND INSTRUCTIONS FOR SENDING COMPLETED ASSIGNMENTS

- A.** Assignments are due on Mondays according to the course outline. After that time, a 10% reduction in grade will be given for each week overdue.
- B.** For Module IV, there is a 10% reduction in grade for **each day overdue**.
- C.** Steps to Send Work:
- Work is to be sent electronically through Canvas 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 (12 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 Performance*, and (3) *Professional Dispositions*. Both clinical competence and written work will be judged in assigning the final grade. Make sure to remind your preceptor to turn these in as soon as they are completed and before the deadline.

Additional final documents include Student Evaluation of Course, Student Evaluation of Preceptor Experience and Preceptor Evaluation of Clinical Course. These items do not affect final grade.

## N187 PRECEPTOR CHECKLIST OF SKILLS AND COMPETENCIES (SECONDARY P206)

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.

<b>Providing Health and Wellness Services (Primary Intervention)</b>					
				<b>Preceptor Initials</b>	
		Met		Date	Comment if NOT met
		Y	N		
S1	Correctly carries out the Nursing Process in problem solving and in assessing and caring for preadolescents/adolescent students in the school setting.				
S2	Demonstrates competency in planning, organizing, and conducting mass screening to detect deviations from norm related to vision, hearing, scoliosis, and Acanthosis Nigricans				
S3	Demonstrates the ability to develop age appropriate health curriculum/lesson plan and competently teaches or facilitates a group discussion(s) in keeping with district policy and the Ed Code.				
S4	Correctly identifies relevant community resources for adolescent population and makes appropriate referrals.				
S5	Properly trains/supervises medication administration and procedures carried out by unlicensed personnel.				
S6	Explains insight into importance of campus security and describes issues, i.e., gang activity, weapons on campus, other.				
S7	Demonstrates an understanding for emergency steps in school wide emergencies, i.e., natural disasters, bomb threats				
S8	Utilizes effective communication skills and sensitivity when assisting/counseling with adolescents, families, and staff.				
S9	Identifies appropriate programs/services for students/families with special needs/problems (e.g., mental health, family planning needs, prenatal care).				
S10	Takes leadership role in assisting and referring students and families to appropriate services within the community				
S11	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.				
S12	Discusses various health issues associated with different types of athletic activities and nutritional requirements.				
S13	Expresses insight into the SN role in participating in the development and execution of coordinated health education programs and screening programs, keeping socio-cultural issues and budget constraints in mind.				
S14	Describes at least 5 things related to organizing and implementing an overall school health program at the secondary level.				
S15	Demonstrates ability to promote mental health among adolescents and school staff through recognition of need, assessment, counseling, and referral for appropriate services.				
S16	Participates in reporting of suspected child abuse, including that which relates to unlawful sexual activity/abuse, including date rape. Discusses laws regarding reporting sexual activity among minors.				
S17	Describes signs and symptoms of at least 3 types of substance abuse, assessment steps, reporting and referral guidelines, and an appropriate referral agency(s) for substance abusers and support group(s) for families.				
S18	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.				

<b>SNC 2. Providing Direct Client Care Services (Secondary and Tertiary Intervention)</b>						
		Met			Comments	
		Y	N			
S19	Demonstrates ability to provide healthcare services to students and emergency and/or first aid assistance to others in the school setting.					
S20	Demonstrates the ability to properly evaluate and manage various types of sports injuries, including acute injuries, makes appropriate referral.					
S21	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.					
S22	Describes signs/symptoms of at least 2 types of eating disorders. Given the opportunity, demonstrates appropriate counseling techniques, contacts the 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 pregnant teens, with knowledge of confidential guidelines, cultural issues, insight into assistance programs and agencies, and to promote healthy behaviors and school attendance.					
S25	Describes the emergency steps taken by school administrators/personal and the school nurse in the unlikely event of a natural disaster in your area. What outside agencies that could be involved? (earthquake, flood, fire)					
S26	Uses the appropriate, confidential and culturally sensitive counseling techniques with students suspected of having an STD, makes referral to appropriate community agency. Discusses issues related to possible contacts.					
S27	Demonstrates ability to case manage the multifaceted health related needs of an adolescent and/or family i.e., financial assistance, appropriate services, and relevant programs, while keeping socio-cultural issues in mind.					
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 and assistance, i.e. learning materials, access to facilities, toileting, 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 a crisis intervention at school.					
<b>School Nurse Competencies 3. Professional Management Skills</b>						
		<b>Excellent = 5 and Poor = 1</b>				
		5	4	3	2	1
S31	Demonstrates leadership and the ability to use professional knowledge, skills, and ethical decision making to promote health among students and staff at the secondary level.					
Comments:						
		<b>Excellent = 5 and Poor = 1</b>				
		5	4	3	2	1
S32	Demonstrates the ability to work creatively with others in the school community within the public education system to promote healthy behaviors and lifestyles among adolescents and staff at the secondary level.					
S32 Comments:						
S33	Demonstrates the ability to model evidence-based healthcare practices in the delivery of school nursing services at the secondary level (research), as well as to use a theoretical base to guide practice.					
Comments:						

		Excellent = 5 and Poor = 1				
S34	Discusses legal guidelines and gives examples in school nursing practice as they relate to HIPAA, FERPA, IDEA, confidentiality, student rights, health ed.					
Comments:						
S35	Demonstrates the ability to work well with adolescents as evidenced through a show of sensitivity towards their emotional, social, cultural, and developmental needs.					
Comments:						
S36	Expresses understanding for what is involved in creating and maintaining a comprehensive school health services program at the secondary level.					
Comments:						
S37	Demonstrates a global understanding for the role of the school nurse as it relates to school and community, i.e. collaboration, communication, use of resources.					
Comments:						
S38	Demonstrates ability to work in a collaborative and collegial manner with others at the secondary level.					
Comments:						
S39	Demonstrates the ability to communicate effectively in writing and verbally, and make clear oral presentations to a wide variety of audiences.					
Comments:						
S40	Demonstrates the ability to use time effectively, adapt to new and unanticipated situations, and to manage fiscal and personnel resources prudently.					
Comments:						

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

<input type="checkbox"/> Community/juvenile court school	<input type="checkbox"/> School nurse in-services/conferences
<input type="checkbox"/> Continuation high School	<input type="checkbox"/> Program for emotionally disturbed
<input type="checkbox"/> Drug intervention program	<input type="checkbox"/> Faculty/staff in-service, School Council mtg.
<input type="checkbox"/> Health/career fair planning, participation	<input type="checkbox"/> Student Attendance Review Board
<input type="checkbox"/> School nurse in-services/conferences	<input type="checkbox"/> Teen pregnancy/parenting program
<input type="checkbox"/> Health teaching in a classroom	<input type="checkbox"/> Facilitated a small group

*Practicum time must add up to 80 hours for a student currently employed as a school nurse, 120 hours for a student not currently employed in school nursing, and 100 hours for a practicing PHN.*

**Preceptors must approve the following student activities away from direct supervision:**

- Time spent by school nurse student in a leadership activity/project not specified in Student Goals and Learning Objectives (max. 10 hrs.)
- *An Experienced School Nurse Project.* Preceptor must sign off on completion (max. 20 hrs.). Points earned for a completed project will be determined by the student's clinical instructor following review.
- Time spent participating in community activities, visiting agencies and/or programs (6-8hrs.)
- School nurse workshops/conferences (10-12 hrs.)

**Preceptor Evaluation of Student Performance**

**P205 Secondary**

*Please complete the following related to hours:*

No. of hours spent under your <b>direct</b> supervision (or qualified designee’s supervision) providing health services at a school site?	
No. of hours spent with your guidance in completing a leadership activity or Ex SN Project?	
No. of hours spent with your recommendation participating in community activities/SN meetings?	
Completed required number of clinical hours.	
Total Number of Hours	

Taking all practicum activities into consideration, rate the total performance of this student. **Be advised that this rating factors into the student’s grade.**

	Excellent	Very Good	Good	Fair	Poor
Circle no.	5	4	3	2	1

List areas in which the student may need further mentoring/experience:

Would you recommend this student for credentialing? Yes \_\_\_\_\_ No \_\_\_\_\_

Additional comments:

**Preceptor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Completed evaluation must be faxed or mailed to clinical instructor after a preceptor conference with student to discuss outcomes of practicum experience and before the end of the semester. Fax completed evaluation forms to the attention of the clinical instructor at (559) 228-2168; or mail to the attention of the clinical instructor to CSU-Fresno School Nurse Services Credential Program, California State University, Fresno, School of Nursing, Central California Center for Excellence in Nursing, 1625 E. Shaw Ave., Suite #146, M/S OF126, Fresno, CA 93710

### EXPERIENCED SCHOOL NURSE PROJECT PROPOSAL

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

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

This project must:

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

Student Name \_\_\_\_\_

Proposal:

Justification:

Preceptor project proposal approval

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

Final project review by preceptor:

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

FAX project proposal, signed by preceptor, to clinical instructor for initial approval at (559) 228-2168. After project is completed, the original, with final preceptor signature, is to be mailed to instructor.

CALIFORNIA STATE UNIVERSITY, FRESNO  
School of Nursing  
**P201 –STUDENT EVALUATION OF COURSE**  
Semester/Year **Spring 2020**

**Course Name: N187, School Nurse Practicum Secondary**

**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) \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, FRESNO

School of Nursing

**P 202 – STUDENT EVALUATION OF PRECEPTOR EXPERIENCE**

Semester/Year **Spring 2020 - Secondary**

**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

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

## **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](http://www.fresnostate.edu/studentaffairs/division/general/univhonor.html)

### **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>

### **Copyright Policy**

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California State University, Fresno  
 School of Nursing  
 School Nurse Services Credential Program  
 2020-2021

To: Immediate Supervisor of Employed School Nurse Credential Program Student  
 From: Barbara Miller and Patricia Gomes, Program Coordinators  
 Regarding: School Nurse Employee Enrolled in School Nurse Services Credential Program

Regarding (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 (80) 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 outside of 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, resulting in 80 hours remaining.

For questions contact your student's instructor or the program's practicum coordinator:  
**Barbara Miller:** [barmiller@csufresno.edu](mailto:barmiller@csufresno.edu)