

CSU Fresno, School Nurse Services Credential Program

	N186 Discussion Topics	
1.	Weeks 3 and 4 Job descriptions	<ul style="list-style-type: none"> * Is your job description realistic given the time you have at a given school site? * Is it relevant to what should be expected of the school nurse today? * Were you surprised at what is/is not expected of you in your SN role? * What would you add or remove? * Were you someone who discovered that a job description did not exist?
2.	Opening days/weeks of the school year.	Share tips and organizational tactics you use in the beginning of the school year. How do you keep the stress level down? First things first, share how have you organized your calendar for the first few days, weeks, first month? Feel free to share the simplest ideas that made a difference. This is an opportunity for those of you with several years of school nursing practice under your belts to help those newcomers.
3.	Pertussis – are you prepared?	<p>Following are some suggestions for discussion:</p> <ul style="list-style-type: none"> * Steps taken to prepare for the inevitable? Types of precautions in place. * How well faculty, staff, students, parents have been prepared. * Attitudes of teacher, students, parents - fearful, calm, feeling prepared * What do you do with a child who presents with pertussis symptoms in the health office? * How is exposure handled in the classroom? * Possible number of cases seen - symptoms, seriousness, hospitalizations. <p>What you share will be of interest to classmates!</p>
4.	Sharing confidential health information	<p>Suggested areas in which to share:</p> <ul style="list-style-type: none"> * How is confidential information shared with teachers in your schools? * How are office personnel kept informed and prepared to respond to an emergency? * Reasons why confidential health "lists" should not be used. Or reasons why they should? * How is confidentiality maintained in electronic communications, phones, faxes? * Where do teachers keep confidential information to be shared with substitute teachers? * How are playground personnel kept in the loop? * How much and what should be shared and with whom? <p>These are questions that students should also ask their preceptors.</p>

5.	Support systems	<p>Importance of connections, communication, collaboration, and cooperation!</p> <p>Who are the key people at the school site that the school nurse needs to connect with in the beginning of the school year and why? Experienced nurses, share tips that will help the brand new school nurse begin to make those important connections. Why are these connections so important to the school nurse?</p>
6.	Topic of your choice	<p>Have a topic or a problem that you would like to discuss? Open a new thread, give it a short title, and begin.</p>
7.	Weeks 5 and 6 Student populations and related health issues	<p>Share insight into the ethnicity of your school population(s). What are the most common health problems you see within these populations? Select one of the outstanding health problems in a given population and discuss ways that you, as the school nurse, are making a difference, or planning to make a difference, in helping these children, i.e., participating in/initiating a coordinated school health program, health education, referral, etc.</p>
8.	Managing asthma in the school setting	<p>What steps do you as the school nurse take to safeguard children with asthma and the possibility that an emergency situation could occur in the classroom, playground, or on a fieldtrip? Discuss collaborative efforts, safeguards you have in place, paperwork, how medication is handled, etc. Comment on issues related to self administration of medication. Consider sharing a serious or life threatening incident that may have happened at one of your schools and how successfully it was handled.</p>
9.	Legal and ethical issues	<p>Can a non-health professional, i.e., school administrator/employer, direct a school nurse to implement a decision or perform an activity that is outside the scope of nursing practice or that the school nurse determines is unsafe and potentially harmful to students?</p> <p>How should the school nurse respond to such a request?</p> <p>The answer to this question requires understanding of the distinction between the word <i>supervision</i> used in the context of employee performance and employment law, and <i>supervision</i> used in the context of nursing practice and nursing law. In this case the reference is to the latter.</p> <p>Note: So that the school nurse stands on firm footing, it is important that he/she have a knowledge and clear understanding of the legal guidelines for school nursing practice: Nurse Practice Act, CA Ed. Code and other state laws and federal laws; and Standards of Nursing Practice. Other valuable guides are the CSNO/NASN Position Statements that reflect best practice.</p>

		<p>Legal and ethical issues, continued</p> <p>Important websites to know about and use:</p> <ul style="list-style-type: none"> • www.leginfo.ca.us • www.csno.org • www.nasn.org • web links for CA Nurse Practice Act • course text – Selekman
10.	Neuman systems theory	<p>The Neuman Systems Model is used by the CSUF School of Nursing in all aspects of nursing practice. In addition, Neuman's fits nicely into school nursing.</p> <p>Give an example of how you would use the model in helping a child or family in your school nursing practice.</p>
11.	Presenting at faculty meetings	<p>It is suggested that experienced school nurses share tips on what could/should be shared at a faculty meeting early in the school year. For those of you who have done this before, share your experience, preparation, appreciation by faculty, issues/problems encountered. There may be someone who has a presentation outline or a PowerPoint that he/she would be willing to share with new school nurses.</p>
12.	Weeks 7 and 8 Strategies for helping families/successful home visits	<p>It is very important to have a strategy in mind for helping children and families. A well-planned home visit can be most helpful in gaining the cooperation of a parent in working with school personnel to ameliorate problems at schools. There is nothing that is more eye opening than a home visit. A parent is much more apt to share confidential information with you in person than over the phone. Before responding to this prompt go to the Course Documents for tips on working with distressed families and planning a meaningful home visit. Discuss your experiences with making home visits.</p>
13.	School district policies	<p>Review your district Policy/Procedure Manual. Are the policies and procedures relevant to school nursing today? Is there a policy that you believe should be revised or perhaps there is one that should be developed? A good one to review is the Pediculosis policy. Have you shifted to a "no live lice" policy? Speak with your preceptor for insight into the orderly steps that need to be taken to revise or create a new policy and share your findings.</p>
14.	CSNO/NASN Position Statements	<p>While position statements are not laws, discuss their importance in school nursing practice. How much weight might they carry in a court of law? Comment on one or more that you have referred to in confirming/defending/validating decisions you have made in your school nursing practice in the past, under what circumstances, and with whom?</p>

		Visit the CSNO website at www.csno.org and/or the NASN website at www.nasn.org , to review the position statements. If you are not a member, you may not be able to access these.
15.	Oral Assessments	How do you promote oral health among the students in your school? What is your role in oral health assessment programs? Is there a correlation between good oral health and successful academics?
16.	Acanthosis Nigricans	<p>Screening for Acanthosis Nigricans is not a state mandatory requirement. There was a section of the Ed Code that referred to a window of time in which school districts could choose to screen for it, but that window of time is gone. However, AN screening is still something that school nurses may choose to incorporate during scoliosis screening (if they are doing scoliosis screening).</p> <p>Reflect on your own school nursing practice, or talk to your preceptor about the percentage of students he/she has seen who have been identified as having this telltale sign of insulin resistance. What success have school nurses had in referring these students to physicians who have taken the findings seriously and acted on them? Comment on the value of AN screening. What is the latest research saying about AN?</p>
17.	CHDP Physicals and parent compliance/reports	<p>Review the sections of the Ed Code related to state mandated first grade physicals. Discuss your success with regard to encouraging parents to comply with screening requirements. Include availability of services, barriers to compliance for parents, can/do you exclude? How about exclusion policies in your school district and resistance to exclusion policies by administrators? Share ways that you work with parents to help them find affordable healthcare and/or affordable insurance in order to obtain healthcare. How easily should the school nurse give in to waivers signed by parents? Feel free to share the percentage compliance rate for CHDP physicals in your district. Share reporting requirement.</p> <p>See Ed. Code sections 49450, 49451 and 49452 related to physicals. See also 49455.</p>
18.	Weeks 9 and 10 Health promotion for teachers and staff	Discuss programs and steps that you have taken, or your preceptor has taken in his/her school district, to promote a healthy lifestyle and health awareness among teachers and staff. Discuss results of any surveys that you may have created. What are the areas of interest on the part of teachers and staff? What programs have realistically worked and haven't worked? How can the use of theory help you with health promotion? (See Health Promotion Theoretical Concepts, in 'External Links' here in N186 for changing health style behaviors)

19.	California Code of Regulations	Now that all of you have become familiar with the CA Education Code, keep in mind that there are other laws to consider as well that relate to school health and guide school nurse practice. For example, the CA Code of Regulations (online access). Go to External Links here in N186 and click on Title 5 - Education. Spend a little time looking through that section and share some new insights that you gained.
20.	Rare and unusual health conditions	Every school nurse has or has had children in his/her caseload with rare health conditions that have proven to be challenging. Share your experiences, i.e., healthcare plans, emergency plans, need for health related education, collaboration within the school and community, cooperation, and understanding on the parts of classmates, teachers, staff, and families. Share your experiences with classmates.
21.	Using evidence-based practice	School nurses cannot rely on intuition, unsystematic observations, and pathophysiologic rationale in providing appropriate care, but must use research and evidence to guide clinical decision making. Thus, evidence-based practice combines the current research-based evidence with clinical expertise and client preferences to make a decision about approaching the care for a specific child or adolescent. How do you apply current research based evidence with your clinical expertise and client (child/parent) preferences to make decisions about the care you provide in your school nursing practice? Give some examples.
22.	Theories and models in school nursing	Not only should school nursing practice be based on research, it should also be based on sound theory. Give at least one example of caring for a child or working with a family in which you used a theory, or a combination of theories, in meeting the needs of that child/family. Examples of types of models/theories: Stress and Coping, Self-Care, Adaptation, Transcultural Nursing Model, a growth and development theory, Family Systems Theory. See Selekman text and/or a website search to find an explanation of a theory or theories you are interested in using.
23.	Weeks 11 and 12 Learning theory and teaching methods	Before you plan to teach a health lesson to a group of school age students, you must decide on a workable learning theory and effective teaching methods for your target learner population. Following is Danielson's Constructivist Learning Theory (Selekman, pp. 137-138). Read through the brief description that follows, as well as Constructivist teaching strategies found at http://en.wikipedia.org/wiki/Constructivist_teaching_methods (Links to an external site.) Explain how you could apply this theory and teaching methods to your target population of learners. Consider reviewing CDE <i>Health Framework for CA Public Schools: Kindergarten through Grade Twelve</i> for appropriate subject matter and learner readiness for your chosen age group.

24.	Effective communication in difficult situations	Discuss ways that you successfully handle difficult situations, i.e., an irate parent, an unreasonable request by an administrator, a difficult child? How do you defuse a situation? Share what works and does not work in communication that can make a difference with teachers, administrators, students, even your family members.
25.	Breaking down cultural barriers	<p>* Share your personal experience in breaking through cultural barriers with children and families in your school nursing practice. What works best or didn't work with children and families you serve?</p> <p>* Share some unique insights that you gained as a result of interviewing an individual or family from a cultural background other than your own.</p> <p>* If you read, or are currently reading, Ann Fadiman's <i>The Spirit Catches You and You Fall Down</i>, briefly describe the insight you gained from reading the book. Will this insight change your approach to cultural differences in the future?</p>
26.	Gifted and talented kids and programs	What types of programs do you have in your school districts for those gifted and/or talented children who need more challenging learning opportunities? Who are those children? Discuss potential health problems, behavioral issues that you have encountered in your school nursing career in this population, or as a parent of a gifted child. What about those kids who are gifted, yet may have learning disabilities?
27.	Weeks 13 and 14 Working with the medically fragile student.	<p>Consider sharing insight into a complex and/or unique case related to a medically fragile child in your school nursing practice. Include medical management, case management issues, issues related to equipment, administration of medication, UAPs, working with parents and staff, etc.</p> <p>Comment on infection control in the classroom related to current fears regarding MRSA, Pertussis or the common cold. What realistic steps are being taken to ensure that surfaces, toys, etc. are being cleaned between use by children in a classroom? Comment on types of cleaning solutions used. What are you doing to reinforce the importance of handwashing among students and staff?</p>
28.	DNAR – do not attempt to resuscitate	Share district policies, orders, procedures, attitudes, specific steps to take that should be in place to meet the child's immediate needs and those that may be present at the time. What exactly do you understand regarding the kind of care that a child should receive in the event of an untimely death where a DNAR order is in place? Can a school district refuse to honor a DNAR? Review the CSNO/NASN Position Statements regarding DNAR and Selekman's, "Do Not Resuscitate Orders in Schools". Discuss the role of the school nurse.

29.	Mental health issues in young children	Selekman deals with mental health concerns among school age children, i.e., anxiety disorders and mood disorders. The school nurse is frequently the first health professional who sees one of these children. In counseling with a child who appears to have a mental health issue, what is the most important goal for the school nurse? For added insight read Selekman's Chapter on Mental Health Concerns. What has been your experience with attempting to help these children? Discuss steps involved and outcome.
30.	Community nursing practice model	The Community Nursing Practice Model, or Public Health Model, is explained in Selekman. Familiarize yourself with this model with application to your own school nursing practice.
31.	Highlights of case studies	Share aspects of your case studies that you learned from and may be of benefit to your classmates.
32.	School nurse leadership roles and projects	Share key elements of the leadership role that you held as a school nurse or member of the education team or community; or key elements of your Experienced School Nurse Project. Feel free to attach items that may be of interest and/or useful/meaningful to classmates.
33.	GATE Program challenges	Gifted and talented students may need your help. Visit this site for resources: https://www.familyeducation.com/school/coping-giftedness/9-challenges-facing-gifted-children-how-you-can-help . Write up new information you may have gained.
	N187 Discussion Topics	
34.	Weeks 3 and 4 Planning your school year at the secondary level	Discuss the way in which the school nurse might plan his/her school year at the secondary level. What are some things that need to be included on the SN calendar and when? Comment on how you deal with frequent interruptions and emergencies. If you have not worked at the secondary level previously, pose questions to experienced classmates, review Selekman for ideas, and talk to your preceptor about how he/she plans and schedules time throughout the year.
35.	Interdisciplinary collaboration	Who are the various faculty/staff members and other professionals and non-professionals the school nurse may encounter or collaborate with at the secondary level? Is the school nurse seen as equally important as a member of the education team? If you have a background experience in school nursing at the secondary level, at the middle school level and/or high school level share your insights.

36.	School nurse visibility	What are some ways that the busy school nurse at the secondary level can make him/herself more visible in a positive way with regard to faculty, staff, students, and community? You may want to discuss this with your preceptor for more ideas.
37.	Most common health problems	What, in your opinion, are the most common health problems seen at the secondary level? Have you noticed students from specific ethnic groups with greater numbers of similar health issues/complaints? How about those "frequent flyers?" Discuss time issues and routine steps taken to assess health complaints of students coming into the office. Experienced school nurses, consider sharing your insight into traffic control and office management issues.
38.	Maintaining and sharing confidential information	This is a tricky subject for elementary education but I think it becomes even more complex at the secondary level. Students in the secondary level usually have several teachers in the school day so the "need to know" circle widens. Additionally, students are nearing adulthood and are old enough to make their own healthcare related decisions, whether we agree with them or not. Some students may even reach the age of 18 where they have additional rights to consent or decline to their own medical care. Further still, some students attend many off-campus activities through music programs or sports programs, which also increases the size of the circle for individuals who could potentially give care. Share your thoughts.
39.	Weeks 5 and 6 Symptoms of substance abuse	Challenge yourself! Take a few minutes to go online and learn more about substances/drugs that are known to be used in your area. Pick one to discuss, i.e., signs and symptoms specific to that substance that a school nurse should be aware of when suspecting abuse. Don't be caught off guard when that school counselor comes into your office and asks you to "take a look at this student and tell me what you think." I encourage those of you with experience in identifying substance abuse to share your insight. Consider sharing a case scenario.
40.	Substance abuse; Prevention and treatment programs	What types of programs do you have in your schools and/or community that address substance abuse prevention? How about types of treatment programs in your communities? Comment on the effectiveness of these programs. Once you suspect a student of substance abuse, with whom do you consult and/or refer that student? Discuss your paper trail and referral process. How do you approach a parent when you suspect substance abuse? What type of disciplinary action do school administrators take? Where do you document this sensitive information? Has your preceptor seen an increase or decrease in abuse since hydrocodone combination products were reclassified to the more restrictive Schedule II of the U. S. Controlled Substances Act? Note: Consider visiting a treatment facility in your area for added insight. This may also be a topic to discuss with your preceptor.

41.	Mandated screenings at secondary level	Discuss screening at the secondary levels (middle school and high school). Review the Education Code section(s) and share your insight to be sure that you understand the who, what, where, and when screening should take place. There is actually a little confusion in this area, particularly at the high school level. Those of you who have planned and carried out screening before, share your wisdom, i.e., scheduling issues, screening techniques, equipment, best location, etc. How about paperwork and personnel needed? Who should be doing the screening? Comment on issues related to re-screening and follow-up.
42.	Community resources for secondary students	Share information on some of those community services/agencies in your area that you use on a regular basis when referring adolescents and their families. Are those services only local or are there branches in other areas of the state? Feel free to share websites that you also find useful as a source of valuable information in your school nursing practice.
43.	Valuing diversity in schools and community	Discuss lifestyle and behavioral issues related to diversity on your secondary campuses. Do you see students of one cultural background mingling comfortably with students from other cultural/ethnic backgrounds? Or, do "like" students tend to cluster together? What types of programs do you have at your schools that encourage recognition and appreciation for the various cultural/ethnic groups? Do these programs/events make a lasting difference? What are things that the school nurse can do to encourage more appreciation for cultural/ethnic differences among students?
44.	What about the flu?	What is happening in your area with regard to signs of the flu? Are flu clinics still going strong? How about level of precautions in your own school nursing practice? If not flu, what health problems are keeping kids out of school?
45.	Share what you learned at the CSNO conference	If you attended the CSNO conference, share aspects of one of the breakout sessions or keynote speaker that you found beneficial to your school nurse practice.
46.	Weeks 7 and 8 An ethical quandary or problem	An ethical problem in school health has one or more of the following six characteristics: 1) It is a situation with conflicts in values, obligations, loyalties, interests, or needs among an identified individual student and other students or conflicts among students, health professionals, and other involved parties such as parents or school administrators; 2) it requires a decision about the morally right action that should be made reflectively and thoughtfully; 3) it requires that the choice be influenced by ethical principles and values; 4) the identified choices of action seem to be equally problematic from an ethical perspective for those affected directly and indirectly; 5) the choices are affected by the feelings and values of the involved

		<p>individuals and by the demands or context of the situation; 6) the conflict requires an interdisciplinary approach for an ethically justifiable response.</p> <p>Schwab, N.C. & Gelfman M. H. B. (2001). <i>Legal issues in school health services</i>. North Branch, MN/Sunrise River Press, p. 82.</p> <p>Describe an ethical quandary you have been involved in, or could be involved in, at the secondary level. How did you, or would you, go about resolving the problem? Who would/should/could you involve?</p>
47.	Pregnant and parenting teens	<p>Share your experience in helping pregnant teens with services. How would you go about encouraging a young girl to talk to a parent about a discovered pregnancy? What % of girls seriously consider adoption? Do you find that most parents, though shocked at first, adjust and pitch in to help? Suggested things to share: Services and programs in your school district/community and their value (include adoption); child care services/programs; role of the school nurse. Do you see an increase or a decrease in the number of pregnancies in recent years? What reasons can you suggest for your findings?</p>
48.	Special ed at the secondary level	<p>Share types of special education programs that you have in your district at the secondary level. Consider sharing some of the following: Physical/mental health issues among this population; self esteem issues; school drop-out rates; types of programs/services that are available in your community after these students reach age 22; teacher commitment to teaching; views on success rate among these students after high school. Share your experiences in sitting in on a special ed classroom at the secondary level. Are there significant differences compared to programs for younger children? Do you think the stress level among special education teachers is greater or less than the stress level among other teachers? Give your reasons.</p>
49.	Referring students for confidential health reasons	<p>Share your experiences in referring students for confidential health issues. Share counseling techniques used, follow-up issues, record keeping related to confidential findings. If a student asks to leave campus during the day to seek medical attention for a confidential matter, do you allow that student to leave? If so/if not, back up your decision. What risks are involved? What problems might you encounter? What does the Ed Code have to say about the matter? What is your district policy regarding allowing students to leave the campus during school hours for confidential health reasons? If the Ed Code states that a student may leave the campus for the above and the district policy does not allow it, is there a conflict? Why/Why not? Which guidelines should the school nurse follow?</p>

50.	Counseling techniques you use with students	Review Selekman regarding the role of the school nurse as counselor. Reflect back on techniques you learned in your counseling class. What are the important aspects of counseling? What are your goals in counseling with a student who comes to you with a confidential matter? Share some successful experiences you have had in counseling with students and others. What worked and did not work?
51.	State budget cuts and school nurse positions	Is your job or the jobs of other school nurses in your area at risk? Discuss ways that you, or school nurses in your district, have gone about increasing SN visibility and proving your worth with your administrators and Board of Education. Are there other professionals and/or parent groups willing to stand up and support you? Share types of statistics you gather throughout the year to justify your position (Time spent, services, students with chronic/acute health problems, think dollars and cents!!!). If you already have a PowerPoint pulled together that you have used at school board meetings, consider sharing it with classmates. Visit the CSNO website for tips on keeping your job.
52.	Weeks 9 and 10 Crisis Team Intervention	What plans are in place in your school district to deal with a crisis situation, i.e, intruder on campus, natural disaster, suicide or accidental death of a student or staff member? Do you have a crisis team in place? If so, who leads the team? Who are the members? How does it function? What community involvement exists? If you have had experience with a crisis situation, share the experience, resolve, and outcome. What about follow-up after a crisis? Based on your experience, are there tidbits of information/forms that you can share that would be useful to others?
53.	Medications and students who self-administer	<p>Pick one of the following to discuss:</p> <p>Review the new and old sections of the Ed Code specific to epipens (Section 49423). Share your school district policy that has been developed related to epipen administration. Has your school district had extra epipens on hand in the event of an emergency? If so, child/adult size and how many? Where are they stored? What about fieldtrips? Who is inserviced on the procedure? Who is responsible? Share your views on the matter. How much are you having to change with the new law? Is there a situation that you can share that involved the use of an epipen in an emergency? Discuss outcome and/or lesson learned.</p> <p>What guidelines have been developed for students with asthma prior to participating in sports? What about "bad" air days? How do you keep track of those adolescents who carry inhalers? How do you keep P.E. teachers/coaches informed? Discuss your concerns and issues specific to your own school nursing practice.</p>

<p>54.</p>	<p>Nutrition and the athlete</p>	<p>Review a website or your textbook to get insight into nutritional requirements for athletes. Be sure to check out the differences that may exist between the different sports activities. Relate nutritional requirements to the athletic activities that take place in your district. Comment on the dos and don'ts related to nutritional intake for athletes. You might also comment on weather conditions with regard to when athletes should and should not play out-of-doors. How about concerns about weight loss/gain? Speak with a coach to gain insight into his/her understanding of nutrition as it relates to different types of athletes. Is this something that is taken seriously by coaches? Comment on your own involvement as a school nurse.</p>
<p>55.</p>	<p>School nurse sports connection</p>	<p>What role does the school nurse in your district play in inservicing coaches and PE teachers in the prevention and treatment of sports injuries during/after school? Perhaps you have a trainer on board in your district. If so, how can the trainer and the school nurse work together harmoniously? Or can they? What types of supplies are in emergency kits and where are they kept? What about emergency cards/medication for after school sports? Share an incident that happened at your school and steps taken that may have saved a life or more serious injury. How are you, the school nurse, prepared to meet that emergency call for help out on the field?</p>
<p>56.</p>	<p>Current bills of interest to school nurses</p>	<p>Take time to review bills that the California School Nurses Organization has identified as important to their organization and its members. Current bill status can be found on the CSNO website under "Advocacy". Discuss your opinion of at least one of the bills and its worth to you/your school nursing practice. If you have had experience tracking a bill and/or contacting a legislator to support/oppose a bill, share your experience. Comment briefly on the bill contents and its outcome. Do you feel that your personal involvement can make a difference? Who represents you in your area? How informed do you think your local legislators are with regard to issues related to school health/school nursing?</p>
<p>57.</p>	<p>Family Life Ed.- HIV/AIDS and the school nurse role</p>	<p>The adoption of the California Healthy Youth Act 2016 (California Education Code [EC] sections 51930–51939) requires school districts to ensure that all students in grades seven through twelve, inclusive, receive comprehensive sexual health education and HIV prevention education.</p> <p>Do you feel that students at the middle school/high school level in your school district receive adequate family life education/sex education/HIV/AIDS awareness? What is your role as a school nurse? What do you think needs to change in your district? What have you seen with regard to numbers of pregnancies/STDs? How can you as a school nurse make a difference? Do peers have a role in counseling/role</p>

		<p>playing in sex Ed? Do you think this can make a difference? Share your views.</p> <p>FYI - STD's vs. STI's - two terms that often mean the same thing. But the D stands for "disease", while the I stands for "infection". Medically, infections are only called diseases when they cause symptoms, and many STIs don't have any symptoms. So you may hear both terms used but STI is probably more accurate. (from Planned Parenthood)</p>
58.	Health content standards	<p>California Board of Education (March, 2008) Health Education Content Standards for California Public Schools: Kindergarten through Grade Twelve (draft) is located online with a link in the web links section of Canvas. Read through the first section of this document. Pay particular attention to the "Overarching Content Standards," subject matter, and grade levels where different subject matter is to be taught. How does this information match up with what is being currently taught in your schools at various grade levels? Who teaches health and what subject matter is included at the secondary level?</p>
59.	Weeks 11 and 12 School Based Clinics	<p>If you have been involved in creating/working in/or have a school-based clinic in your school district share your experiences/insight. Are the SBC services in your clinic(s) directed at elementary or secondary students and/or families? What types of services are available? What guidelines are in place that give access to the clinic with or without parent permission or accompaniment? Discuss the benefits of having a clinic and its availability. Can adolescents with confidential health issues access the clinic on an as needed basis? Have you seen a difference in school attendance as a result of having a SBC? Do you know how the SBC in your district is financed in order to keep it running? How do you think the Affordable Care Act will affect school-based clinics?</p>
60.	Billing issues and reimbursement	<p>Share your insight into the latest billing guidelines related to health services. What services do you bill for in your school district? Into which district fund does money from reimbursement go? How is this money spent? Who benefits? Share tips and/or suggestions related to your experience with billing. Speak to your preceptor about billing issues in his/her district, share this insight.</p>
61.	Equality and fairness in the work place	<p>Consider issues related to sexual harassment, equality among men and women, and other types of possible discrimination that could exist toward employees and/or among students in your schools. What are some things that administrators/ supervisors do in your schools that give employees a sense of support and belonging? How about teacher job satisfaction, attitudes, and sense of personal self worth? Teacher turnover may be one way to determine job satisfaction. What are some things that you do as a school nurse to</p>

		make your health aides/clerks feel valued? Do you feel valued in your job? Respond to "I love my job because..." Or, "I love my job, however..."
62.	Weeks 13 and 14 The custodian as a member of the team	Take time to talk to a custodian at one of your school sites. Find out about types of cleaning solutions he/she uses to combat germs. What steps are taken to clean rooms, desktops, etc. What about "green" cleaning in schools? Go online to find out more about "green cleaning in schools". What is your idea of "HANDS" cleaning related to surfaces? What cleaning agents are safe and effective against MRSA? If you have dealt with MRSA in your schools, share your policies, resources and stories.
63.	Key differences between middle and high school SN practice	What have you found to be key differences in school nursing practice between middle school and high school with regards to assisting students at these different educational levels? Perhaps those of you who have middle schools in your assignments could share some pointers with classmates regarding the role of the school nurse in managing middle school issues, health office traffic, working with students and staff, etc.
64.	Sex trafficking	There are many California students who are or have been a victim of sex trafficking. Traffickers may target youth on school grounds, and some students may remain in school while being trafficked. Schools have a unique opportunity to identify warning signs and victims of trafficking, provide prevention education, and promote a safe campus and supportive environment. California <i>Education Code (EC)</i> section 51934(a)(10), also known as the California Healthy Youth Act (CHYA) (2016), requires schools to provide education on human trafficking, which includes sex trafficking, at least once in middle school and once in high school. Have you or your preceptor identified or been involved in identifying students who may have been involved in sex trafficking? How were authorities notified? Share your experience.
65.	LGBTQ students	Historically, the acronym included lesbian, gay, bisexual, and transgender but has continued to expand to include queer, questioning, intersex, asexual, allies, and alternative identities (LGBTQQIAA), as well as expanding concepts that may fall under this umbrella term in the future. Have you had students come to your with questions, or wanting to identify in this category? Were you able to help them? Share your experiences.

<p>66.</p>	<p>Role of the school nurse in camp nursing</p>	<p>Perhaps some of you are considering becoming a camp nurse this summer. Others of you have had some experience with camp nursing. For those of you have had experience, consider sharing that experience with classmates. Include planning, organizing the workload and responsibilities and problem areas to avoid.</p>
<p>67.</p>	<p>Closing out your schools/proactive steps for fall</p>	<p>Share ways that you close out your schools and proactive steps that you take in preparing for the fall. Consider sharing copies of annual report forms that you complete, i.e., statistics gathered and what you do with the information; checking out with administrators; what to do with outdated/left over medications in the cabinet; securing files, etc. If you plan to work during the summer, share tidbits of information that would be of value to classmates.</p>
<p>68.</p>	<p>Week 15 Competence in School Nursing Practice</p>	<p>Share your opinions with regards to entry level competencies a nurse needs to function effectively as a school nurse. How meaningful has this post baccalaureate program been in developing your level of professional practice? In many states an RN or a BSN is considered sufficient. Do you think that you could have reached the same level of competency/confidence without entering a credential program? Do you feel more empowered/ prepared to meet the ongoing challenges of school nursing? Comment on areas that you could benefit from further mentoring? Share your plans for staying on the cutting edge of SN practice after leaving the program.</p>