

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

NURSING 184
Weekly Research Questions

Including
Reference Sources

Fall Semester 2020

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

This booklet contains the Module Research Questions for Nursing 184. Read the Nursing 184 Syllabus for complete information on choosing, writing, and submission of Research Questions. For each week students are to select one (1) of the research questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for the week.

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OWL Purdue Online Writing Lab Reference Page

<http://owl.english.purdue.edu/owl/resource/560/01/>

NURS 184 CALENDAR OF EVENTS AND ASSIGNMENT DUE DATES

Date	Fall Semester 2020
Orientation Day Thursday 6/18/2020	<p><u>Location: McLane Hall #280, 9:00 A.M. to 4:00 P.M.</u></p> <p><u>NURS 184 and NURS 186 Activities on Orientation Day:</u></p> <ul style="list-style-type: none"> * Students will complete Pre-Phase II Knowledge Based Assessment Self Study Questionnaire * Students develop Personal Learning Goals * Course content and assignment details covered in faculty presentation * Selection of the week and question number for CANVAS presentation * <u>Get Acquainted Luncheon</u> * Hands-on CANVAS and Course orientation
Monday 8/17/20	<u>First week of class...to access course students must register the week before!</u>
Due Dates	<u>ASSIGNMENTS DUE</u>
Monday 9/14/2020 Wks. 1-4	<p><u>Module I:</u> Scheduled subject matter for Module I</p> <ul style="list-style-type: none"> * Response to 1 weekly research question for each of the following weeks 2,3 and 4 * Respond to scenarios following 2 CANVAS presentations for each week * <i>Philosophy of School Nursing Paper</i>
Monday 10/12/2020 Wks. 5-8	<p><u>Module II:</u> Scheduled subject matter for Module II</p> <ul style="list-style-type: none"> * Response to 1 weekly research question for each of the following weeks 5,6,7 and 8 * Respond to scenarios following 2 CANVAS presentations for each week * <i>School Board Meeting Paper</i>
Monday 11/09/2020 Weeks 9-12	<p><u>Module III:</u> Scheduled subject matter for Module III</p> <ul style="list-style-type: none"> * Response to 1 weekly research question for each of the following weeks 9,10,11 &12 * Responses to scenarios following 2 CANVAS presentations for each week * <i>Cultural Differences Assignment/Book Report</i>
	<i>Thanksgiving Week-Enjoy a Break!</i>
Monday 12/07/2020 Weeks 13-15	<p><u>Module IV:</u> Scheduled subject matter for Module IV</p> <ul style="list-style-type: none"> * Response to 1 weekly research question for each of the following weeks 13,14 &15 * Responses to scenarios following 2 CANVAS presentations for each week * Course Evaluations
Week as Assigned	One week during the semester partners (or individuals) will be responsible for preparing a presentation for the CANVAS Discussion Board. The week and topic will be determined at Orientation.

***The schedule and assignments for this course are subject to change. You will be notified via email and posted in CANVAS Announcements.**

SCHEDULED COURSE CONTENT-FALL 2020

Module One, August 19 – September 14, 2020

Philosophy of School Nursing * History and Current Events * Nurse Practice Act *
 Scope and Standards of School Nurse Practice * Legal Guidelines * Nursing Theories *
 District Organization * Coordinated School Health Programs * School Nurse Calendar *
 District Health Services * Management Process

Week 1

Philosophy of school nursing; history, current issues, and future trends; the Nursing Practice Act; transitioning into school nursing; theoretical basis for practice, professional organizations; school community and district organizational structure; standards of practice; licensure and certification.

Week 2

Coordinated school health programs and role of the school nurse; the nursing process in the education setting, evidenced based practice, rights to health services and the legal system, Neuman Systems Model, other nursing models/theories; school nursing on student performance.

Week 3

Federal and state statutory laws that relate to school nursing practice; HIPAA/FERPA, elements of a lawsuit; position statements; sound documentation; Standards of Professional Performance; role of health clerks in the school setting; state law/codes; school district policy.

Week 4

School health models; School Nurse Conceptual Framework, Standard 17, program management; concept of administration, management & leadership; conflict management skills; employee job satisfaction; primary, secondary, & tertiary intervention in school nursing practice.

Module Two, September 17 - October 12, 2020

Adaptation in School Population * Safe and Healthy School Environment *
 Medications * School Readiness * Mandated Screening Programs * Migrant Health
 Issues * Injuries * Acute and Chronic Health Problems * Communicable Disease

Week 5

Disease prevention through immunization; Child Health & Disability Prevention program; Preschool readiness; Standards of Professional Performance, Standard 14; school site safety; keeping children with food allergies safe; medication administration in schools; training UAPs.

Week 6

Outcome identification in school nursing practice; role of the school nurse in screening programs based on CCR and Ed. Code; assessment of growth and development and BMI; identifying barriers to a healthy lifestyle for children; physical assessment skills for the school nurse.

Week 7

Community collaboration; School Health Index; helping students and families cope with stress; issues related to bullying, cultural competence; children of migrants/refugee families; school nutrition services; dental hygiene programs; physical assessment skills for the school nurse.

Week 8

The role of the school nurse in managing health care issues and related emergencies; First Aid; chronic health conditions such as asthma, diabetes I, Sickle Cell Disease; Pediculosis control in the school setting; communicable disease prevention; and tuberculosis screening programs.

Module Three, October 12 - November 6, 2020

The Nursing Process * Individual Health Care Plans * Health Promotion * Health Education Programs * Cultural Differences * Poverty and Dysfunctional Families * Learning Disabilities * Child Abuse * IDEA * 504 Plans *

Week 9

The Nursing Process; standardized language; Individual Health Care Plans, Emergency Action Plans; caring for children with ADHD, cycle of childhood obesity; seizures, Cystic Fibrosis, Diabetes I, Allergic Rhinitis, Encopresis, Sickle Cell Disease.

Week 10

Health education, a component of coordinated school health system; conceptual model for health teaching and learner readiness; National standards and CA health framework; developing health education programs; family and community involvement; health promotion for faculty and staff,

Week 11

Anxiety disorders and behavior issues: Tourette syndrome, children with autism, school phobia and absenteeism; poverty and homelessness; children of dysfunctional families; cultural competence; transcultural differences; gifted children; child abuse reporting.

Week 12

Office of Civil Rights; IDEA and other laws protecting rights of individuals with disabilities; Student Study Team; 504 Plans; health conditions that impact learning, ADHD, vision and hearing problems, severe allergies, acting out and other behaviors.

Module Four, November 09 – December 07, 2020

Special Education * IEP Process * Interdisciplinary Collaboration * Legal and Ethical Issues * Confidentiality * Special Ed. Screening and Assessment * Early Intervention * Specialized Physical Health Care * Supervision of Care

Week 13

Special education, IEP (Individual Education Plan) process; the IEP team and interdisciplinary collaboration; Individual Health and Support Plans; SELPA (Special Education Local Planning Area); mainstreaming; families and the grieving process).

Week 14

Standard 7, Ethics; ethical theories; ethical decision making and problem solving; foster children in the system; early childhood assessment and intervention; IFSP (Individual Family Service Plans); SDC teachers and school staff perceptions of the school nurse role.

Week 15

Standard 13, Collaboration; chronically ill and medically fragile children; special physical health care needs; supervision and training of UAPs; DNAR (Do not attempt to resuscitate); infectious disease control in medically fragile population; program placement.

Weekly Research Questions Guidelines

Purpose: To investigate topics essential to school nursing, students will research one research question each week from the *Nursing 184 Research Question Book* and use that information to reflect and improve on their current school nurse practice. Potential sources where information can be found to respond to weekly questions are indicated immediately after each question. Research will include a review of *School Nursing: A Comprehensive Text* (Selekman, 2019), Professional and Government websites, and other resources. Check the N184 Syllabus for complete information.

- A. Read/review the recommended Chapters in Selekman for the week.
- B. Choose a weekly question to research and write up on your own:
 1. On Orientation Day, 2 of the weekly questions will be selected by individuals for CANVAS Power Point presentations.
 2. The class will be notified of questions presenters have selected by end of week one and the presentation schedule posted in CANVAS.
 3. Of the remaining questions each week (not selected for a presentation), students are to choose ONE of those questions to research and write up on his/her own.
- C. Guidelines for writing up responses to weekly research questions.
 1. A Word program is suggested for this assignment, rather than an APA program. Students should prepare this document with 1" margins, double spaced, and 12-inch font.
 2. Each question has several sub parts. The **entire** question should be restated at the top of the page. **Document the week and question number you are answering.**
 3. Each sub part of the question should be restated with the answer to that sub part immediately following it. (See sample in Research Q Book p.39).
 4. Bullets or outline form are preferred rather than narrative.
 5. Suggested length of responses, 2-3 pages, with sources cited for the entire question at the end of each question. Start the next question on a new page.

Assignment	Grading Criteria Rubric	Total	Points Possible	Late -10%	Points Given
Research Question Weeks 5, 6, 7, 8,	Questions restated/sources cited/ APA format	1.0			
	Understanding of subject matter, depth, and quality of response	6.0	8		8
	Reflection to practice	1.0			

Note: Completed assignments are to be sent electronically using 'Module Submission' in CANVAS unless otherwise indicated once each Module. Check Syllabus for submission guidelines and dates.

N184 MODULE QUESTIONS

Module One: August 19 – September 14, 2020

Philosophy of School Nursing * History and Current Events * Nurse Practice Act * Scope and Standards of School Nurse Practice * Legal Guidelines * Nursing Theories * District Organization * Coordinated School Health Programs * School Nurse Calendar * District Health Services * Management Process

Week 1

Philosophy of school nursing; history, current issues, and future trends; the Nursing Practice Act; transitioning into school nursing; theoretical basis for practice, professional organizations; school community and district organizational structure; standards of practice; licensure and certification. Read and review Selekmán: Chapters 1, 2

Note: For Week 1, students are to select one (1) of the following questions to research and write up on their own. Do not select question "1" or question "2" as these questions have already been selected for CANVAS presentations by instructors. See syllabus for discussion guidelines following CANVAS presentations.

Questions:

1. Share your findings regarding educational requirements for school nurses around the country and compare your findings with requirements for school nurses in California. Who is the credentialing body? Include in your discussion the historical basis for credentialing in CA and value of a 5th year of university coursework. Are there advantages of having a master's degree in school nursing? Are there advantages in national certification for the CA school nurse?
(Text: Selekmán, Ch. 2).
2. Discuss standards of practice, what they are and what they are not. Comment on the different kinds of standards. What is the best definition of a nursing standard of practice? Apply this definition to school nursing standards. What key concepts can be extrapolated from this definition? List these concepts and include one brief example of each as it relates to school nursing.
(Text: Selekmán, Ch. 3).
3. Discuss the historical basis for school nursing practice and describe the role of the school nurse today according to the California Education Code. Has the purpose behind school nursing changed that much since its early beginning in the United States in 1902? What changes might we expect to see in school nursing practice in the next decade? (Text: Selekmán, Ch. 1; CA Ed Code section 49426).
4. Discuss application of the *Nursing Practice Act* in school nursing. What are common threads of responsibility that are the basis for all nursing practice regardless of the area of practice? See CA Business and Professional Code, Nurse Practice Act – Article 2. Scope of Regulations 2725-2725.1.
(Text: Selekmán, Ch. 3 and Websites: www.leginfo.ca.gov or CA codes).
5. Discuss the importance of a theoretical basis for school nursing practice and the importance of a tested knowledge base. Describe the conceptual framework developed

by Wold and Dagg (1981) to guide the clinical practice of school nursing and the five overlapping strands involved. Comment on two nursing models/theories that could be applied in your school nursing practice and why.

(Text: Selekman, Ch. 4).

6. Describe the dynamics of the school community and district organization. What are the influences, constraints, and boundaries facing the school nurse in his/her practice? Include an organizational chart of the chain of authority in your district and describe where health services fit into the picture.
(Text: Selekman, Ch. 2 and Ch. 7).
7. Transitioning into school nursing from another area of nursing? Compare your current role as a school nurse with your previous role and nursing experience. Discuss differences in the area of role responsibility, nurse-client relationship, and job satisfaction and stressors. Did your previous perception of the school nurse role compare with reality?
(Text: Selekman, Ch.4).
8. You are a PNP/FNP coming into school nursing. What do you see as your role in the school setting? Discuss ways you can blend your PNP/FNP skills and that of the school nurse to better serve children and families. Visit a school-based clinic in your area if possible, for added insight into a more clinical role for the PNP/FNP in the school setting.
(Text: Selekman, Ch.7).
9. Find out about professional organizations that have a relationship to school nursing. Write a paragraph regarding the significance of each of the following:
CA Department of Education; CA School Nurses Organization; National Association of School Nurses; CA Teachers Assoc.
(Text: Selekman, Ch. 6, Websites below).

Week I, Assignment Reference Sources:

Textbooks/Publications:

Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.

Websites:

California Department of Education, www.cde.ca.gov/ls/he/hn

California School Nurses Organization, www.csno.org

California Teachers Association, www.cta.org

National Association of School Nurses, www.nasn.org (also for info on SN International)

Week 2**Coordinated school health programs and role of the school nurse; the nursing process in the education setting, evidence-based practice, rights to health services and the legal system, Neuman Systems Model, other nursing models/theories; impact of school nursing on student performance. Read and review Selekman: Chapters 3, 4**

Note: For Week 2, students are to select one (1) of the following questions to research and write up on their own. Do not select question “1” or question “2” as they have been selected for CANVAS presentations for Week 2. See syllabus for discussion guidelines following CANVAS presentations.

Questions:

1. List and briefly discuss the eight components of a coordinated school health program. When is a school health program comprehensive and coordinated? What are the key elements of a change process that schools and districts can use to improve education for school aged children? (Text: Selekman, Ch. 4; Website: CDE).
2. After 1973, the ANA (American Nurses Association) recognized that not only was a set of national standards needed for nursing, but “specialty” standards were also needed. School nursing practice is a specialty practice based on *School Nursing: Scope and Standards of Practice* (NASN & ANA, 2019). List the “Standards of Professional Performance” (7-18) and, using measurement criteria, briefly describe how you can relate each standard to your school nursing practice. (Text: Selekman, Ch. 3; Publication: NASN).
3. Discuss steps involved in the development of a coordinated school health program. Give examples of how the school nurse can begin to communicate, collaborate, plan with other school personnel or departments to identify a need and to take steps to develop a program. Who might the players be? What might be the role of the state? Include in your discussion other things to take into consideration, i.e., state and district policies, family, and community. (Text: Selekman, Ch. 4; Website: CDE).
4. What is the Framework for 21st Century School Nursing Practice? How does it impact Education? What are key elements of the Framework? Identify the 5 principals and give an example of how the School Nurse might function within them. (Text: Selekman, Ch. 4)
5. *Standards of Practice*, components of the nursing process. List the six standards of practice. Describe how you apply them in your school nursing practice giving one example. This can relate to a client (fictitious/actual school aged child in your practice) or a problem you might encounter in your school nursing practice. (Selekman, Ch. 3; NASN).
6. Evidence Based Practice (EBP) Discuss the impact school nursing has on school performance and child well being. What are the most important research competencies to you personally? How does research support Evidence Based Practice: (Text: Selekman, Ch.6).

7. Evidence Based Practice (EBP) is both individual and organizational. How can you use research to support EBP? Who can help you? Give an example of how you will measure the outcomes of your practice to demonstrate EBP.
(Text: Selekman, Ch.6).
8. Explain the elements of Betty Neuman's Systems Model which is the nursing model of choice in the CSUF Department of Nursing. Connect these elements to primary, secondary, and tertiary prevention as they relate to a hypothetical client or actual client in your school nursing practice. Explain how you could use the model to strengthen lines of defense in helping your client/family combating the issue/problem.
(Website: Nursing theories.) (Neuman information in Course Documents).
9. Describe one nursing theory/model, other than the Neuman's Systems Model, that you could realistically use in your school nursing practice, i.e., Dorothea Orem's Theory; Roy Adaptation Model, etc. Demonstrate your understanding by including a brief scenario. What value do you place on using theories/models in your school nursing practice? Explain.
(Text: Selekman, Ch.4; Website: Nursing theories).

Week 2, Assignment Reference Sources:

Textbooks/Publications:

California Department of Education. (2003). *Health framework for California public schools: Kindergarten through Grade Twelve*. Sacramento, CA: Author.

Selekman, J. (2012). *School nursing: A comprehensive text*. (2nd ed.). Philadelphia, PA: F.A. Davis Co.

NASN. (2011). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.

Websites:

California Department of Education, www.cde.ca.gov (Type in "Coordinated School Health")

Healthy Kids Resource Center, <http://www.californiahealthykids.org>

CSNO, www.csno.org

NASN, www.nasn.org

Nursing theories, <http://www.sandiego.edu/academics/nursing/theory/>

Week 3

Statutory laws that relate to school nursing practice; HIPAA/FERPA, elements of a lawsuit; value of position statements; sound documentation; role of the school nurse as a leader; role of the health clerk in schools; state law/codes; school district policy.

Read and review Selekmán: Chapters 7, 8, 9

Note: Week 3, students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

1. What are statutory laws and why are they established? Give several examples of federal laws that are of importance to school nursing and choose one to briefly explain. How do state laws differ from federal laws? Give several examples of state laws that relate to schools and/or school nursing. When does the preemption doctrine apply? Can you give an example of conflicting laws/statutes in California that impact school nursing practice? What steps should the school nurse take to resolve the apparent conflict? (Text: Selekmán, Ch.8; Website: CDE).
2. Compare the key provisions of HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Education Rights and Privacy Act), the two federal statutory laws that relate to sharing of confidential information in the school setting. Discuss issues related to interpretation and clarification. What impact do these laws have on school nursing practice? What steps should the school nurse take to stay within these laws? (Text: Selekmán, Ch.8 and Ch. 9).
3. Elements of a lawsuit. Discuss the issues related to school nursing and the “law.” Include types of liability, key liability issues, and difference between a civil and criminal lawsuit. Elaborate on strategies that a school nurse can use to safeguard him/herself against the threat of lawsuit. What is the legal basis for “standard of care”? Include the role of the BRN and its power and the disciplinary process. (Text: Selekmán, Ch. 8).
4. Define “position statement” and comment on its power/legal status. Then go to the CSNO and NASN websites and glean through the position statements found at each of these sites. Select four position statements that address the same subject matter at each of these websites and review them. Briefly summarize the subject matter and position held by each organization and elaborate on any striking differences you find. Comment on ways positions statements can strengthen your school nursing practice. (Websites: CSNO and NASN below).
5. Discuss the importance of sound documentation and issues related to confidentiality and legal access by whom. What are the elements of effective charting? Where should the school nurse keep confidential health information and why? Can the school nurse share confidential health information and with whom? Read through sections of the CA Ed. Code 4969-49072 and comment on your findings. (Text: Selekmán, Ch. 8).

6. Discuss the role of the school nurse as a leader. What is leadership? What should a school nurse leader be able to do? List the seven school nurse roles that require leadership capability. List the seven categories of leadership traits and give at least one example of each. Do you see yourself as a leader in your own school nursing practice? Select one of the categories and give an example of how you fulfill the leadership role in that area. (Text: Selekmán, Ch. 2 and 39)

7. Outline the duties of the LVN and Health Clerk in the health office. Review your district's job description for these positions. Discuss educational background, depth of training, limitations, evaluation, supervision and importance as a member of the health team, your concerns. (Note: Medically fragile children and specialized physical health care procedures will be addressed later). (Text: Selekmán, Ch. 39).

8. It is important that school nurses know where to find state codes on which school nurse practice is based in California. For insight, go to the Official CA legislative website and locate the following codes: CEC 44877 (CA Education Code); H & SC 124100 (Health and Safety Code); B & PC 2395 (Business and Professional Code); PC 11164 (Penal Code); W & IC 18975 (Welfare & Institutions Code). Briefly discuss the purpose and importance of subject matter found in three of these areas.

9. School nurses must also abide by district policy as well as state and federal laws. Review two district board policies that relate to school health services. On what are district policies based? Speak with an administrator to find out what steps a school nurse or school nurse administrator would need to take to make changes in an existing policy, i.e., a nuts-free policy? Share your findings. (Websites: CDE; OCLI; school district website).

Week 3, Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekmán, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

California Department of Education (CDE), www.cde.ca.gov, click on "Legal & Legislative," then "California Law," select the type of code number or subject.

California Department of Education (CDE), www.cde.ca.gov, type in "district policies."

CSNO Position Statements, www.CSNO.org

NASN Position Statements, www.NASN.org

OCLI (Official CA Legislative Information), www.leginfo.ca.gov

Week 4

School health models; School Nurse Conceptual Framework, Standards of Professional Performance Standard 16, program management; concept of administration, management & leadership; conflict management skills; employee job satisfaction; health promotion and prevention - primary, secondary, & tertiary prevention in school nursing practice. Read and review Selekman: Chapters 36, 39

Note: Week 4, students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. What are the four basic assumptions that have underlined the development of school health models? Make a general statement about the function of health services and discuss the various conceptual models and programs that have evolved over time. Comment on funding sources for developing and maintaining health services programs. (Text: Selekman, Ch. 4 and Ch. 37).
2. Comment on the significance and value of each of the three nursing models in Selekman that may be useful in guiding school nurse practice – A Community Nursing Practice model, Leininger’s Theory of Cultural Care, and the Public Health Nursing model. Then discuss Wold’s “School Nursing Conceptual Framework model” (1981) and the five overlapping strands and implications for practice. How is the school nurse role depicted? (Selekman, Ch. 4).
3. Program Management. Discuss the essence of Standard 18 and its measurement criteria. Using each of the measurement criteria, explain and give examples of how you fulfill the role as a manager of health services. Comment on areas of strength and areas that you would like to work on to improve. Prior to responding to this question, did you see yourself as a manager of health services? Or do you now see yourself more clearly as a manager? (Text: NASN; Selekman, pp. 42, and Ch. 39).
4. Briefly discuss the concept of administration, management, and leadership as they relate to one another. Read through the four basic management functions. Select several key points from each to discuss application to your own practice. What are the ideal attributes of a supervisory style? Show how the school nurse demonstrates leadership roles in the school setting. Comment on your own management role and style. (Text: Selekman, Ch. 39) (Website: Management Styles).
5. There will be situations that emerge in school nursing practice that require conflict management skills. Discuss issues related to constructive and destructive conflict management. What are some steps that lead to resolution? Comment on personal attributes that contribute to successful conflict management. (Text: Selekman, Ch.39).
6. Discuss the importance of employee satisfaction and a job well done. What are important factors that lead to employee contentment and commitment? Discuss employee concerns,

motivation, and support. List several ways that the supervisor or employer can model behavior that they would like to see reflected in subordinates and others.
(Text: Selekman, Ch.38, 39).

7. Define primary prevention in the school setting. Discuss the role of the school nurse in primary prevention as it relates to coordinated school health. Select and discuss three different programs that address this category and give a brief explanation of each that includes the role of the school nurse.
(Text: Selekman, Ch.4).
8. Define secondary prevention. What is the difference between primary and secondary prevention? Describe three programs that fall into the secondary prevention category and the role of the school nurse considering Neuman's Systems Model.
(Text: Selekman, Ch.4).
9. Define tertiary prevention as it relates to the role of the school nurse and Neuman's Systems Model. Considering tertiary prevention, discuss the role of the school nurse in caring for Billy, a 5th grade active boy with hemophilia in the regular school setting. Describe management concerns and health teaching issues. What are steps the school nurse will consider assisting Billy and help him strengthen his own lines of resistance?
(Text: Selekman, Ch.4 and 10).

Week 4, Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

California Department of Education, www.cde.ca.gov
 CSNO (Position Statements), www.csno.org
 Laws related to school health, www.hkresources.org
 Legal guidelines, www.leginfo.ca.gov/calaw.html
 Management styles, <http://www.itstime.com/oct96.htm>
 NASN (Position Statements), www.nasn.org
 Nursing theories, <http://www.sandiego.edu/academics/nursing/theory/>

Module Two, September 17 - October 12, 2020

Adaptation in School Population * Safe & Healthy School Environment *
Medications * School Readiness * Mandated Screening Programs * Migrant Health
Issues * Injuries * Acute and Chronic Health Problems * Communicable Disease

Week 5

Disease prevention through immunization; Child Health and Disability Prevention Program; Preschool readiness; Standards of Professional Performance, Standard 13; playground safety; keeping children with food allergies safe; medication administration in schools; training unlicensed assistive personnel.

Read and review Selekman: Chapters 15, 16

Note: Week 5, students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. Discuss disease prevention relevant to immunization administration – modalities of immune protection, active vaccines, additives, and scheduling. Discuss shots given at the same time, and the eight screening questions that are important for the school nurse to consider in evaluating immunizations information to determine if the student has met school entry mandates. (Text: Selekman, Ch. 15).
2. List CA kindergarten entry immunization requirements. Respond to this scenario: Jeremy, age five years, is being enrolled into kindergarten. He has had 2 DPTs, and 2 Polios prior to age one year. What immunizations does he need? Include timelines for future immunizations. What is your district board policy on exclusion? What responsibility does the school nurse have for the annual report? Read through following code sections and comment on key content: CEC 48216 and H&SC 120330, 120335, 120380.
(Text: Selekman, Ch. 15; Website: www.dhs.ca.gov/ps/dcdc/izgroup; Website: Shots for schools.org; OCLI or see CA Codes).
3. Discuss the Child Health and Disability Prevention (CHDP) Program and the CHDP Gateway Program. Who is eligible for services? At what grade level is a physical exam required? Can a child be excluded from school for lack of a physical exam? If so, based on what? Discuss reasons and issues related to “waivers.” How often can an eligible child receive a physical exam? Read through the following sections of the Health & Safety Code sections 124025...124115. Comment on contents of H&SC 124085 to 12410.
(Websites: OCLI or see CA Codes).
4. Maria, age 4 years, has been brought by her mother for enrollment into a preschool program in your school district. Discuss the role of the school nurse about screening Maria for school readiness, i.e., expected developmental levels at age 4 years, physical, fine/gross motor, language, self-help, and play; health issues and immunization requirements. Discuss tactics, games, tools the school nurse might use to screen vision and hearing. Briefly comment on sections of Ed. Code that apply.
(Text: Selekman, Ch. 11, 17, and 15; Publication: CDHS manual. Website: OCLI or see CA Codes).

5. School Board Policy in the School Setting. Review your district School Board Policy in the 5000 Health related areas. What areas are covered? What is the difference between an AR and a BR? How does the district write these policies and what do they use for guidance? Do the policies reflect your practice? Is it important to understand and follow the policies and why? Do you see anything in the policy that needs updating or changing? Does your district have board policy on Epi-pens, AED use, or Service Dogs?
6. Playground safety and the role of the school nurse. Take an opportunity to evaluate playground safety at one of your elementary school sites. What conclusions have you drawn regarding potential for harm? Discuss what is involved in a framework for playground safety and what would you include in a playground injury prevention plan for your school? Cover at least three important things that you would include in an in-service to teachers and staff.
(Text: Selekman, Ch. 11, 17, Website: OCLI or see CA Codes for H&S Code, 115725 and 115730).
7. Jimmy, age 8, is brought into the nurse's office by his mother who states that he has an extreme allergy to peanuts. As a school nurse, what steps will you take to keep Jimmy safe? Who will you notify? What safety measures will you put in place? Relate this to a nursing theory/model and standard(s) of school nursing practice. Attach an Emergency Action Plan. Comment on the impact food allergies have on school nursing practice.
(Text: Selekman, Ch. 22; Website: Food allergy).
8. Discuss legal guidelines for providing medication to pupils in school. Who administers/assists the student with taking medication at school? Which emergency medications can be administered by a UAP (unlicensed assistive personnel) and which cannot? Along with recommended readings, review "Medication" postings, section of Business and Professional code, and related Ed code section, as well as CSNO position statements.
(Text: Selekman, Ch. 36; Websites: CSNO; OCLI).
9. Discuss steps the school nurse will take in training UAPs (unlicensed school personnel) to assist children in taking medication and administering emergency medication in the absence of the nurse. Include training guidelines, competency issues and accountability.
(Text: Selekman, Ch. 36 and 39. Website: CSNO; OCLI, B& P Code section 2725.3 and Ed Code sections 49423, 49423.1.)

Week 5, Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

American playground safety, <http://www.americanplayground.com/PlaygroundSafety.htm>
 America's safety playground report card,
http://www.playgroundsafety.org/research/report_card_form.pdf

American playground safety, <http://www.americaplayground.com/PlaygroundSafety.htm>
 California Board of Registered Nursing (BRN) <http://www.rn.ca.gov/>
 California Department of Education, www.cde.ca.gov (Ed. Code 49423)
 California DHS, CHDP, www.dhs.ca.gov/pcfh/cms/chdp/chdpgateway.htm
 CDE, <https://www.cde.ca.gov/ls/he/hn/cefimmunization.asp>
 California Immunization Handbook, www.dhs.ca.gov/ps/dcdc/izgroup
 California School Safety, www.cde.ca.gov/spbranch/safety
 Cal-Osha (employee safety, other), www.calosha.com
 Communicable Disease Control, www.cdc.gov
 Food Allergy & Anaphylaxis Network; www.foodallergy.org
 National Program for Playground safety, www.uni.edu/playground
 OCLI (Official CA Legislative Info) – codes, www.leginfo.ca.gov (B&PC 2725.3; Ed. Code 49423; H&SC 12033, 120340, 120365, 124105-d; CEC, 48216).
 Immunization Requirements: Shotsforschools.org

Week 6

Role of the school nurse in screening programs based on CCR and Ed. Code, vision, hearing, scoliosis, Acanthosis Nigricans; assessment of growth and development and BMI; identifying barrier to a healthy lifestyle for children; physical assessment skills for the school nurse.
Read and review Selekmán: Chapters 14, 27

Note: Week 6, students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

1. Constipation and diarrhea are common complaints in children. List 10 key points in taking a thorough history of the current complaint. Describe your physical assessment of both. How can the school nurse assist the child and parents to deal with this issue? Describe some goals you and the family might set and the follow up that would be necessary. What would a care plan look like?
(Selekmán, Ch. 16).
2. Discuss the role of the school nurse in planning and conducting state mandated hearing screening. Who is qualified to carry out hearing screening? (See California Code of Regulations). At what grade levels should screening take place? Describe the testing environment, rescreening timelines, and the referral process. How often should an audiometer be calibrated? Briefly describe steps you would take to plan and carry out a school wide screening in an elementary school setting. (Text: Selekmán, Ch.8 and 14; Websites: See related sections of Ed code and CCR code).
3. Discuss hearing screening techniques for difficult to screen children. What does CCR (CA Code of Regulations) Title 5 3028 say regarding guidelines for screening students in special education? Consider speaking with an experienced school nurse in a special education program for insight into methods, tools/techniques, referral, and follow-up. (Text: Selekmán, Ch 14; Websites: CA Codes, CDE - type in 'CCR.').

4. In preparation to teach a lesson about a healthy lifestyle for students in 4th, 5th, or 6th grade, develop a chart of norms for this age group, including, nutritional intake, sleep requirements, and exercise. Briefly discuss related theories of development (Selekman, Ch. 13, p. 363) and the CDE Health Framework related to learner readiness and the effectiveness of health education for these students. With this insight, develop a brief needs assessment survey you could distribute to these students to help you determine teaching emphasis.
(Text: CDE, Health Framework; Selekman, Ch. 11 and 14; Website, Kids Health).
5. Screen heights, weights and BMI (body mass index) in a classroom of children. How do your findings compare with the norms for this age group, i.e. percentage of children above the 97%? How do your findings compare with national statistics related to obesity? What steps are being taken, or programs developed, in your district to address the problem? As a result, are you seeing habits changing? What are you doing as a school nurse to combat the problem?
(Text: Selekman, Ch. 27 and 38; Website: Childhood obesity).
6. Describe the cognitive, language, psychosocial and moral development of children up to about 10 years of age. What are some influences on development that would help the school nurse understand and assist families to identify barriers to a healthy lifestyle?
(Selekman, Ch. 11).
7. Global and National Imperatives for health education may help guide the school nurse to decrease barriers to learning. List the four goals of the National Health Promotion and Disease Prevention Objectives for 2020, as well as the goals of Healthy People 2020 as they relate to elementary school children. List one National Health Objective that you would like to work on at your school(s) and why. Where would you begin?
(Selekman, Ch.5).
8. Discuss Acanthosis Nigricans and its relationship to insulin and Diabetes II. Describe the obvious physical signs of AN. Does research validate the importance of screening? Who are the students who are more likely to have AN? Summarize the screening guidelines indicated in the CA Ed. Code, section 49456. When and where does screening take place in your district? Describe referral process and success with follow-up by physicians in your area. (Text: Selekman, Ch. 27).
9. Discuss the role of the school nurse in planning and conducting state mandated vision screening. Who is qualified to carry out vision screening? (See California Code of Regulations). At what grade levels should screening take place? Describe the testing environment, rescreening timelines, and the referral process. What types of vision charts/equipment are recommended. Briefly describe steps you would take to plan and carry out a school wide screening in an elementary school setting. (Text: Selekman, Ch. 14; Websites: See related sections of Ed code and CCR code).

Week 6, Assignment Reference Sources:

Textbooks/Publications:

- CDE. (2005). *A guide for vision testing in CA public schools*. Sacramento, CA: Author
- CDE. (2003). *Health framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA/Author.
- CDE, (2007). *Standards for scoliosis screening in CA public schools*
- Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia: F.A. Davis Co.

Websites:

- CA Dept. of Education, www.cde.ca.gov for online publications noted above.
- CSNO (Position Statements), www.csno.org
- Childhood Obesity, <http://www.cdc.gov/HealthyYouth/obesity/facts.htm>
- Dyslexia, <http://www.medicinenet.com/dyslexia/article.htm>
- Kids Health, http://kidshealth.org/parent/centers/fitness_nutrition_center.html
- Laws related to school health, www.hkresources.org
- OCLI (Official CA Legislative Info) – codes, www.leginfo.ca.gov
- NASN (Position Statements), www.nasn.org
- Nursing theories, <http://www.sandiego.edu/academics/nursing/theory/>
- Scoliosis, www.scoliosis.org, www.scoliosis-world.com, www.spinesource.com
- Vision Service Plan (VSP), www.sightforstudents.org

Week 7

Community collaboration; School Health Index; helping students and families cope with stress; issues related to bullying, cultural competence; children of migrants and refugee families; school nutrition services; dental hygiene programs; physical assessment skills for the school nurse. Read and review Selekmán: Chapters 11, 12

Note: Week 7 students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. School nurses cannot be effective if they limit their scope of practice to the school building. Discuss ways that the school nurse can collaborate with community as partners in meeting the health care needs of clients and developing valuable programs that benefit both children and families. Relate this to Standard 13 (Standards of Professional Practice). How can the CDE Health Index be useful?
(Text: NASN booklet. Text: Selekmán, Ch.3 and Ch.7).
2. School Health Index. What is a SHI? Describe the 10 different modules it includes and their relationship to the Whole School, Whole Community, Whole Child Model now. Who is a likely SHI team leader? Who are the members who should be involved? Describe the purpose and function of the team. Has an SHI team been established in your school/district? If so, describe how it functions and the areas being addressed following SHI needs assessment. If the SHI is not being used in your school(s), do you see a need for its use? As a school nurse, how would you go about bringing awareness of that need?
(Text: Selekmán, Ch. 4, Ch.14, and Ch.27, Website: CDC, CDE).

3. Discuss Migrant Education in California. Under which federal title does migrant education fall? Review and comment on sections of Ed Code that relate to Migrant Education. Comment on educational issues regarding migrant children and graduation success rates. Contact your COE Migrant Program to find out about other services that may be provided in your area, i.e., assistance with referral for healthcare. Do migrant families qualify for health care? Feel free to give examples of issues/ problems you encountered in trying to assist migrant families.
(Text: Selekmán, Ch.13. Websites: CDE; OCLI, Ed Code sections 8230-8233, Migrant).
4. Discuss cultural competence verses cultural sensitivity. What does cultural competence incorporate? Define acculturation, assimilation, and ethnocentrism. What is the definition of transcultural nursing? The cultural care theory begins with the premise that nursing is a caring profession. Cultural care theory promotes three major care actions and decisions to arrive at culturally congruent care for the general clients well being. Briefly describe each.
(Text: Selekmán, Ch.13).
5. Bobby, a 4th grade student is shy and small for his age. He frequently comes into the nurse's office during noon recess without a slip from his teacher and complains that he does not feel well. The school nurse suspects that he is being teased or bullied. Discuss issues related to teasing and bullying. Compare the characteristics of bullies and victims. What are the effects of bullying? Discuss interventions that do and do NOT work. What steps could the school nurse take to help Bobby and other students like him in school? Is there a nursing theory that applies here?
(Text: Selekmán, Ch.33).
6. Helping students and families cope with stress. Discuss two family nursing theories that have evolved over time. Include family functions and structure in your discussion. Who is the "potentially at risk" child? Relate Neuman's Systems Model in helping students and their families in their ability to cope. What can the school nurse keep in mind in realistically helping students and families navigate stressful situations?
(Text: Selekmán, Ch.12).
7. A frequent complaint of children coming into the health office is "stomachache." Describe assessment steps using CIAMPEDS and QUEST mnemonics to determine a possible problem. Discuss signs and symptoms of the most common abdominal emergency. What are some things to keep in mind regarding dehydration in children? Complaints of "stomachache" may also mask as a genitourinary problem. Describe genitourinary symptoms that require urgent care and teaching opportunities. Describe physical assessment steps for each.
(Text: Selekmán, Ch.16, Ch. 19).
8. Discuss the essential functions of school nutrition services and responsibilities of school districts according to sections of the Ed. Code. What is the percentage of children in your elementary school(s) who qualify for free or reduced breakfast/lunch? How can the school nurse help to integrate school nutrition services into other components of a coordinated school health program?
(Website: OCLI Appropriate Ed Codes).

- Discuss the steps in developing a dental hygiene program in your school(s). Include in your discussion community partners, parent buy-in, and possible funding sources (grants, other). What grade level(s) would be targeted? What types of services would be included? What steps can you take to assist low income families in finding affordable dental care? Summarize contents of Ed Codes sections 51520-51521; H&SC sections 104770, 104815. (Text: Selekmán, Ch. 4 Ch. 11 and Ch. 16; Website: OCLI for Ed. codes or see CA Codes).

Week 7, Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekmán, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

California Department of Education, www.cde.ca.gov
 Legal and Legislative, CA law - Codes
 Healthy Children, Youth & Families, Nutrition
 Federal Education Programs, Title I & Title III
 Teaching, Learning, Tech. – Programs, English learners, Emergency Immigrant
 CDC (School Health Index) <http://www.cdc.gov/HealthyYouth/SHI/FAQ.htm>
 Migrant Education, CDE, <http://www.cde.ca.gov/sp/me/mt/programs.asp>
 Migrant Issues, http://www.californiaprogressreport.com/2009/04/bill_requires_i.html
 Migrant Health resources, http://www.raconline.org/info_guides/public_health/migrant.php
 Migrant Education, National, <http://www.ed.gov/programs/mep/index.html>
 OCLI (Official California Legislative Information), www.leginfo.ca.gov
 Whole School, Whole Community. <https://www.cdc.gov/healthyschools/shi/pdf/Elementary-Total-2017.pdf>

Week 8

The role of the school nurse in managing health care and related emergencies; First Aid; chronic health conditions such as asthma, diabetes I, Sickle Cell Disease, Pediculosis control; communicable disease prevention; and tuberculosis screening programs.

Read and review Selekmán: Chapters 18, 19

Note: Week 8 students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions Week 8:

- The school nurse must be prepared to respond to any health-related emergency. What level of school nurse competency is needed? How does NASN define the role of the school nurse in emergencies? What does EMS pediatric emergency preparedness include? What are the components of a health-related emergency response plan? Discuss a plan that should be in place in the absence of the nurse.
 (Text: Selekmán, Ch.16 and Ch 19 and 20; other sources of choice).

2. Outline the assessment and first aid steps the school nurse will take in managing the following traumatic injuries: Head injury, eye injury, traumatic avulsion of a permanent tooth, a compound fracture, a chemical burn on a forearm, and a possible ankle sprain. (Text: Selekman, Ch.16, Selected Readings: CSNO First Aid Flipchart; other sources of choice).
3. Discuss asthma management in the school setting. Describe signs and symptoms, triggers, categories of medication and their use. Include an Emergency Action Plan for teachers and staff. Relate Ed Code section related to self-carrying an inhaler. Review district policy to determine alignment with Ed Code. Comment on NASN/CSNO position statements on self-medicating. How does your school district deal with “bad” air days? (Text: Selekman, Ch. 23 & Ch. 10, pp. 306-309).
4. Discuss trends in treatment of Diabetes I and interventions in the school setting. Share an actual IHP and Emergency Action Plan on a child with Diabetes I that you have developed on an actual child, or develop a mock IHP/EAP (must use standardized language). Comment on school nurse collaboration with teachers, staff, and school food services. Who is able to administer insulin at school? Back up your response with sources. Express your concerns. (Text: Selekman, Ch. 9 and 25. Publications: NASN; NNN. Websites: CSNO; OCLI, B&P code 2725.3).
5. Ryan is an 11-year-old 6th grade boy with a diagnosis of Muscular Dystrophy. Describe the condition, and emergency signs and symptoms. What are additional problems that may arise as a result of MS? Include in your discussion impact on learning, and the role of the school nurse in educating teachers and staff. Using standardized language, create an IHP (Individual Healthcare Plan) and an EAP (Emergency Action Plan). Apply use of Neuman’s Systems Model to nursing interventions. (Text: Selekman, Ch. 10 and 21. Publications: NASN; NNN. Week 2. Websites of your choice).
6. Discuss the role of the school nurse as an educator in controlling the spread of communicable diseases in the school setting. How effective is proper hand washing in controlling disease? Outline a hand washing program plan you could consider presenting to administrators that would involve collaboration with teachers in grades K-3. What does Code section 51880 say about control of communicable disease in school settings? (Text: Selekman, Ch. 15 and Ch. 8. Website: OCLI, or see CA Codes).
7. Discuss measures for controlling Pediculosis or Bedbugs in school. Include practical screening methods, teacher/student/parent education, effective treatment, issues with chronic re-infestation in some families, and confidentiality. What do the CSNO/NASN position statements have to say regarding a nit policy? Is there a bedbug policy? What is your opinion regarding a realistic nit policy? Comment on Ed. Code section 51880 that may apply. (Text: Selekman, Ch. 15 and 18. Websites: CSNO/NASN; OCLI or see CA Codes).

8. Discuss the role of the school nurse in managing circulatory emergencies. Include in your discussion types of circulatory emergencies and assessment steps. What are the early signs of circulatory compromise? Give several examples of degrees of trauma that could cause multiple systems damage. Include in your discussion interventions for shock and sudden cardiac arrest. Include steps in use of an AED. Comment on training that has taken place in your schools to prepare others to use the AED.
(Text: Selekman, Ch. 16 and 19).

9. Discuss Tuberculosis and the disease process in children verses adults. Include timing and method for reading a Mantoux skin test (PPD). When is a skin test considered questionable? When is it positive? What is the usual length of time medication is prescribed for a positive PPD verses active disease? Comment on issues related to compliance. What are some important points to make when educating school personnel about how and when disease is spread? What is your district policy regarding TB skin testing? Consult your local health department about prevalence in your area. What are your thoughts on the use of TB Risk Surveys as a substitute for testing?
(Text: Selekman, Ch. 4 and Ch. 14, Website: National TB Center).

Week 8, Assignment Reference Sources:

Textbooks/Publications:

California School Nurses Organization. (2001). Communicable disease flipchart. Sacramento, CA: Author.

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.

Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

Asthma and allergies, www.schoolasthma.com

Asthma and music as an effective teaching tool, <http://www.mdmdinc.com>
or E-mail at StopAsthma@aol.com

California Department of Education (codes), www.cde.ca.gov

Diabetes, children with in schools, http://www.childrenwithdiabetes.com/d_0q_000.htm

Tuberculosis, www.umdj.edu/ntbc

Ed. Codes/other, records/confidentiality, www.cde.ca.gov & www.leginfo.ca.gov

CSNO (Position Statements), www.csno.org

NASN (Position Statements), www.nasn.org

National TB Center, <http://www.nationaltbcenter.edu/>

Laws related to school health, www.hkresources.org

Merck Manual, <http://www.merck.com/mrkshared/mmanual/home.jsp>

OCLI (Official California Legislative Information), www.leginfo.ca.gov

Pediculosis, www.headlice.org

Sickle Cell, www.SCInfo.org; <http://www.sicklecelldisease.org>

Tuberculosis, <http://www.medicinenet.com/tuberculosis/article.htm>

Module Three, October 12 - November 06, 2020

The Nursing Process * NANDA Nursing Diagnosis * Individual Health Care Plans * Health Promotion * Health Education Programs * Cultural Differences * Poverty and Dysfunctional Families * Learning Disabilities * Child Abuse * IDEA * 504 Plans *

Week 9

The Nursing Process; NANDA Nursing Diagnosis and standardized language; Individual Health Care Plans, Emergency Action Plans; caring for children with ADHD, cycle of childhood obesity; seizures, Cystic Fibrosis, Diabetes I, Allergic Rhinitis, Encopresis, and Sickle Cell Disease. Read and review Selekmán: Chapters 10, 22- 28

Note: Week 9 students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. Discuss importance of sound documentation and use of standardized nursing language in school nursing. Define N3 (Nanda, Nic, and Noc) and their use in school nursing practice. To demonstrate your understanding of standardized nursing language, develop an Individual Healthcare Plan for Jeffery, age 10, who takes medication for moderate to severe asthma, or use an actual student in your SN practice. Include the IHP with your paper. (Text: NASN; Selekmán, Ch. 10).
2. Mark, age 9 years, a slender unkempt child is sent to your office by his teacher who states that he is disruptive in class and seems unable to concentrate on his work. His mother is a working single parent with four younger children. Using the nursing process, what steps will you take to help Mark and his mother? Highlight some key points related to diagnostic criteria for ADHD. Develop an Individual Healthcare Plan using standardized language and apply a nursing theory. (Text: NASN; Selekmán, Ch. 24 & Ch. 10. Websites related to ADHD below).
3. Melissa, a 3rd grade child is moderately obese. Discuss the vicious cycle of childhood obesity, genetic factors, dietary habits, activity patterns, and impact on health, self-esteem and success in school. Discuss the screening process and how you would go about plotting a BMI for Melissa? How will you work with Melissa and her family? Include an Individual Healthcare Plan using standardized language. (Text: NASN; Selekmán, Ch. 9 & Ch.10 and 27).
4. William is an 8-year old child who has a poorly controlled Complex-Partial Seizure condition. Diastat Rectal Gel has been ordered in the event of a seizure at school. Describe this type of seizure activity. Comment on CSNO/NASN position statements regarding administration of emergency medication. Discuss concerns regarding administration of Diastat, by whom and why. What is your district policy on administration of Diastat? Develop an Emergency Action Plan for teachers and staff. (Text: Selekmán, Ch. 28; Websites: CSNO; NASN).
5. Jeff, age 9 years, has a diagnosis of Cystic Fibrosis. Discuss key issues related to pathophysiology and major management concerns. In light of Neuman's Systems Model

(N184 Course Documents section), discuss the role of the school nurse as it relates to nursing interventions and support given to the student and family. Comment on important information that should be shared with the classroom teacher. Develop an Individual Healthcare Plan using standardized language. Is a 504 plan a consideration? (Text: NASN; Selekman, Ch. 9, Ch. 10 and 21. Website noted below).

6. Johnny, age 11, has recently been diagnosed with Diabetes I. Discuss the impact this diagnosis may have on a pre-teen and issues related to the honeymoon phase. Include a likely insulin regime and dietary plan. How can the school nurse support Johnny and assist him with self-management at school? Develop an Individual Healthcare Plan and an Emergency Action Plan using standardized language. Is a 504 plan appropriate? (Text: NASN; Selekman, Ch. 25 and Ch. 10. Websites noted below).
7. Jimmy is 11 years old and has recently been diagnosed with Allergic Rhinitis. Discuss early phase response triggers, and signs and symptoms. Discuss environmental and medical management. Give 3-4 examples of types of medications that may be tried to treat the condition including immunotherapy. Since there is risk of systemic reaction with immunotherapy, how should the school nurse be prepared? Develop an Emergency Action Plan to safeguard this student. (Text: Selekman, Ch. 16 and 22. Website noted below).
8. Sammy, age 7 years, has a problem with encopresis. Briefly discuss the pathophysiology of encopresis. Describe the steps the school nurse will take related to the nursing process. How can the school nurse work with the family and the teacher to resolve the problem? Develop an Individual Healthcare Plan using standardized nursing language. What type of documentation might be involved? Would one or all of the following be appropriate, why or why not? A mental health referral? A nurse-client contract? A 504 plan? (Text: Selekman, Ch. 11 and 16. Publication: NASN. Website below).
9. Billy, age 10 years, has a diagnosis of Sickle Cell Disease. Discuss the pathophysiology of this condition and what is involved in Sickle Cell Crisis. Discuss important information that needs to be shared with the teacher and staff, as well as things the student needs to keep in mind regarding his condition. Develop an Individual Healthcare Plan using standardized nursing language and an Emergency Action Plan. (Text: NASN; Selekman, Ch. 19 and 21. Website below).

Week 9, Assignment Reference Sources:

Text/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

ADD and ADHD (Children and Adults with) – www.chadd.org
 ADD and ADHD – www.chadd.org, www.aacap.org
 Allergic Rhinitis, <http://www.healthscout.com/ency/68/208/main.html>
 American Academy of Allergy, Asthma, Immunology, <http://www.aaaai.org>
 American Academy of Pediatrics, <http://www.aap.org>

Anxiety/Panic Disorders, www.nami.org/helpline/anxiety.htm
 Asthma and allergies, www.schoolasthma.com
 CSNO (Position Statements), www.csno.org
 Cystic Fibrosis, www.cff.org
 Diabetes, <http://www.aap.org>
 Diabetes, National Diabetes Education Program (education materials), <http://ndep.nih.gov/>
 Encopresis, http://www.emedicinehealth.com/encopresis/article_em.htm
 Epilepsy, www.epilepsyfoundation.org
 Epilepsy, www.kidsource.com/NICHCY/epilepsy.html
 Epilepsy Foundation of America, www.efa.org
 Food Allergy and Anaphylaxis Network, <http://www.foodallergy.org>
 Laws related to school health, www.hkresources.org
 NASN (Position Statements), www.nasn.org
 Nursing theories, <http://www.sandiego.edu/academics/nursing/theory>
 Sickle Cell Disease, www.SCInfo.org; <http://www.sicklecelldisease.org>

Week 10

Health education, a component of coordinated school health system; conceptual model for health teaching and learner readiness; effective teaching methods; National standards and CA Health Framework; developing health education programs; family and community involvement; health promotion for faculty and staff.

Read and review Selekmán: Chapters 5, 21

Note: Week 10, students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. An important component of a coordinated school health program is health education. What do research findings suggest the benefits of health education in school? List the eight characteristics of effective curricula. List and define the four unifying ideas of health literacy and list the nine content areas. What role should the school nurse play in health curriculum planning and development? How can the school nurse become involved?
(Publication: CDE, Health Framework, Selekmán, Ch. 5).
2. Discuss a conceptual model for effective teaching that relates to learner readiness and the school nurse as educator. Incorporate into your discussion a short statement about each of the following that sums up their purpose: Key elements of measurement criteria related to Standard 5B (Scope & Standards of Practice), CDE Health Framework for CA Public Schools, and CDE Ed Code sections noted in Appendix A of CDE publication.
(Text: Selekmán, Ch. 3. Publication: CDE, Health Framework with Ed Code sections).

3. List the ten top requirements for effective teaching. Go to the learning theories website noted below, share key points related to 3 learning theories that you could use for health teaching. Glean through the American CA Society *National Health Education Standards*, CDE *Health Education Content Standards K-12* and the CDE *Health Framework for California Public Schools K-12*. In a quality paragraph for each, comment on the usefulness of these resources in developing health curriculum and lesson plans.
(Publications: CDE - Health Framework, see N184 External Links; American Cancer Society – National standards and CA standards, Website: Learning Theories).
4. Review the CDE *Health Education Content Standards K-12* and the *Health Framework for CA Public Schools K-12* (also Ed Code sections in Appendix A) as these relate to elementary health education. Speak with the curriculum coordinator in your district to find out what health curriculum is being taught at various grade levels; share this insight. Compare your findings to CDE health education guidelines in the publications that you reviewed. Do you think that the health education at the elementary level is adequate? Comment on your SN role as a health educator.
(Publications: CDE, see N184 External Links).
5. Write a proposal for a healthy lifestyle health education program you could present to an administrator that would target overweight preadolescent girls. (Think in terms of a coordinated school health program that could include other professionals, departments, or the community). Read a recent research article related to the problem and reference it in your proposal, as well as grade appropriate learner readiness found in the CA Health Framework. Include a brief outline of your proposed program.
(Selekman, Ch. 4 & 27. Publication: CDE.).
6. Discuss ways school, families and community can work together to strengthen student success in school. What are some key elements that must be taken into consideration in obtaining family commitment? What are some challenges to family involvement? Give an example of a health education program that could involve family and community and a brief explanation of how it might work. Comment on content in Ed. Code section 51891 regarding community.
(Selekman, Ch.12. Website: CDE, coordinated school health).
7. As a school nurse, it is your responsibility to in-service school faculty/staff on safety measures to take regarding blood borne pathogens. Research the subject matter and develop a teaching outline you can use for your own in-service. Who will be included in your target audience? Comment on the details of how, where, when you will plan your presentation. Relate this in-service to Cal-OSHA.
(Text: Selekman, Ch.17 and 38. Website: Cal-OSHA).
8. Discuss health promotion for school faculty and staff. What do staff wellness programs typically involve? Discuss the benefits of worksite health promotion programs. Discuss action steps you will take to plan and implement a school-site health promotion program. What are the challenges for successful programs and key concepts to guide future efforts? Read through Ed Code sections related to health education and comment on how these relate to health promotion for faculty and staff.
(Selekman, Ch. 38. Websites: CDE).

9. Discuss the use of evaluation and survey data in developing school health education programs. What factors should be considered in planning a survey? Develop an actual survey that you could use with students or staff to determine health education needs. Discuss two evaluation models. Include things that should be taken into consideration in developing a successful program and learner readiness at different grade levels. (Text: Selekman, Ch. 5 and 38; Publication: CDE, Health Framework, Ch. 1).

Week 10, Assignment Reference Sources:

Textbooks/Publications:

- American Cancer Society. (2005). *National Health Education Standards*. Atlanta, GA: Author. (N184 Documents section)
- California Department of Education (2003). *Health Framework for CA Public Schools: Kindergarten through grade twelve*. Sacramento, CA: Author. (N184 External Links)
- California Department of Education (2009). *Health Education Content Standards for California Kindergarten through grade twelve*. Sacramento, CA: Author. (N184 Documents section)
- NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
- Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

- American School Health Association (educational materials), www.ashaweb.org/pubs/
- California Department of Education (Health Framework), www.cde.ca.gov
- Cal-OSHA,(blood borne pathogen in-service information), www.calosha.com
- Coordinated School Health Programs Resources:
<http://www.chef.org/cshp.htm>
<http://www.cdc.gov/nccdphp/dash/cshpdef.htm>
<http://www.californiahealthykids.org>
- CSNO (Professional growth materials/Position Statements), www.csno.org
- Healthy Kids Resource Center (educational materials catalog) www.californiahealthykids.org
- Learning theories, http://www.emtech.net/learning_theories.htm
- Learning theories, <http://tip.psychology.org/theories.html>
- NASN (Professional growth materials/Position Statements), www.nasn.org
- National Dairy Council (educational materials).
<http://www.nationaldairycouncil.org/nationaldairycouncil/tools>
- National Health Ed Standards <http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>

Week 11

Behavior issues: anxiety disorders, Tourette syndrome, children with autism, school phobia and absenteeism; poverty and homelessness; children of dysfunctional families; cultural competence; transcultural differences; gifted children; child abuse reporting.

Read and review Selekman: Chapters 13, 24

Note: Week 11 students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. Anxiety disorders. Briefly describe the different types of anxiety disorders, including signs and symptoms that may be seen in young elementary school age children. Marta, age 6, has been brought by her teacher to the health office because she is complaining of a stomachache. She has been listless and withdrawn in class. Her grandmother recently passed away with whom she spent a great deal of time and Marta wants to go home. Using the nursing process, discuss steps the school nurse will take to help Marta. What are important points to keep in mind in counseling young children?
(Text: Selekman, Ch. 32. Websites noted below).
2. Tommy age 10 has a diagnosis of Tourette syndrome. Discuss etiology; signs and symptoms; impact on self-esteem and learning; and pharmacotherapy. Discuss things that the school nurse can do to support Tommy and his family. What are some tips the school nurse can share with his teacher to strengthen his self-esteem and aid learning? Is Tommy eligible for any types of services and/or programs? Why or why not?
(Text: Selekman, Ch. 24 and 32. Websites below).
3. Discuss educational and health issues related to poverty and homelessness. What is the scope of the problem today? What guidelines are used in school districts to determine children that qualify for free lunch? Include barriers to care and the role of the school nurse. Discuss issues related to access to care issues in your area. Where can you refer low income families?
(Text: Selekman, Ch. 11. Website: CA Department of Health Services).
4. What is autism? Describe the communication deficits, impaired social interaction and cognitive function that are associated with autism. Discuss the TEACCH approach to helping these children learn. What are the legal guidelines in place to ensure that attention is paid to providing the appropriate programs and services? How are these children served in your own school district? Discuss the role of the school nurse and issues related to assessment and screening.
(Text: Selekman, Ch. 32. Websites below).
5. Discuss issues related to school refusal and health-related absenteeism. Give a definition of school phobia and discuss the basis for this fear. Compare factors related to delinquency with those related to school phobia. Discuss the role of the school nurse in assessment, intervention and prevention for each.
(Text: Selekman, Ch. 32).

6. Discuss cultural competence as it relates to a specific population you work with in your own area (Chinese, Hispanic, Hmong, other). Include in your discussion 3 significant cultural differences that differ from your own, i.e. spiritual beliefs, family values, child rearing practices, verbal and non-verbal communication, dietary habits, health practices, etc. Are there medical-legal issues or barriers to medical care for this group? Compare your school nurse role to Purnell's conceptual model of cultural competence. Comment on your strengths and areas that need improvement.
(Text: Selekman, Ch.13; Website: Search for specific cultural groups.)
7. Read through the transcultural theories/models related to cultural competence in Selekman Chapter 15. Choose one to discuss and compare the differences. Point out aspects that you can relate to in working with children and families of a culture other than your own. Give an example of overcoming road blocks you have encountered in trying to help a child/family of a different culture. Will this added insight help you in your school nurse practice? (Selected Readings: Selekman, Ch.13).
8. What are some characteristics associated with the gifted child? Discuss the history and basis for gifted and talented education. Share insight gained into what should be included in programs for the gifted learner (see Ed Code sections 52200-52212, N184 Documents section). Where does the gifted learning-disabled child fit into the picture? Include in your discussion health issues that may be associated with these children.
(Websites: OCLI; gifted and talented children; see below).
9. Child abuse reporting. Who is responsible? Jacob's teacher brings him into your office. She tells you that he told her that his stepfather hit him with a belt across his back. She asks you to look for bruises. You find what appear to be belt marks across his back and shoulders. His teacher states that he frequently comes to school smelling of urine and that his clothes are often badly soiled. What is P.L. 104-235? What codes apply? Discuss the role of the school nurse. Who is responsible for reporting in this case?
(Text: Selekman, Ch. 9. See CA website booklet for Child Abuse and Neglect).

Week 11, Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

Anxiety/Panic Disorders, www.adaa.org/, www.nami.org/helpline/anxiety.htm
 California DHS, CHDP, www.dhs.ca.gov
 The California Child Abuse and Neglect Reporting Law,
<http://www.cdss.ca.gov/cdssweb/entres/forms/English/PUB132.pd>
 CSNO (Position Statements), www.csno.org
 Child Abuse, www.childabuse.org
 Gifted and Talented Education, <http://www.cde.ca.gov/sp/gt/lw/>
 Gifted and Talented Education, <http://www.cde.ca.gov/sp/gt/gt/>
 Gifted and Talented Children, http://www.ri.net/gifted_talented/character.html

Gifted children and ADHD, <http://www.athealth.com/consumer/disorders/adhdgifted.html>
 Gifted/yet learning disabled child, <http://www.acps.k12.va.us/tag/ldgifted.php>
 Gifted child and health, http://giftedkids.about.com/od/sociallemotionalissues/qt/mental_day.htm
 Laws related to school health, www.hkresources.org
 Leininger's Transcultural Nursing Model, <http://www.sandiego.edu/academics/nursing/theory>
 National Committee for Prevention of Child Abuse, www.childabuse.org
 National Federation for the Blind, www.nfb.org
 Nat'l Information Center for Children & Youth with Disabilities, www.nichcy.org
 NASN (Position Statements), www.nasn.org
 OCLI (Official California Legislative Information, www.leginfo.ca.gov
 Tourette Syndrome Association, <http://www.tsa-usa.org>
 See other websites in the document section on Blackboard.

Week 12

Office of Civil Rights; IDEA and other laws protecting rights of individuals with disabilities; Student Study Team; 504 Plans; health conditions that impact learning, ADHD, vision and hearing problems, severe allergies, acting out and other behaviors. Read and review Selekman: Chapters 9, 30

Note: Week 12, students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. When did the U.S. begin enacting laws to support special education? Briefly describe key federal laws protecting individuals with disabilities. What is the role of the Office of Civil Rights? What rights can students expect? List five key district requirements under IDEA and five responsibilities of school health services for the student with healthcare needs. What must the school nurse be prepared to do as a member of the IEP team? (Selekman, Ch. 24. Websites: IDEA, OCR).
2. What is Section 504 of the Rehabilitation Act of 1973? What does the term "accommodating" refer to when speaking about placement? Would any student with a disability qualify? Give an example of a student who would qualify under OHI. What should be the determining factor in placing a student on a 504 Plan? Succinctly describe the U.S. Department of Education OCR rules for students. Who should be included on a 504 team? Briefly describe your own experience as a member of a 504 team. (Text: Selekman, Ch. 10. Website, IDEA, OCR).
3. What are the steps involved in developing a 504 plan? Speak with an experienced school nurse to gain insight into the 504 process in your district. What is the role of the school nurse in initiating and participating in the process and as a member of the SST (Student Study Team)? Who are the members of an SST? Give an example of a student who would qualify for a 504 and describe the 4 areas that should be addressed in an Accommodation Plan, when the plan should be reviewed again and who should receive a copy of the plan. (Text: Selekman, Ch. 7 and 10, and Website, IDEA).

4. Briefly define ADHD. Discuss issues related to a teacher's demands that a child be medicated for "ADHD." Include in your discussion criteria that must be present for a diagnosis. List 4 non-pharmacological interventions that the school nurse can recommend to the classroom teacher to help the child. Describe 2-3 medications often used in treatment of ADHD, dosage, action, benefits, and side effects. Discuss the steps involved in the development of a 504 plan. Comment on legality and purpose.
(Text: Selekman, Ch. 10, 24, and Ch. 26. Websites below.).
5. Allen, age 7 years, has been referred by his teacher to the SST (Student Study Team). He has a history of disruptive behavior and poor performance in school. Discuss school nurse assessment steps, possible findings and what information should be shared with the SST. Comment on usual make-up of a team. Assuming that Allen is diagnosed with ADHD and qualified for a 504 Plan, summarize what you anticipate will be written up in that plan. Discuss the likely role of the school nurse in helping Allen. What legal rights/protection does he have with a 504?
(Text: Selekman, Ch. 10, 24, and 26; Websites: OCR, IDEA).
6. Rodney is a 4th grader with strabismic amblyopia who has 20/20 R. and 20/200 L. vision without glasses. He has a long history of refusing to wear glasses. His grades are above average. Briefly describe the vision problems associated with strabismic amblyopia and screening techniques used in diagnosis. Is he a candidate for a 504/ a formal contract? Why or why not? Are there 504 guidelines that may apply to this situation? What recommendations will the school nurse make to his teacher, parent/guardian and note in his health record?
(Text: Selekman, Ch. 9, Ch. 10, and 14. Websites: OCR, IDEA).
7. Joey has a history of upper respiratory allergies and a transient hearing loss. He is a bright boy, but he is not paying attention in class and he is below grade level in performance. His teacher has made a referral to the SST (Student Study Team). Briefly summarize issues related to learning as a result of allergies and transient hearing loss. Is he a candidate for a 504? If so, why? Discuss the role of the school nurse in the area of assessment, referral, and follow through in preparing for the SST meeting. What recommendations will the school nurse have for the team?
(Text: Selekman, Ch. 7, Ch. 9, Ch. 21. Websites: IDEA; OCR).
8. Jerry, a 3rd grade student, has been acting out in class. He throws things across the room and antagonizes/disrupts other students at work. His teacher has come to the school nurse for some help. Summarize what is involved in the ABC Model and Functional Behavioral Assessment/Analysis. List the categories related to questions that the school nurse will want to investigate with teacher and parents. What assessment steps will the school nurse take? What recommendations might the nurse make to the teacher for altering Jerry's behavior? Is an SST referral in order? Is Jerry a candidate for a 504? Would a Formal contract or a token economy system work for him? Explain your answer.
(Text: Selekman, Ch. 31).

9. Discuss the different types of Special Ed. programs offered in your school district and briefly describe each type program. Visit an SDC (special education class). Prior to the visit, create a list of questions that you can use to interview the teacher. Spend at least one hour observing interaction between students and teacher. Share your experience and the insight you gained from the experience. How did this experience broaden your understanding for some problems/issues teachers and students face in special education? (Text: Selekman, Ch. 26).

Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

ADD and ADHD (The Learning Disabilities Project) – www.ldonline.org
 ADD and ADHD (Children and Adults with) – www.chadd.org
 ADD and ADHD, www.chadd.org, www.aacap.org and www.nimh.gov
 California Department of Education, www.cde.ca.gov
 Nursing theories, <http://www.sandiego.edu/academics/nursing/theory/>
 Office of Civil Rights, <http://www.ed.gov/about/offices/list/ocr/index.html>
 IDEA '97, <http://www.ed.gov/offices/OSERS/Policy/IDEA>

Module Four, November 10 – December 7, 2020

Special Education * IEP Process * Interdisciplinary Collaboration * Legal and Ethical Issues * Confidentiality * Special Ed. Screening and Assessment * Early Intervention * Specialized Physical Health Care * Supervision of Care

Week 13

Special education, IEP (Individual Education Program) process; the IEP team and interdisciplinary collaboration; Individual Health and Support Plans; SELPA (Special Education Local Planning Area); mainstreaming; families and the grieving process. 9, 10

Note: Week 13, students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. According to the CA Education Code, California reflects federal legal guidelines in meeting the special education needs of children in our state. Describe what a SELPA (Special Education Local Planning Area) is and its responsibilities. Which agency takes responsibility for the SELPA in your county? How are children in need of special education services identified? Find out about state diagnostic centers. Which state department is responsible for them and how are children selected for evaluation? (Text: Selekman, Ch. 11. Websites: SELPA; State Diagnostic Centers; OCLI, Ed Code sections 56000, 56001, 56026, 56031, 56300-56302).
2. Describe the IEP process in determining placement for a child according to Education Code sections 56320-56329. Include legal timelines, responsibilities of everyone on the multidisciplinary team, and parent involvement and rights. Interview a school psychologist or resource specialist at your school to gain insight into the various types of testing conducted on students to determine appropriate placement. What does an evaluation summary report include? (Text: Selekman, Ch. 9 and Ch. 10. Website: OCLI or Ed. Code sections 56320-56329).
3. Discuss the role of the school nurse as a participant on the multidisciplinary education team, using the nursing process and the steps in box 14.7 in Selekman p. 311. Take each step and relate it to an action step you took, or plan to take, in working up a child with some health issues for an initial IEP meeting. What are the school nurse's responsibilities regarding a written and oral report? How do you think your input as a school nurse is valued by other members of the team? (Text: Selekman, Ch. 10).
4. Tommy is a 10-year-old wheelchair dependent paraplegic with a history a spinal cord injury. He is transferring into a regular 5th grade from out of district. He has a history of resource specialist services. There are orders for clean self catheterization at school. Discuss the school nurse role, the initial steps to assist with personal needs, need for other possible services, paperwork, and reports for an upcoming IEP meeting. Develop an IHP (Individual Healthcare Plan) related to catheterization needs. (Text: Selekman, Ch. 10, Ch. 16. Website: OCLI or Ed. Code section 56325).

5. Jimmy, age 14 years, is transferring into an SDC at the 8th grade level from another SELPA. He has right hemiplegic cerebral palsy and his IQ is in the mildly retarded range. He can walk with difficulty and uses a motorized wheelchair. He will require wheelchair access and assistance with toileting. He has a right strabismus and recently dropped and broke his glasses. Discuss initial steps the school nurse will take, and paperwork needed for an upcoming IEP meeting. Develop an IHP for Jimmy using standardized language. What should be included in an IEP after age 14 years?
(Text: NASN; Selekman, Ch. 9 and Ch. 21. Website: OCLI or Ed. code section 56325).
6. Johnny is a 7-year-old child in the 2nd grade. There is a history of a serious auto crash and head injury with loss of consciousness for several days. He experienced several seizures while in the hospital. He is returning to school after a six-week absence. His mother reported to the teacher that he has difficulty following directions at home and has a problem remembering things. Assuming he will be referred to the SST (Student Study Team), discuss your assessment steps, contacts, and paperwork you will prepare for the meeting. Develop an Emergency Action Plan based on possible future seizure activity.
(Text: Selekman, Ch. 10 and Ch. 7, Ch. 28; and NASN. Website: for H& D history taking, see website or go to N184 External Links).
7. Discuss health and developmental history taking. Include establishing rapport and types of interview questions needed to obtain meaningful information from a parent/guardian and give several examples. What is the best means by which to obtain a health and developmental history? What information should tastefully not be written down and/or shared in an IEP meeting? List the different types of multidisciplinary team meetings and the type of information the school nurse would be expected to share at each, i.e., complete health history, health history update, simple assessment, IHP, none, etc.
(Text: Selekman, Ch. 10 and 14. Website of your choice).
8. Bobby is a 6-year-old with Down syndrome. His Ht. is 100 cm/Wt. 30 kg. He has a history of a mild bilateral low frequency hearing loss, and a problem with atlantooccipital instability of the neck. He is a client of a local regional center. His mother has requested that he be mainstreamed into a regular kindergarten. Discuss the pros and cons of mainstreaming and concerns related to his health and safety. Develop an IHP using standardized language addressing health issues.
(Text: NASN; Selekman, Ch. 9, Ch. 10, Ch. 26. Websites: Down Syndrome; Regional Centers).
9. It is so important to try to put yourself in someone else's shoes such as the parent of a child with exceptional needs. Discuss attitudes and stages of grieving that parents experience in coming to grips with having a child with special needs. Reflect on experiences you may have had with parents of these children in your own school nursing practice and/or your own feeling if you have a special needs child. What are the stressors and impact on family members when there is a special needs child in the family? Discuss ways that the school nurse can help these parents and be an advocate at the IEP meeting.
(Websites: Cohen, M. A.; Kubler Ross; Thacker, S.).

Textbooks/Publications:

National School Nurses Association. (2005). *Using nursing languages in school nursing practice*. Silver Spring, MD: Author.

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.

Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

Affects of a Handicapped Child on a Family by Marcia Cohen,
<http://www.yale.edu/ynhti/curriculum/units/1982/6/82.06.08.x.html#f>

Brain Injury Association, www.biausa.org

California Dept. Of Ed (Disabled students), <http://www.cde.ca.gov/ls/cs/k3/consider.asp>

California Code of Regulations, <http://www.oal.ca.gov/ccr.htm>

CDE (state) Diagnostic Centers, www.dc-cde.ca.gov

California Special Education programs: a composite of laws (Ed. Codes relating to Special Education), <http://www.cde.ca.gov/sp/se/>

CSNO (Position Statements), www.csno.org

Down Syndrome, National Association of, <http://www.nads.org/>

Down Syndrome – Health Issues, <http://www.ds-health.com/>

Impact of a handicapped child on the family, by Marcia A. Cohen,
<http://www.yale.edu/ynhti/curriculum/units/1982/6/82.06.08.x.html#f>

Kubler Ross Grief Cycle,
http://changingminds.org/disciplines/change_management/kubler_ross/kubler_ross.htm

Laws related to school health, www.hkresources.org

OCLI (Official CA Legislative Information), www.leginfo.ca.gov
For Ed. Codes – click on CA Law, then Ed. Codes, type in number of code sought

NASN (Position Statements), www.nasn.org

Office of Special Education and Rehabilitation Services,
<http://www.ed.gov/about/offices/list/osep/index.html>

Regional Centers for developmentally delayed persons (CVRC, example) <http://www.cvrc.org/>

SELPA (example of), <http://www.tulareselpa.org/>

State Diagnostic Centers (CV example), <http://www.dcc-cde.ca.gov/>

Week 14

Standard 12, Ethics; ethical theories; ethical decision making and problem solving; foster children in the system; early childhood intervention; IFSP (Individual Family Service Plans); SDC teachers and school staff perceptions of the school nurse role.
Read and review Selekman: Chapters 29, 36

Note: Week 14 students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions Week 14:

1. What are the two primary approaches to ethical decision making. What are the principles inherent in all ethical decisions? Explain each. If you have been involved in an ethical dilemma, briefly comment on that experience.
(Selekman, p. 64, Ch. 26. Websites: OCLI, B&P Code sections 2725-2742, Santa Clara University, see below).
2. Read through Standard 7, Ethics measurement criteria. What does ethical behavior involve according to Standard 7? What does the *Code of Ethics for Nurses* (ANA 2001) state about nurses and assuming responsibility? Does the CA Nursing Practice Act require that nurses be advocates for their patients/clients? Is the role of advocate for children and family's good practice or are you legally bound? What should the school nurse consider sharing with other members of the educational team related to meaningful decision-making?
(Text: NASN, Selekman, p.64. Websites: OCLI, B&P Code sections 2725-2742).
3. Joey, a 3rd grade student, confides in the school nurse that his new foster parents are "mean" to him. There is no outward evidence of abuse or neglect though Joey does appear quite anxious. The foster father teaches 6th grade in this same school. Joey pleads with you not to tell his foster father that he "told." Discuss health issues and concerns related to foster care children in general. What is the definition of an ethical quandary? Is this an ethical quandary, or just an uncomfortable situation? What are some things/consequences to consider? Discuss steps you would take in resolving this situation.
(Text: Selekman, Ch.8, and Ch. 11, Ch. 13, Ch. 33).
4. Standard 16: Resource Utilization. This standard may be an extension of a discussion on ethical standards regarding the legal duty of client advocacy. The language in this standard makes it clear that the school nurse is to choose the best for clients and help parents make the best decisions based on service needs. Read through the measurement criteria and select three criteria that you can relate to as a school nurse in meeting the needs of a medically fragile child or otherwise needy child. This could be through collaboration, cost effective resource utilization, training personnel and assignment of tasks, and/or helping a parent obtain affordable health care services.
(Text: Selekman, Ch. 3, NASN).
5. Upon what federal law is Early Childhood Intervention based? What is an Individual Family Services Plan and to whom does it apply? List the basic elements of early intervention noted in the law. Read through CA Ed Code section 56441.11 for insight into eligibility criteria for children with special needs age 3-5., Summarize categories of findings. List and briefly explain some tests that could be administered and other measurement criteria for assessing a preschool child. What does the Ed Code say about preschooler readiness when transitioning into kindergarten?
(Text: Selekman, Ch.9 and Ch. 10. Website: OCLI, or Ed Code sections 56441.11 and 56445).
6. Review IDEA PL 101-119 (1991). Summarize what the CA Ed Code has to say about the purpose and the services provided to special needs children 0-3 years of age. What are the established medical disability criteria for children to qualify for early intervention services? Discuss the services available to families and list the continuum of early

intervention service delivery options. Include in your discussion transitioning steps from early childhood special education services to a program for preschoolers 3-5 years of age. Who are the members of the transdisciplinary team? What is the school nurse role? (Text: Selekman, Ch. 11. Website: OCLI, or Ed. Code sections 56425-56430).

7. An IEP team has convened to decide what to do about Jerry, an 8th grade RSP student who threatened another student with a knife at school. He has a diagnosis of ADHD and takes Ritalin daily at noon. What are the guidelines regarding suspension of Special Ed. students? What type of input is needed from the school nurse at the IEP meeting? (Regarding suspension and expulsion go to *Disability Rights California* website below and type in the word "Suspension.").
8. Julie, 18 months, has a history of prenatal exposure to substance abuse. Her foster mother has requested that she be evaluated. As a school nurse, you have been asked to make a home visit with an early intervention team. Discuss your role regarding assessment, likely tests, and tools to use. Comment on testing likely to be done by other members of the team. What cognitive, language, social and emotional, and gross motor skills would you expect to see in a child her age? What criteria would qualify her for services? Comment on the type of service plan that will be put in place for Julie and when it will change. (Text: Selekman, Ch. 11 and 9. Website: OCLI or N184 Documents section, for Ed. Code sections 56425-56430, 56441.11).

Week 14, Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

California Special Education programs: a composite of laws (Ed. Codes relating to Special Education), – www.cde.ca.gov/spbranch/sed/index.htm
 IDEA '97, <http://www.ed.gov/offices/OSERS/Policy/IDEA/>
 Santa Clara University, <http://www.scu.edu/ethics/practicing/decision/framework.html>
 OCLI (Official CA Legislative Information), www.leginfo.ca.gov
 For Ed. Codes – click on CA Law, then Ed. Codes, type in number of code sought
 CSNO (Position Statements), www.csno.org
 Muscular Dystrophy Association, www.mdaua.org
 NASN (Position Statements), www.nasn.org
 National Association for the Deaf, www.nad.org
 Special Education, www.cde.ca.gov/spbranch/sed/index.htm (Early Intervention)

Week 15

The value of collaboration in school nursing practice; chronically ill and medically fragile children; special physical health care needs; supervision and training of unlicensed assistive personnel; DNAR (Do not attempt to resuscitate); infectious disease control in medically fragile population; program placement.

Read and review Selekman: Chapters 36, 38

Note: Week 15 students are to select one (1) of the following questions to research and write up on their own after learning which 2 questions have been selected by presenters for CANVAS presentations for this week. See syllabus for discussion guidelines following CANVAS presentation by fellow students.

Questions:

1. Standard 10: Collaboration. This is the process that involves working together to obtain common goals. Review the measurement criteria associated with the standard. Reflect on a student in your school nursing practice that required that you collaborate extensively with education team members, other professionals, parents, and/or community services in order to meet the child's health related needs. Referencing the measurement criteria that apply, explain how you met the needs of this child through collaboration. List the six "R's" of participation. Comment on the value of collaboration in your SN practice. (Text: NASN; Selekman, Ch.7).
2. Discuss the guidelines for specialized physical health care services. Include definition of supervisor and types of supervision. Who is responsible for designating the individuals who are to provide special physical health care services? Who determines that individual's competency and level of supervision needed? In California, are tasks "delegated" or "assigned"? Elaborate on the role of the school nurse. (Text: Selekman, Ch. 14 and Ch. 33. Websites: NASN/CSNO position statements).
3. Outline important steps to take in training unlicensed assistive personnel to provide specialized physical health care procedures. What are the five "rights" that nurses must use as a guideline for assigning tasks? Who is responsible for competence of the individual trained? What is the responsibility of the school nurse in the event a care provider is hired from an outside agency and has been trained by that agency? Include in your discussion needed documentation. (Text: Selekman, Ch. 8 and Ch. 39. CSNO/NASN position statements. Websites: CSNO, NASN).
4. DNAR (Do Not Attempt to Resuscitate). Define DNAR. Does your school district have a policy related to DNAR? If so, share your findings. What are acceptable measures that can be taken for a student with a DNAR on file? Discuss issues and concerns. Go to the CSNO and NASN websites to read through position statements found there and comment on your findings. Can a school district be sued if it refuses to honor a DNAR? (Text: Selekman, Ch. 10)
5. What is MRSA? Discuss signs, symptoms, causes, risk factors, and treatment. What are some communicable disease control measures that need to be taken in a classroom setting with medically fragile pupils? What do standardized precautions involve? Are more stringent precautions required in working with children with this diagnosis? (Text: Selekman, Ch. 17 and 18. Websites: CDE; Mayo Clinic).

6. Terry is a severely delayed 6-year-old boy who is wheelchair dependent with Cerebral Palsy. He has a history of aspiration pneumonia because he is unable to chew his food well and has problems swallowing. Discuss feeding issues for a child with CP. Terry has no known food allergies. Develop an IHP (Individual Healthcare Plan and an Emergency Action Plan for Terry. Who will the school nurse collaborate with to help Terry and keep him safe?
(Text: Selekman, Ch. 21 and Ch. 32).
7. Discuss issues related to the pupil who is technology dependent. How does the Assistive Technology Act of 1988 define these devices? Select two types of devices to discuss that you can relate to children in your own practice. Include your concerns and responsibility as a school nurse.
(Text: Selekman, Ch. 9 and Ch. 21).
8. “Resource Utilization,” Standard 16. Explain how you interpret this standard considering your own school nursing practice. Read through the first four measurement criteria for “the school nurse” and for each of these measurement criteria, give an example of how you can/do meet the criteria in providing services to children and/or families in your practice.
(Text: Selekman, Ch. 3; Publication: NASN: Scope and Standards).

Week 15, Assignment Reference Sources:

Textbooks/Publications:

NASN. (2019). *School nursing: Scope & standards of practice*. Silver Springs, MD: NASN.
 Selekman, J. (2019). *School nursing: A comprehensive text*. (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Websites:

California Code of Regulations, <http://www.oal.ca.gov/ccr.htm>
 California Department of Ed. Special Ed. mission, goals, values
www.cde.ca.gov/sbranch/sed/sedmission.htm
 CDC, http://www.cdc.gov/ncidod/dhqp/ar_mrsa_ca_public.htm
 Code of Federal Regulation, <http://www.archives.gov/federal-register/cfr/subject-title-18.html>
 CSNO (Position Statements), www.csno.org
 Disability Rights California, <http://www.disabilityrightsca.org> (search “Suspension”)
 Guidelines and procedures for meeting the specialized physical health care needs of pupils, www.cde.ca.gov & www.csno.org
 Legal guidelines, www.cde.ca.gov/spbranch/sed/index.htm
 CSNO (Position Statements), www.csno.org
 Mayo Clinic <http://www.mayoclinic.com/health/mrsa/DS00735>
 NASN (Position Statements), www.nasn.org
 Public Law 90480, <http://www.unm.edu/~dolguin1/Legislation%20Laws.htm>
 Spina Bifida Association of America, www.sbaa.org

SAMPLE RESEARCH QUESTION FORMAT-See Syllabus for complete instructions

Research Question: Week 12

6. Describe Oppositional Defiant Disorder (ODD). Include in your discussion etiology, characteristics, concerns, management, and treatment. Summarize a typical case scenario of ODD as it relates to adolescent behavior. What is the difference between the behavior of a child/adolescent with ADHD and one with ODD? Can these conditions be seen together? Comment on the role of the school nurse and referral sources in your district and community. (Text: Selekman, pp.938-955; Website noted below.)

Describe Oppositional Defiant Disorder [ODD]

The *DSM-IV-TR* definition:

“A pattern of negativistic, defiant, disobedient, and hostile behavior toward authority figures that occurs more frequently than is typically observed in individuals of comparable age and developmental level (APA, 2000). The disorder typically begins by 8 years of age and usually not later than early adolescence. The disorder is more prevalent in boys than in girls and is often a developmental antecedent to conduct disorder [CO]”

(Townsend, 2011, p. 29)

As a child goes through early development, he or she learns what is socially acceptable behavior within their cultural confines for different types of environments. For example, respect for adults, following social norms at public events, or understanding social hierarchy within the family and community. When the child continues these behaviors past the normal developmental stage, normally the preschool years, the problem becomes a pathological condition and requires professional interventions (Mayo Clinic, 2015; Selekman, 2013). A diagnosis of ODD occurs if the behaviors:

- Persists for six months
 - Younger than five years – the behavior must occur on most days for a period of at least six months
 - Five years or older – behavior must occur at least once a week for at least six months
- Occurs with at least one individual who is not a sibling
- Causes significant problems at school or home
- Occurs on its own – not part of another mental health problem etc. etc. etc.

FINAL REMINDERS

See the Nursing 184 Syllabus for detailed information on answering Research Questions, submitting assignments and the grading rubrics.

Note: In N184-To **summarize student responsibility each week:**

- * Students are responsible for responding to two (2) CANVAS presentations done by fellow classmates each week. For each presentation, the student should answer the scenario and comment on another students posting. Total is 4 postings per week.
- * Students are responsible for researching one (1) of the remaining seven weekly questions
- * Participation following presentations should take place during the week in which the presentation is posted for credit.

Cheating and Plagiarism:

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

<http://www.fresnostate.edu/studentaffairs/studentconduct/conduct/cheating.html>

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