

California State University, Fresno
School Nurse Services Credential Program

NURS 186/187
Preceptor Syllabus

Fall 2019 - Spring 2020

CALIFORNIA STATE UNIVERSITY, FRESNO
School of Nursing
SCHOOL NURSE SERVICES CREDENTIAL PROGRAM

2019-2020 Academic Year

To: Preceptor

From: Faculty
School Nurse Services Credential Program

If you have received this packet, you have agreed to precept a school nurse student who is enrolled in the CSU, Fresno School Nurse Services Credential Program in a practicum course.

Please read through the attached packet carefully as it contains the following: course descriptions and objectives, preceptor guidelines, roles and responsibilities, contract forms, and performance evaluation tools.

In the interest of establishing early and ongoing communication please email your student's faculty below at your earliest convenience to confirm your commitment to act as a preceptor in the CSUF School Nurse Services Credential Program. Your student's clinical instructor will contact you shortly after your email has been received to review roles and responsibilities with you and to answer any questions you may have regarding your student's practicum experience. It is very important to us that you feel supported by faculty throughout the semester. Please feel free to contact faculty at any time with any and all questions and/or concerns.

Thank you for agreeing to precept a CSUF graduate student. Your time and commitment is greatly appreciated. If you have any questions, faculty can be contacted at:

Coordinator: Barbara Miller, MSN, PNP, RN
Office Phone: (559)-228-2010
Cell: 559-360-0849
Email: barmiller@csufresno.edu (preferred contact)
FAX: (559) 228-2168

Faculty: Candy Hilvers, MSN, PNP, RN
Email: chilvers@csufresno.edu (preferred contact)
Cell: 559-731-8082

Wendee Winters, MSN, RN, PNP
Email:
Cell: 559-647-7638

Pat Soper, M.Ed, BSN, RN
Email:
Cell: 559-816-7513

CSU Fresno School Nurse Services Credential Program
Central California Center for Excellence in Nursing
1625 E. Shaw Ave., Suite #146 Fresno, CA 93710

NURSING 186 / NURSING 187 PRECEPTOR SYLLABUS

TABLE OF CONTENTS

Program Course Overview	4
N186/N187 Course Objectives.....	5
Memorandum to Preceptor (practicum hours)	12
Roles and Responsibilities	14
Immediate Supervisor Approval for Employee to Act as Preceptor.....	20
Preceptor vitae (form)	21
Preceptor/Student Clinical Contract	23
Student Goals and Learning Objectives (to be discussed with preceptor)	25
Experienced school nurse practicum project	27
Suggested guidelines for time spent in clinical practice.....	28
N186 Preceptor Checklist of Competencies and Skills (elementary experience)	29
N187 Preceptor Checklist of Competencies and Skills (secondary experience)	34
N186/N187 Preceptor Evaluation of Student Professional Dispositions	40
Preceptor Evaluation of Clinical Course	42
Memorandum to School Nurse Student's Supervisor	43

California State University, Fresno
School of Nursing
SCHOOL NURSE SERVICES CREDENTIAL PROGRAM

Program Course Overview

Nursing 186 and Nursing 187 are advanced practicum courses in the School Nurse Services Credential Program. These courses are designed to be culminating experiences for students enrolled in the program and to prepare them for the challenging role of the school nurse. Specifically, NURS 186 is a practicum encompassing school health services at the elementary level (pre-school through 8th grade), including special education services: NURS 187 is the practicum in the secondary school setting (grades 7-12), with a focus on the problems and needs of adolescents. Each practicum is a three-unit course. This practicum presents an opportunity for students to participate in a comprehensive school health program. With preceptor supervision, students are expected to function as school nurses, providing the full range of services that are generally carried out by the school nurse at the elementary or secondary level. NURS 184 (Introduction to School Nursing) is a prerequisite or co-requisite to the elementary practicum course (NURS 186). These two courses are offered in the fall semester. NURS 185 (Seminar in School Nursing) is a prerequisite or co-requisite to the secondary practicum course (NURS 187), and is offered in the spring. For students in the program, prerequisites to NURS 184, NURS 185, NURS 186, and NURS 187 include: CDDS 125, Audiometry for School Nurses (leading to an Audiometrist Certificate); COUN 174, Introduction to Counseling; SPED 120, Introduction to Special Education; NURS 136, Health Appraisal for School Nurses; and NURS 137, Teaching Strategies for the Healthcare Client.

In this syllabus preceptors will find the necessary information and guidelines needed to assist their student(s) in gaining a wide range of clinical experiences and to help them in meeting their goals and learning objectives for the semester. Please note: Course objectives for NURS 186, School Nurse Practicum I, (elementary) and NURS 187, School Nurse Practicum II, (secondary), as well as scheduled course content in NURS 184, Introduction to School Nursing, and NURS 185, School Nurse Seminar have been included in this syllabus for preceptor insight into student clinical expectations and didactic coursework covered in the program.

COURSE OBJECTIVES AND SCHEDULED COURSE CONTENT

Provided for Preceptor Insight into student clinical expectations and didactic coursework

NURS 186 Course Objectives Elementary Practicum – Fall 2020

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

- Describe the role of the school nurse in the elementary/secondary setting.
- Apply Neuman's Systems Model and other appropriate theories in the provision of elementary school nursing services.
- Incorporate current applicable research into school nursing practice.
- Analyze the components of a comprehensive school health program and contribute to the formulation of school health policies.
- Develop individualized health care plans utilizing the nursing process and cross-cultural nursing concepts.
- Participate in interdisciplinary collaboration to promote the health, development, and educational needs of students.
- Promote wellness in students, staff, and parents through health education programs and effective use of community resources.
- Utilize effective communication skills with students, families, and staff.
- Work as a member of a school interdisciplinary team to design interventions for children with special needs (e.g., special education, gifted programs, specialized physical health care, behavior problems, ADD, child abuse).
- Relate the multiple roles and functions of the school nurse and an awareness of ethical and legal considerations in school nursing practice.
- Assist in the supervision of ancillary school health service personnel.
- Function as a manager of health care in the school setting.
- Structure learning activities to meet own individual needs and to expand personal growth and development.

NURS 187 Course Objectives Secondary Practicum - Spring 2020

- Describe the role of the school nurse in the secondary school setting.
- Apply appropriate theories in the provision of secondary school nursing services.
- Utilize the nursing process in researching and addressing problems of adolescents and in delivery of nursing care in the middle school and high school.
- Participate in the maintenance of a comprehensive school health program in the secondary educational setting.
- Use community resources for referral of students with unmet health needs.
- Explain the importance of interdisciplinary collaboration in the school and community.
- Assist students, families, and staff to achieve optimum levels of wellness through health education/counseling.
- Evaluate current research pertinent to secondary school students and discuss the school nurse's role in application of research findings and participation in the research process.
- Recognize the symptoms of substance abuse, i.e., tobacco, alcohol, and drugs, and discuss the appropriate steps in counseling and the referral process.
- Participate in health promotion and health education relating to adolescent health issues.
- Outline the legal rights of teens and their parents surrounding issues such as birth control and pregnancy, and discuss the school nurse's legal/ethical role.
- Recognize the ethnic makeup of the school/district, and identify common health concerns and issues of ethnic students.
- Discuss district policies associated with adolescent health issues.
- Discuss the importance of continuing education and professional growth as it relates to the professional image of the school nurse.
- Discuss the Medi-Cal billing process and types of school nursing services billed.

NURS 184, Introduction to School Nursing – Scheduled Course Content, Fall 2019

Module One

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 * Dimensions and Interventions

Week 1: Philosophy of school nursing; Nursing Practice Act; transitioning into school nursing; history of school nursing; current issues and future trends; organization and funding of school districts; education today; school nurse organizations; planning school year.

Week 2: Comprehensive school health programs; role of the school nurse in coordinating school health services; Neuman Systems Model, other nursing models and theories; framework for school nursing practice; impact of school nursing on student performance.

Week 3: Standards of School Nursing Practice; CSNO/NASN positions statements; legal guidelines for SN practice; elements of a lawsuit; HIPAA/FERPA; Documentation in school nursing practice; the role of the health clerk in the school setting.

Week 4: Role of the school nurse in school health services; essential functions of school health services; Standard 16, program management; the management process; job satisfaction; dimensions of school nursing, primary, secondary and tertiary intervention.

Module Two

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: Role of the school nurse in disability prevention, immunization and CHDP (Child Health and Disability Prevention) compliance, referral and follow-up; evaluating kindergarten readiness; environmental safety issues; managing medication at school.

Week 6: Role of the school nurse in screening programs based on Ed code, vision, hearing, and scoliosis; diabetes II (Acanthosis Nigricans); assessment of growth and development and BMI; organizing school wide screening; case finding, assessment, referral, follow-up.

Week 7: Community connections; School Health Index; helping students and families cope with stress; SARB and school attendance; adaptation, issues related to bullying,

refugee children, migrant health; cultural sensitivity; school nutrition services; dental programs.

Week 8: The role of the school nurse in managing health care; related emergencies; First Aid; chronic health conditions such as asthma, diabetes I, skin conditions, other; Pediculosis control; communicable disease prevention; and tuberculosis screening programs.

Module Three

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; Individual Health Care Plans and Emergency Action Plans related to ADHD, weight management, seizure conditions, Cystic Fibrosis, diabetes II, management of allergies, encopresis, and Sickle Cell Disease.

Week 10: Healthy People 2020; Health promotion and health education for students and staff; CDE Health Framework; National Health Education Standards; teaching attributes; developing programs, family/community involvement; use of evaluation and survey.

Week 11: Behavior issues: anxiety disorders, children with autism, school phobia and absenteeism; poverty and homelessness; children of dysfunctional families; cultural competence in school nursing; gifted and talented children; child abuse/neglect; 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

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.

Week 14: Ethical decision making; ethical theories; legal basis for school nursing practice; SN competence and responsibility; specialized physical health care procedures; basis for training and supervision of UAPs (unlicensed assistive personnel); SN role in early intervention.

Week 15: Terminology that qualifies students for services; evaluation of children with special physical health care needs; supervision of UAPs with procedures; issue related to DNAR (Do not attempt to resuscitate); infectious disease control with medically fragile children.

NURS 185, School Nurse Seminar – Scheduled Course Content, Spring 2020

Module One

Secondary Education * Comprehensive School Health Programs * Standards of Practice * Adolescent Health Issues * Secondary Health Services * Health Promotion and Education * School Nurse Visibility * Promoting Student Academic Success.

Week 1: Meeting the educational needs of students in middle school and high school; adolescent behavior; teacher issues; overview of comprehensive school health programs; alternative education and learning; overview and future of adolescent health; professional working relationships; nourishing self.

Week 2: Coordinated school health programs; community and family involvement; adolescent health and health behavior selection process; adaptation in the school population; preventive services; standardized nursing protocols, nursing theories; role of the school nurse.

Week 3: Professional standards of practice relevant to secondary school nursing; program management; school nurses promoting student academic success in school; health promotion and disease prevention; coordinating health fairs; and promoting school nurse visibility.

Week 4: The health education process; problems confronting school health education; health education in the classroom; worksite health promotion programs; comprehensive health education model; the group process; creating and facilitating groups; faculty and board presentations; related sections of Education Code and other state codes; role of the school nurse.

Module Two

Role of the School Nurse Regarding: Meeting Adolescent Health Needs * Physical Education * Driver Training * Sports Injuries * Adolescent Nutrition * Substance Abuse * Sexually Transmitted Diseases * Teen Pregnancy and Parenting.

Week 5: Health habits of adolescents; physical education; adolescent activity and fitness; Adaptive P.E.; driver training; sports injuries; first aid for sports injuries; nutrition for teens; sports nutrition; related sections of Education Code and other state codes; role of the school nurse.

Week 6: Substance abuse: Drug, alcohol, smoking and other inhalants; factors leading to abuse; knowledge of substances and recognition of substance abuse; health education, prevention and cessation programs; related Education Codes and other state codes; role of the school nurse.

Week 7: Sexually transmitted diseases: HIV & AIDS; release and consent; community agencies and resources; related sections of Education Code and other state codes; role of the school nurse in communicable disease control, counseling, health education, and referral.

Week 8: Pregnancy and parenting teens; statistics; child abuse reporting and sexual behavior; community resources; school and community programs; related sections of Education Code and other state codes; role of the school nurse in counseling, referral, and health supervision.

Module Three

Role of the School Nurse Regarding: Adolescent Mental Health and Behavioral Issues
 * Suicide * Truancy and School Refusal * Sexual Harassment * Bullying and Violence
 * School Safety * Crisis Intervention * Racial and Ethnic Issues * Anger Management.

Week 9: Adolescent mental health: Psychosocial interviews; psychiatric problems; anxiety disorders; eating disorders; Oppositional Defiant Disorder; Schizophrenia; truancy and school refusal; family/date violence; role of school nurse.

Week 10: Emotional and behavioral issues: Self-punitive behavior; LGBTQ youth; bullying; sexual harassment; depression, suicide; school crisis team, interventions; role of the school nurse.

Week 11: Safe schools: Crisis intervention and school site emergency management; gangs and violence; hate motivated behavior; racial and ethnic issues; anger management; role of the school nurse.

Module Four

School Nurse role regarding: School Based Clinics * Performance Evaluation
 * Legislative Issues * Politics 101 * Research * Grant Writing * Publishing *
 Legal issues * Medi- Cal Billing * Technology * Quality Assurance *
 Reviewing Standards * Professional Connections.

Week 12: School based clinics; links with community agencies and managed care; politics 101 for school nurses; legislative issues; defining competency in school nursing; school nurse performance evaluation.

Week 13: Benefits of research in school nursing; applying research in practice; role of the school nurse in research projects; publishing research findings; grant writing.

Week 14: Legal and ethical issues: School nursing; minor consent; suspension/expulsion. Medi-Cal billing options: Targeted Case Management (TCM); Medi-Cal Administrative Activities (MAA); Local Educational Agency (LEA) enrollment, accountability; reinvesting funds; and school nurse role.

Week 15: Computer technology for the school nurse; quality assurance in school health; the school nurse community; reviewing standards of practice, school nursing philosophy review; professional organizations and staying connected; preparation and continued growth.

CSUF School Nurse Services Credential Program
MEMORANDUM TO PRECEPTOR

From: School Nurse Services Credential Program Faculty

The following is specific information regarding the student's practicum experience:

Students in Nursing 186/187 are required to complete 80 or 120 hours of clinical practice in a given semester. The length of clinical practice a student completes within the semester depends on the following: students who are currently practicing school nursing and who are enrolled in the credential program complete 80 hours; students who are not currently practicing school nursing and who are enrolled in the credential program complete 120 hours. Of those hours, students must attend a minimum of 3 district, city/county, and/or CSNO school nurse meetings (not to exceed 12 hours). With preceptor prior approval, students may also spend up to 7 hours visiting community agencies and/or community activities relative to school nursing.

Students are asked to write Student Goals and Learning Objectives reflecting areas of interest or, for those students currently practicing school nursing, those areas in which they would like to have more experience. The goal is a rounded experience in school nursing. Student Goals and Learning Objectives may be revised at mid-term, but must be accomplished by the end of the semester. Students are required to keep a clinical journal that reflects their hours and activities on a weekly basis. Students are to submit journal entries to the online course site on the dates indicated. In addition to journaling, students have other assignments, i.e., a Cross-Cultural Case Study, clinical journal questions, journal article summaries, and a student selected assignment that they should discuss with their preceptor.

Establishing and maintaining on-going communications: It is important that there be good communication between the student, the preceptor, and the clinical instructor. The following guidelines have been set up to meet this need.

1. Initial email communication is to be established at the beginning of the clinical experience between the student, the preceptor and the instructor. Email addresses/phone numbers must be shared ASAP.

2. There should be ongoing communication throughout the semester between the student, preceptor and the clinical instructor regarding issues and/or problems relevant to the student's clinical experience.
3. A 3-way telephone conference or site visit is to be coordinated by the student between the student, the preceptor and the clinical instructor between week 7 and week 11 to discuss student progress. Other 3-way conferences are encouraged throughout the semester as needed to clarify issues and/or to resolve any problems.
4. Preceptors are invited to meet and network with faculty and students at the CSNO Annual Conference. A notice of meeting date, time, and place will be emailed to preceptors and students prior to the conference. Conference attendance is not obligatory for students.

Thank you again for agreeing to serve as a preceptor. We look forward to working with you. If you have questions regarding the program or your role, please feel free to contact your student's instructor at any time.

Barbara Miller, MSN, RN, PNP: barmiller@csufresno.edu, Coordinator

Candy Hilvers, MSN, RN, PNP: chilvers@csufresno.edu, faculty

Wendee Winters, MSN, RN, PNP Cell: 559-647-7638, faculty

Pat Soper, M.Ed, BSN, RN Cell: 559-816-7513, faculty

ROLES AND RESPONSIBILITIES

Important: Before committing yourself as a preceptor, it must be determined if a “**University Agreement**” exists between your school district and CSUF before school nurse students will be allowed to participate in clinical practice in your district. The student is directed to email Barbara Miller at barmiller@csufresno.edu to make that determination. If an agreement does not exist, the student will ask for your assistance in obtaining the name, address, fax, and phone number of the responsible person in your school district, usually the district superintendent or his/her designee, and to then share that information with the CSUF School of Nursing. The CSUF School of Nursing will take responsibility for contacting the responsible person and for sending the appropriate paperwork. The student’s clinical experience cannot begin until the signed agreement has been returned to CSUF. In 10-14 days after notifying the CSUF School of Nursing of the need for an agreement, students are asked to check back with the contact person at CSUF to confirm that one is now in place.

Preceptor Role:

- *Preceptor Syllabus.* Ask the student to provide you with a copy of the Preceptor Syllabus. Read through it and review it with your CSUF student so that each will have an understanding of the contents.
- *Immediate Supervisor Approval for Employee to Act as Preceptor. (P101)* Provide your immediate supervisor with this agreement form to obtain his/her approval and signature. This signed agreement is to be mailed or faxed to the student’s CSUF clinical instructor at (559) 228-2168. Student can provide you with the name of his/her clinical instructor.
- *Memorandum to Preceptor.* Read the memorandum to you, the preceptor, from the CSUF SNSC Program regarding particulars on student clinical practice. It is also an expression of appreciation and our sincere thanks to you for accepting the responsibility to act as a preceptor for one of our CSUF SNSC Program students.
- *Preceptor Vitae. (P102)* Complete the preceptor vitae form. If you have acted as a preceptor within the past 4 years, we should have a copy of your vitae on file. Ask the student to check with his/her clinical instructor to determine if one is on file. Feel free to use a CV form of your choosing.

- *Preceptor/Student Clinical Contract. (P103)* With the student, read carefully and sign the Preceptor/ Student Clinical Contract. This can be e-mailed or faxed to the student's clinical instructor. Fax (559) 228-2168.
- Initial contact between preceptor and CSUF Clinical Instructor. Before the student's clinical experience begins, it is important that communication be established between the preceptor and the student's CSUF clinical instructor. This initial communication is of particular importance as details regarding the student's clinical experience may need to be clarified. To initiate communication, email your student's clinical instructor with phone numbers, when and where you can be reached, and your preferred email address. Your CSUF student can provide you with his/her instructor's name and email address.
- Course objectives and assignments. Ask the student to go over the course objectives and assignments found in his/her N186 or N187 Syllabus with you in order that you will have an understanding for the assignments and when they are due. The student should also provide you with a copy of the course calendar found at the front of that syllabus.
- Student Goals and Learning Objectives. Offer your student suggestions in structuring his/her Student Goals and Learning Objectives. Students are allowed to develop their goals and learning objectives unique to their own needs and based on their past experiences; however, their choices should lead to a rounded experience in school nursing. Review these periodically with your student throughout the semester.

Note: For guidelines and a list of competencies to assist you and your student in developing Student Goals and Learning Objectives, see "Suggested Guidelines for Time Spent in Clinical Practice"; "Preceptor Checklists"; "Preceptor Evaluation of Student Performance;" and "Professional Dispositions".

- Orient and introduce your student. Familiarize your student with the school site and community resources; introduce him/her to faculty, staff and administrators, and go over school policies, procedures, files, and forms.
- Act as a role model/mentor/facilitator/advocate/resource person for your student. Plan time with the student to discuss progress and plan activities. Be available on a regular basis.
- Utilizing the tools and other resources. Use the tools noted above to assist you in facilitating your student's learning experience and in meeting his/her goals and learning objectives in a timely manner. If necessary, you may make

arrangements with another qualified school nurse if specific experiences are not available at your own school site(s).

- **Communication.** Communicate with your student's clinical instructor by telephone and/or email as necessary to discuss student progress and/or concerns. Participate with your student in conferences with the clinical instructor, either through instructor site visits or 3-way telephone conferences for distance learners. Your student will discuss a convenient date and time with you for conferences and will contact his/her clinical instructor.
- **Mid-term review.** Review with your student the progress he/she has made in accomplishing his/her goals and learning objectives. If necessary and with your input, your student can make changes in his/her goals and learning objectives, i.e., to better suit needed learning experiences, to change earlier objectives that were too ambitious, or if there is an interest in other areas. All goals and learning objectives should be met by the end of the semester.
- **Completion of Preceptor Checklist of Clinical Skills. (P106/P206)** At the end of your student's clinical experience, go over the "Preceptor Checklist," and "Professional Dispositions". In addition, it is very important that you complete the "Preceptor Evaluation of Student Performance" form (**P105/P205**) because your rating factors into the student's grade. Discuss strengths and weaknesses and any recommendations you have for continued growth for your student. Review your student's "Clinical Journals" for completeness and accuracy.
- **Preceptor Evaluation of Clinical Course. (P107/P207)** Complete the "Preceptor Evaluation of Clinical Course." Your input is valuable to us for program planning. Thank you!
- **California School Nurse Organization (CSNO) Annual Conference.** CSUF SNSC Program faculty makes an effort to meet to network with students and preceptors at the CSNO Annual Conference. You will be receiving a notice regarding date, time and place. It is not a requirement for students or preceptors to attend the conference; however, if you are planning to attend, we will look forward to meeting with you.

Note: Regarding final documents, mail to the attention of your student's instructor to the:

CSU Fresno School Nurse Services Credential Program
Central California Center for Excellence in Nursing
1625 E. Shaw Ave., Suite #146
Fresno, CA 93710

or fax to (559) 228-2168. The clinical instructor must receive these by the end of the semester in order for your student to receive a final grade.

Student Role

- Review all course materials. Have a clear understanding of expectations.
- Submit documents. Students must submit copies of the following documents to your clinical instructor before starting clinical hours: Current RN license, PHN Certificate, Preliminary Credential, current CPR card, and current TB skin test.
- Memorandum to School Nurse Student's Supervisor. Students who are currently employed as a school nurse should give a copy of the memorandum, "Immediate School District Supervisor/Employer of CSUF SNSC Program student" to your employer to clarify need for clinical experience away from your normal work site (at the back of this syllabus).
- Selecting a preceptor. The person a student selects as a school nurse to be their preceptor must hold a clear School Nurse Services Credential and have five full years of school nursing experience.

Note: There must be a signed "University Agreement" between CSUF and the school district where the clinical experience will take place before a student can make final arrangements with a preceptor. Email Tabitha Washington, the CSUF Contract Coordinator in the School of Nursing at twashington@csufresno.edu to verify the existence of an agreement or to provide the name, address, and telephone number of the responsible administrator or superintendent in that school district with whom an agreement must be made. Also, before a school nurse can act in the capacity of a preceptor, his/her immediate supervisor must sign the "Immediate Supervisor Approval of Employee to Act as Preceptor" form found in this syllabus.

- Initial contact between preceptor and CSUF Clinical Instructor. Before the student's clinical experience begins, it is important that there be a contact between the preceptor and the student's CSUF clinical instructor to clarify expectations and to answer any question your preceptor may have regarding the program or the practicum.
- *Preceptor/Student Contract. (P103/P203)* Discuss the need for a "Preceptor/Student Clinical Contract" with your preceptor and together read, sign and date the contract. Mail or fax it to your clinical instructor. This must be in your CSUF file before you can begin clinical hours.
- At the time that the Preceptor/Student Contract (**P103**) is signed, provide your preceptor with your CSUF clinical instructor's name and email address so that he/she can establish communication. Your clinical instructor's email address can be found on the front page of your course syllabus.

- *Preceptor vitae. (P102)* Ask your preceptor to complete the Preceptor Vitae form in this syllabus. If he/she has submitted vitae for CSUF within the past 4 years, another one does not have to be completed. However, check with your clinical instructor to be sure one is on file with the university. Your preceptor may use a CV form of their choosing.
- Preceptor Syllabus. Go over the “Preceptor Syllabus” with your preceptor so that both of you have a clear understanding for your roles. Review the Preceptor Checklist in this syllabus that covers school nurse competencies.
- Communication. Exchange e-mail addresses, phone numbers, site/home addresses with your preceptor and your clinical instructor ASAP. Complete the information form at the back of your N186/187 Syllabus and send it to your clinical instructor. It is most important to maintain open communications between all parties.
- Course objective and assignments. When you receive your N186/187 Syllabus read through the course objectives and assignments and review them with your preceptor so he/she will have an understanding for assignment expectations and due dates. You should also provide your preceptor with a copy of the Course Outline with important dates found in your syllabus.
- Student Goals and Learning Objectives. With input from your preceptor, develop your “Student Goals and Learning Objectives” for the semester. Email copies of these to your clinical instructor for review and one copy to your preceptor. Periodically review these with your preceptor throughout the semester. At mid-term these can be revised to better suit student needs.

Note: In developing Student Goals and Learning Objectives, take into consideration the following: “Suggested Guidelines for Time Spent in Clinical Practice,” “Preceptor Checklist” and “Preceptor Evaluation of Student” found in this syllabus.

- Three-way Conference. Between the 7th and 11th week of the semester, students are to coordinate a 3-way conference between themselves, their preceptor and their clinical instructor. If there are concerns or problems, this should be done ASAP. The student is to arrange a date and time when student and preceptor can be together and to then notify his/her clinical instructor. Depending on location and circumstances, the conference will be either a site visit or a 3-way telephone conference.
- Student responsibility during clinical experience:
 - Assume responsibility for your own learning experience.

- Become familiar with school site, administrators, faculty/staff, policies/procedures, files/forms, community agencies/resources.
- Act in a professional, ethical, responsible manner, and abide by school/agency standards.
- Complete all course objectives, individual objectives, clinical hours as agreed upon with preceptor in a timely and professional manner.
- Maintain on-going communication throughout the semester with clinical instructor via email, or other means of communication, to discuss progress, issues relating to clinical practice.
- Arrange to have a mid-term conference and final evaluation conference with preceptor.
- Contact clinical instructor promptly if unable to complete hours/assignments, or other problems.

Clinical Instructor Role

- Assist student with clinical placement or determine appropriateness of preceptor/student placement. Document that preceptor has met minimum standards for preceptors per vitae.
- Determine that the following student documents are on file before clinical experience begins: Current RN license, Preliminary Credential, PHN or community health experience; current CPR card, and current immunizations.
- Determine that the following signed documents are on file before clinical experience begins: University/Agency Agreement; Immediate Supervisor Approval of Employee to Act as Preceptor; Preceptor vitae; Preceptor-Student Contract.
- Monitor the student progress throughout the semester through reading clinical journals, and other written feedback; communications such as email, telephone, office visits; and 3-way telephone and/or site visit between student, preceptor and clinical instructor.
- Offer support and be available to preceptors through various means of communication throughout the semester.

SCHOOL NURSE SERVICES CREDENTIAL PROGRAM
California State University, Fresno
School of Nursing

Immediate Supervisor Approval of Employee to Act as Preceptor (P101/P201)

(Must be signed by preceptor's immediate supervisor or district administrator)

The faculty of CSUF School of Nursing is pleased that a school nurse within your district has agreed to act as a preceptor for students in our School Nurse Services Credential program. In order to do this he/she must have your district's approval, hold a School Nurse Services Credential, and have three years of school nursing experience beyond that credential (a total of five years experience). Thank you for your consideration in this matter.

Immediate Supervisor / Administrator

I give approval on behalf of the _____
 (School District Department of Health Services, other)

for _____, School nurse, to serve as a preceptor for a student(s) in the CSUF School Nurse Services Credential Program.

Student preceptor will be supervising (Name) _____,
 For the (circle one or both as appropriate) Spring/Fall Semester, Year _____

Note: For a school nurse to qualify as a preceptor, he/she must hold a clear School Nurse Services Credential and have been employed as a school nurse for a minimum of five (5) full years.

I have been informed that a formal agreement between the CSUF School of Nursing and this district is in effect.

Signature _____ Date _____

Title/position _____

Address/city/zip _____

Phone number () _____ E-mail address _____

Fax completed form to:

Faculty
 School Nurse Services Credential program
 Fax (559) 228-2168

Student Name:

**CSUF School of Nursing
School Nurse Services Credential Program**

PRECEPTOR VITAE (P102)

Note: For a school nurse to qualify as a preceptor, he/she must have held a clear School Nurse Services Credential and have been employed as a school nurse for a minimum of five (5) full years.

Preceptor Vitae needs to be completed only once every four years. Preceptor may use a form of their choosing.

Preceptor Name _____ Date _____

School district _____

Phone () _____ E-mail _____

Address/city _____ Zip _____

School site(s) _____ Days _____ Phone () _____

_____ Days _____ Phone () _____

Preceptor home address _____

Cell _____

Clear/Professional School Nurse Services Credential? Yes _____ No _____

School Audiometrist Certificate? Yes _____ No _____

California RN License # _____ Expiration Date _____

ACADEMIC PREPARATION (begin with most recent): *You may attach a prepared resume for the academic and professional experience areas.*

Institution	Degree	Date	Area of Study
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PROFESSIONAL EXPERIENCE (begin with most recent):

Agency	Position	Years of Employment
_____	_____	_____
_____	_____	_____
_____	_____	_____

PROFESSIONAL ACTIVITY (membership in professional organizations, offices held, honors, publications, papers presented, task force membership, etc.):

Date	Organization/Activity
_____	_____
_____	_____
_____	_____

AREAS OF INTEREST (e.g., Teen Pregnancy, Staff Wellness, Safety Issues):

PHILOSOPHY OF SCHOOL NURSING (Briefly outline the guiding beliefs which influence the goals of your practice and delineate your professional role and code of ethics):

MAIN OBJECTIVE FOR SERVING AS A PRECEPTOR (Briefly state your motivation/goals/reasons for wanting to serve as a preceptor):

I agree to serve as a preceptor for the CSUF School Nurse Services Credential Program for:

(Student's name) _____

Signed _____ **Date** _____

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

CSUF PRECEPTOR / STUDENT CLINICAL CONTRACT (P103/P203)

Student name _____ Date _____

District employed by _____ Phone _____

Worksites/weekdays/phone numbers _____

Home address/zip _____

Cell phone _____ E-mail address _____

Note: Practicum hours are to be completed under the direct supervision of the preceptor and away from the student's regular work site if she/he is employed as a school nurse. With approval of clinical instructor, it is permissible for the preceptor to make special arrangements for the student to work with another qualified credentialed school nurse in that same school district in order to gain experience in a specific area that the preceptor cannot offer at his/her own school site(s). Note: Practicum hours may be completed in the school district in which the student is employed but not at their regular assignment.

Total number practicum hours needed by the student: 80 hours (_____) 120 hours (_____)

Site(s) of Practicum experience (include weekdays, times, addresses, phone numbers):

CSUF PRECEPTOR / STUDENT CLINICAL CONTRACT

Preceptor/Student Clinical Contract (page 2)

Preceptor name _____

School district _____

Address (work) _____

Preceptor cell phone _____ E-mail address _____

Immediate supervisor/title _____ Phone _____

Address of supervisor _____

STUDENT _____ (print/type)

I have read all course materials and plan to consult with my preceptor in the development of my Student Goals and Learning Objectives prior to beginning my practicum experience. I agree to comply with all of the terms of this contract.

Student Signature _____ **Date** _____

PRECEPTOR _____ (print/type)

I have read the Preceptor Syllabus and agree to comply with the terms of this contract as outlined. I will assist my student in the development of Students Goals and Learning Objectives that will lead to a meaningful clinical experience and will mentor, supervise, and guide him/her throughout this clinical experience.

Preceptor Signature _____ **Date** _____

CLINICAL INSTRUCTOR _____ (print/type)

I give my approval for this preceptor to precept the student named above. I have determined that all of the necessary documentation is in place and I give my approval for this student to begin his/her clinical experience. I will review this student's Student Goals and Learning Objectives for the semester and will give my approval or will notify the student of needed changes.

Clinical Instructor Signature _____ **Date** _____

This signed contract must be FAXED to the student's clinical instructor at 559-228-2168 before clinical practice can begin. Both preceptor and student should keep a copy of this contract.

STUDENT GOALS AND LEARNING OBJECTIVES (Must be discussed with preceptor)

Guidelines for Student Goals and Learning Objectives

(Point value: 5 pts.)

Due with Module 1 Packet

Students are to write individual Student Goals and Learning Objectives along with learning activities reflecting areas of interest. Student goals, learning objectives, and learning activities are to supplement the course objectives and assignments, and a chance for the student to personalize his/her practicum experience. Students are to discuss possible learning experiences and specific areas of interest with their preceptor. Students are to develop at least 3 global goals. For each goal, the student is to develop 3 learning objectives and 3 learning activities (see example that follows) "Student Goals and Learning Objectives" are to be sent to clinical instructor for review and approval at the beginning of the student's clinical experience.

To develop personal goals, objectives, and decide on learning activities, it is suggested that students and preceptors read through the following:

Suggestions: First and foremost it is important for both student and preceptor to review the *Preceptor Checklist*, and *Professional Dispositions* expectations (found in this syllabus). Following this, the student is to decide on the types of clinical experiences he/she would like to have at the level in which he/she is assigned (elementary or secondary). If the student is currently practicing school nursing at a particular level, he/she may still have gaps in experience that need to be filled. If the student has little or no previous experience with school aged children/adolescents, it is suggested that the student spend time to broaden his/her knowledge by observing in a classroom, talking to teachers/principals/school psychologists, reviewing a district policy/procedure manual, etc. If the student has a good deal of experience at the level in which he/she is assigned, the student may want to gain expertise in specific areas of interest, i.e., specific special education programs, working with the medically fragile, in a preschool program; in a gifted and talented education program; or in a Migrant Education program. Students are encouraged to spend time visiting resources in the community, i.e., regional centers, infant stimulation programs, specialty clinics, or other programs.

Students are expected to review their goals/learning objectives/learning activities periodically with their preceptor and to keep their clinical instructor informed through journaling. Students are to complete a mid-term summary of goal accomplishments in preparation for a 3-way conference with their preceptor and clinical instructor. At the end of the semester, students are expected to complete a written final narrative self-evaluation of accomplishments. Students may add/modify goals and objectives at mid-term that will lead to a better learning experience. Note: Any changes are to be discussed with the student's preceptor and the student's clinical instructor is to be notified.

Example of a goal with learning objectives, learning activities, and how to measure. The example relates to elementary school nursing, however, the same format is used at the secondary level (An example of secondary goals and objectives is found in NURS 187 Syllabus).

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

Note: Students who have NOT had previous experience at the elementary level in their SN practice are free to modify this example. **School nurses with two or more years of school nursing experience at the elementary level are expected to be more creative in developing their Student Goals and Learning Objectives.**

Note: With input from the student's preceptor, *Student Goals and Learning Objectives* should be developed in the first week of the student's clinical practice. These should be emailed to the student's clinical instructor for review and a final version sent with other Module I work at the end of the fourth semester week. The student is to provide the preceptor with a copy of *Student Goals and Learning Objectives*, as well as a copy of the signed Preceptor/Student Contract which must be sent to clinical instructor prior to beginning clinical practice.

EXPERIENCED SCHOOL NURSE PRACTICUM PROJECT

The experienced school nurse project is for practicing school nurse students who have two or more full years of school nursing experience at the secondary or elementary level depending on the semester practicum. These students may choose to spend up to 20 hours of practicum time working on a special project based on a significant school nursing need in their school district, or that of their preceptor. The project must be approved by the student's preceptor and carried out within the semester under preceptor guidance. A project proposal must be written up by the student and approved and signed by the preceptor. The project proposal is sent to the student's clinical instructor for final approval. Clinical journaling needs to reflect progress made on the project, separate from other journaling. Students are to keep the clinical instructor informed regarding hours spent and progress made on the project. On completion, the preceptor must sign off on the project. A final report with evidence of the completed project, i.e., final documentation, final product, etc. is to be sent to the clinical instructor. (Experienced SN Project Proposal form found in student N186 and N187 Syllabi.)
Note: Experienced SN Project (25% of practicum, worth 5 pts/out of 20 pts. allotted to practicum experience.)

SUGGESTED GUIDELINES FOR TIME SPENT IN CLINICAL PRACTICE

For students new to this particular level of School Nursing

The following guidelines may be helpful in planning student clinical experiences for nurses who have had limited school nursing experience working with students at the elementary or secondary level depending on the semester. Note: In this program, clinical experience will be at the elementary level in the fall semester and secondary level in the spring semester. **(These numbers are suggestions only and do not add up to the required number of hours).**

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

For all students: Other experiences

- In N186, with clearance from his/her preceptor, all students are to attend 3 *district, local and/or CSNO school nurse meetings* during the fall semester (not to exceed 12 hours).
- In N187, as much as possible, students are to make an effort to attend at least 2 school nurse *in-services/conferences*, not simply routine SN meetings, during the semester (not to exceed 12 hours).
- In N186 and N187, students must spend 6 to 8 hours in community related activities, i.e., visiting community health agencies, with emphasis on elementary school nursing in the fall and secondary school nursing in the spring, or involved in other community/school related activities appropriate for the school nurse, i.e., SARB meetings, sports event with school nurse responsibilities, school involving community, PTA meeting, community health screening, etc.
- The remaining time must be spent at school site(s) working/observing/participating in activities under the direct supervision of their preceptor or qualified preceptor designee. For experienced school nurse students, those with two or more full years of school nursing at a given level, up to 20 hours may be spent working on a special project as noted above.

Student Name _____

NURS 186 PRECEPTOR CHECKLIST (ELEMENTARY) P106

It is important that every effort be made to complete the clinical experiences indicated in each of the following areas. The preceptor must witness the student completing the procedure, assessment, and/or work. If the student does not have the opportunity to complete an experience, the preceptor is to discuss the area in depth and determine that the student has sufficient knowledge of the subject matter. If the student has had two or more years of school nursing experience at the elementary level and explains/demonstrates to the preceptor's satisfaction that he/she is competent in a particular area, the preceptor may choose to sign the student off with comments below indicating his/her satisfaction with the student's level of knowledge/competence.

COMPETENCIES / SKILLS									
School Nurse Competencies 1. Providing Health and Wellness Services (Primary Intervention)									
E1	Organizes and correctly performs screening for the following:						Preceptor comments and initials		
	Met				Met				
	Y	N	Date		Y	N			Date
	Vision - near/far, color, muscle		Functional vision & hearing						
	Hearing, including thresholds		Dental						
	Nutritional Assessment		Height, Weight, BMI						
*Competency in each of the above areas must be demonstrated under observation of the preceptor.									
E2	Correctly carries out the Nursing Process in problem solving and in caring for children in the school setting, including developmental history taking								
E3	Correctly assesses pupil immunization status upon entry to kindergarten and correctly describes immunization requirements for entry into middle school. Demonstrates/explains accurately reporting requirements/written report.								
E4	Correctly assesses CHDP status at the first-grade level, demonstrates understanding for follow-up and report obligation.								
E5	Demonstrates ability to develop an age appropriate lesson plan and carry out a health teach in the classroom in keeping with district policy and Ed Code.								
E6	Correctly identifies relevant community health agencies, services, and programs. Demonstrates leadership ability to assist children and families in accessing appropriate community resources.								
E7	Properly supervises medication administration by UAP (unlicensed assistive personnel).								
E8	Understands the importance of environmental safety and is able to identify environmental areas that illicit safety concerns								
E9	Discusses school wide emergency action plans related to natural disasters and steps in place for individual emergencies, threat of epidemic in community								
E10	Expresses understanding for Universal Precautions and communicable disease control district policies.								
E11	Expresses insight into the role of the SN as a participant in providing coordinated health services and school health programs to better manage limited resources.								
E12	Demonstrates ability to promote mental health among school age children and school staff through recognition of need, assessment, counseling, and referral to appropriate services.								
E13	Demonstrates ability to promote healthy nutrition and a healthy lifestyle among students and staff through modeling, health promotion and health								

	education.				
E14	Demonstrates the ability to promote oral health among school age children through participating in oral health assessment programs, through health promotion, and health education.				
E15	Describes signs of child abuse/neglect. Explains reporting guidelines, paperwork involved, and names agencies involved.				
E16	Explains the SARB process and takes the appropriate steps to follow up on absenteeism and encourage school attendance.				
E17	Makes appropriate home visit to follow up on absenteeism and/or as member of an IEP team to complete assessment. Demonstrates ability to establish rapport with family.				
E18	Describes a realistic plan for organizing and implementing an overall school health program for a traditional school year.				
E19	Describes student population in schools and insight into cultural differences. Demonstrates ability to communicate effectively with students and families of different cultural backgrounds.				

School Nurse Competencies 2. Providing Direct Client Care Services (Secondary and Tertiary Intervention)

		Met			
		Y	N	Date	Comments/ Initials
E20	Demonstrates competence in providing appropriate healthcare services to students coming to the health office and others in the school setting.				
E21	Demonstrates ability to assist in use of and/or interprets the following:				
	Asthmatic equip – inhaler, spacer, nebulizer, Peak flow meter				
	Diabetic equip – insulin syringe, insulin pump, glucometer, carb count				
	Emergency equipment, i.e. defibrillator				
E21	Explain if other:				
E22	Demonstrates ability to respond to emergencies involving students/staff				
		Met			
		Y	N	Date	
	Asthma attack				Insulin reaction
	Grand Mal seizure				Loss of permanent tooth
	Fracture/sprain				Eye injury
	Head injury, spinal injury				Chemical/2 nd or 3 rd degree burn
	Sickle Cell emergency				Allergic reaction
	Explain if other:				
*Competency for each (E21 and E22) must be demonstrated under direct observation by the preceptor.					
E23	Demonstrates competence in managing acute injuries and other medical emergencies, assesses, and provides appropriate emergency first aid.				
E24	Demonstrates competence in caring for students with chronic health problems, and in formulating appropriate Individual Healthcare Plans and Emergency Action Plans that ensures child safety and optimal learning.				
E25	Demonstrates competence in caring for the medically fragile and competently carries out specialized physical health care procedures, i.e., tracheostomy care, gastrostomy feedings, a clean catheterization.				
E26	Demonstrates competence in managing children identified as having a communicable disease condition, makes good judgment calls in following				

	through with school population, referral, and follow-up.					
E27	Demonstrates ability to case manage the multifaceted health care needs of a child, i.e., assists families with affordable health care and coordinating services within the school and community.					
E28	Demonstrates ability to participate as a member of the SST, IEP team and completes appropriate assessment and paperwork for an IEP and 504 plan.					
E29	Demonstrates competence in administering medication in the school setting, states 5 rights, proper storage, management, and documentation.					
E30	Describes the alarm system that signals a school wide emergency and the action steps that students and staff need to take in the event of a school wide or natural disaster, threat of an intruder, and the school nurse role.					
School Nurse Competencies 3. Professional Management Skills						
		Excellent = 5 and Poor =1				
		5	4	3	2	1
E31	Demonstrates the ability to use his/her professional knowledge and skills to promote the overall health of the school community.					
Comments:						
E32	Researches/reiterates legal guidelines, i.e., sections of Ed. Code, other state laws or federal laws as they applied to health services out by student in clinical practice.					
Comments:						
E33	Demonstrates ability to model evidence-based healthcare practices in the delivery of school nursing services (research), as well as use a theoretical base to guide practice.					
Comments:						
E34	Demonstrates the ability to advocate appropriately with students, families, community, and others to promote healthy behaviors and lifestyles.					
Comments:						
E35	Demonstrates ability to communicate with clarity and professionally, both orally and in writing, with professionals, families, and students.					
Comments:						
E36	Demonstrates ability to work in a collaborative and collegial manner with others.					
Comments:						
E37	Identifies the ethnic makeup of the school / district and provides culturally sensitive care to each child and family.					
Comments:						
E38	Demonstrates ability to organize and maintain accurate and complete health records.					
Comments:						

E39	Demonstrates the ability to use time effectively, and manage fiscal and personnel resources prudently.					
Comments:						
E40	Demonstrates the ability to train, supervise, and monitor others who may assist students in taking medication and/or provide specialized physical healthcare procedures to students.					
Comments:						

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

<input type="checkbox"/> Clinic held at school site, i.e. immunization, dental screening	<input type="checkbox"/> Infant stimulation program (0-3 years)
<input type="checkbox"/> Community agencies, i.e. CCS, CVRC, other	<input type="checkbox"/> Preschool program
<input type="checkbox"/> Faculty/school staff in-service	<input type="checkbox"/> Student Attendance Review Board
<input type="checkbox"/> Conducted health teaching in a classroom	<input type="checkbox"/> School nurse in-services, conferences

Preceptor confirmation of time spent in practicum experience at the elementary level:

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

Please complete the following related to hours:

No. of hours spent under your supervision providing health services at a school site.	
No. of hours spent with your guidance in completing a leadership activity or Ex SN Project.	
No. of hours spent with your recommendation participating in community activities/SN meetings.	
Total Number of Hours (must equal 80 or more)	

Note: Preceptor must have approved the following student activities away from direct supervision:

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

School nurse workshops/conferences (10-12 hrs.)

Preceptor Name (please print): _____

Preceptor Signature: _____ **Date:** _____

Preceptor Evaluation of Student Performance**P105/P205****Student Name** _____

Taking all practicum activities into consideration, rate the total performance of this student.

Please be advised that this rating is factored into the student's grade:

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

List areas in which the student may need further mentoring/experience:**Additional comments:****Would you recommend this student for credentialing? Yes** _____ **No** _____**Preceptor Signature** _____ **Date** _____

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

Student Name _____

NURS 187 PRECEPTOR CHECKLIST (SECONDARY) P206

It is important that every effort be made to complete the clinical experiences indicated in each of the following areas. The preceptor must witness the student completing the procedure, assessment, and/or work. If the student does not have the opportunity to complete an experience, the preceptor is to discuss the area in depth and determine that the student has sufficient knowledge of the subject matter. If the student has had two or more years of school nursing experience at the secondary level and explains/ demonstrates to the preceptor satisfaction that he/she is competent in a particular area, the preceptor may choose to sign the student off with comments below indicating his/her satisfaction with the student's level of knowledge/competence.					
COMPETENCIES / SKILLS					
					Preceptor Comments and Initials
	School Nurse Competencies (SNC) 1. Providing Health and Wellness Services (Primary Intervention)	Met		Date	
		Y	N		
S1	Correctly carries out the Nursing Process in problem solving and in caring for preadolescents/adolescent in school setting.				
S2	Demonstrates competency in planning, organizing, and conducting mass screening to detect deviations from norm related to vision, hearing, scoliosis, and Acanthosis Nigricans				
S3	Demonstrates the ability to develop age appropriate health curriculum and competently teach or facilitate a group discussion in keeping with district policy and the Ed Code.				
S4	Correctly identifies relevant community resources for adolescent population and makes appropriate referrals.				
S5	Properly trains/supervises medication administration and procedures carried out by unlicensed personnel.				
S6	Explains insight into importance of campus security and describes issues, i.e., gang activity, weapons on campus, other.				
S7	Demonstrates an understanding for emergency steps in school wide emergencies, i.e., natural disasters, bomb threat, campus intruder, epidemic				
S8	Utilizes effective communication skills and sensitivity when assisting/counseling with adolescents, families, and staff.				
S9	Identifies appropriate programs/services for students/families with special needs/problems (e.g., mental health, family planning needs, prenatal care).				
S10	Takes leadership role in assisting and referring students and families to appropriate services within the community				
S11	Demonstrates ability to promote healthy nutrition and a healthy lifestyle among adolescents and staff through modeling, health promotion, and health education at the secondary level.				

S12	Discusses various health issues associated with different types of athletic activities and nutritional requirements.				
S13	Expresses insight into the role of the SN as a participant in providing coordinated health services and programs at the secondary level to better manage limited resources.				
S14	Describes at least 5 things related to organizing and implementing an overall school health program at the secondary level.				
S15	Demonstrates ability to promote mental health among adolescents and school staff through recognition of need, assessment, counseling, and referral for appropriate services.				
S16	Participates in reporting of suspected child abuse as it relates to unlawful sexual activity/abuse, including date rape. Discusses laws regarding reporting sexual activity among minors.				
S17	Describes signs and symptoms of substance abuse, assessment, reporting, and referral guidelines, and appropriate referral agencies for substance abusers and families.				
S18	Discusses issues associated with adolescent absenteeism and the role of the school nurse in preventing school drop-out. Describes various alternative programs to help teens/young adults complete schooling.				
SNC 2. Providing Direct Client Care Services (Secondary and Tertiary Intervention)					
		Met			
		Y	N		Comments
S19	Demonstrates ability to provide healthcare services to students and emergency and/or first aid assistance to others in the school setting.				
S20	Demonstrates the ability to properly evaluate and manage various types of sports injuries, including acute injuries, makes appropriate referral.				
S21	Relates insight into behavioral, emotional, and mental health issues that affect adolescents, uses appropriate counseling techniques and referrals to appropriate professional within the school and community.				
S22	Describes signs/symptoms of at least 2 types of eating disorders. Given the opportunity, demonstrates appropriate counseling techniques, contacts the correct individuals and refers appropriately.				
S23	Describes signs of depression and suicide threat. Demonstrates ability to use appropriate counseling techniques and guidelines regarding sharing confidential information in the best interest of the individual and others.				

	Describes appropriate contacts and referral.				
S24	Demonstrates ability to counsel with pregnant teens, with knowledge of confidentiality guidelines, available programs and referral agencies and role of SN in health promotion and discouraging absenteeism.				
S25	Describes signs and symptoms of at least 3 types of substance abuse other than alcohol. Describes role of the school nurse in assessment, counseling, and referral to appropriate professionals and services.				
S26	Uses the appropriate counseling techniques with students suspected of having an STD, makes referral to appropriate community agency. Discusses issues related to spread of communicable disease.				
S27	Demonstrates ability to case manage the multifaceted health related needs of an adolescent, i.e., a pregnant teen – MediCal/insurance, affordable and appropriate healthcare and programs.				
S28	Describes role of the school nurse in making sure that students properly take/use medication how/when ordered, including self-carry.				
S29	Demonstrates understanding for needs of wheelchair bound individuals and students dependent on other types of health-related equipment, i.e. access to facilities, personal assistance needs, body alignment issues.				
S30	Describes the role of the school nurse as a member of the school crisis team in planning, responding, and participating in crisis intervention.				

School Nurse Competencies 3. Professional Management Skills

		Excellent = 5 and Poor = 1				
		5	4	3	2	1
S31	Demonstrates the ability to use his/her professional knowledge and skills to promote the overall health of the school community.					
Comments:						
S32	Demonstrates the ability to advocate appropriately with students and others in the school community to promote healthy behaviors and lifestyles among adolescents and staff at the secondary level.					
S32 Comments:						
		Excellent = 5 and Poor = 1				
		5	4	3	2	1
S33	Demonstrates the ability to model evidence-based health care practices in the delivery of school nursing services at the secondary level (research), as well as uses a theoretical base to guide practice.					

Comments:					
S34	Communicate effectively in writing and can makes clear oral presentations to a wide variety of audiences.				
Comments:					
S35	Demonstrates sensitivity towards adolescent emotional, social, cultural, and developmental needs, as well as the needs of others.				
Comments:					
S36	Demonstrates understanding for legal guidelines regarding access to health records, HIPAA, FERPA, and other confidentiality matters, both written and verbal.				
Comments:					
S37	Demonstrates the ability to use time effectively, adapt to new and unanticipated situations, and to manage fiscal and personnel resources prudently.				
Comments:					
S38	Demonstrates ability to work in a collaborative and collegial manner with others at the secondary level.				
Comments:					
S39	Expresses understanding for what is involved in maintaining a comprehensive school health services program.				
Comments:					
S40	Demonstrates a global understanding for the role of the school nurse as it relates to school and community.				
Comments:					

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

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

NURS 187, SECONDARY PRACTICUM, Preceptor Checklist Cont.**P206****Preceptor confirmation of time spent in practicum experience:**

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

Please complete the following related to hours:

No. of hours spent under your supervision providing health services at a school site.	
No. of hours spent with your guidance in completing a leadership activity or Exp. SN Project.	
No. of hours spent with your recommendation participating in community activities/SN meetings.	
Total Number of Hours (must equal 80 hours or more)	

Note: Preceptors must approve the following student activities:

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

School nurse workshops/conferences (10-12 hrs.)

Preceptor Name (please print): _____

Preceptor Signature: _____ **Date:** _____

Continued on next page

Preceptor Evaluation of Student Performance**P105/P205****Student Name:** _____

Taking all practicum activities into consideration, rate the total performance of this student.

Please be advised that this rating is factored into the student's grade:

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

List areas in which the student may need further mentoring/experience:**Additional comments:****Would you recommend this student for credentialing? Yes** _____ **No** _____**Preceptor Signature** _____ **Date** _____

Completed evaluation must be faxed or mailed to clinical instructor after a preceptor conference with student to discuss outcomes of practicum experience and before the end of the semester.

Fax completed evaluation forms to the attention of SNSC Faculty at (559) 228-2168 or **mail** to the attention of the student's clinical instructor to *CSU Fresno School Nurse Services Credential Program, Central California Center for Excellence in Nursing, 1625 E. Shaw Ave., Suite #146, Fresno, CA 93710.*

Professional Dispositions (P104/P204)

Student Name _____ Semester _____ Year _____

Please CIRCLE the number on scale that reflects the most accurate description of student application of dispositions. Give examples/comments in space provided.

1. Candidate demonstrates the ability to *REFLECT*. (A broad knowledge base, empathy and altruism are developed through parallel focus on experience and reflection.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

2. Candidate demonstrates *CRITICAL THINKING* skills. (The disposition to analyze situational context results in more informal decision-making. Credential candidates will be practiced in analyzing intra-personal, interpersonal and contextual issues in the clinical/educational setting.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

3. Candidate demonstrates ability to make *ETHICAL JUDGEMENTS* (Ability to make well-reasoned ethical decisions/judgments-based knowledge and reflection that result in professional action)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

4. Candidate demonstrates the dispositional tendency to *VALUE DIVERSITY* - cultural, linguistic, cognitive, and physiological. (This disposition is critical to differentiating instruction and creating psychologically and physically safe helping/learning environments.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

5. Candidate demonstrates a *COLLABORATIVE* disposition. (The school nurse must collaborate/communicate meaningfully/effectively with other professionals, school site personnel, members of the community and families in order to effectively meet the health care needs of children/adolescents.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

6. Candidate demonstrates their enthusiasm for *LIFE-LONG LEARNING*. (Professional integrity is routed in commitment to life-long learning about one's profession and beyond.)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

Note: Dispositions reflected in clinical practice, see following page for guidelines.

Suggested Situations that Reflect Dispositions in Clinical Practice

1. *REFLECT*

- a. Demonstrated in deciding on Student Goals and Objectives (based on experiences).
- b. Every day office situations (evidenced of reflection in decision making/problem solving).
- c. Mid-term and Final Student Self Evaluations/Preceptor conferences (what is done, still to do).

2. *CRITICAL THINKING*

- a. Every day office situations (effectively analyzes information received/related to students, families, care providers, faculty, others, and addresses issues based on that analysis.)
- b. Nursing process/Cult. Differences Sp. Ed Case Study (analysis of data, conclusions, solutions)
- c. Crisis intervention, emergency situations

3. *ETHICAL JUDGEMENTS*

- a. Every day decisions that affect the welfare of the child.
- b. Keeping personal opinions/judgments out of counseling and guidance
- c. Basing decisions on standards of good nursing practice

4. *VALUE DIVERSITY*

- a. Every day interaction with students/families/staff/others of a different culture/ethnicity than that of the school nurse student. Takes steps to seek help in communication/interpretation.
- b. Health education/health promotion, altering curriculum/presentations to include appropriate cultural/ethnic differences.
- c. Students complete an in-depth cultural evaluation, i.e. Cross-Cultural Case Study

5. *COLLABORATION*

- a. Evidence of collaboration as shown in interaction with other professionals at the school site, health care providers/agencies, families, i.e., in meeting needs of children and families.
- b. Evidence of collaboration meeting attendance, i.e., SARB, parent meetings, meetings with other professionals, school nurse peers, community, health fairs, etc.
- c. Conferences between preceptor, student and clinical instructor

6. *LIFE-LONG LEARNING*

- a. Attendance at professional school nurse meetings, school nurse workshops, conferences
- b. Demonstrates enthusiasm for learning through researching health problems, cultural background, other issues related to a child student is assisting.
- c. Demonstrating an interest in professional organizations, legislation, current issues.

California State University, Fresno
 School of Nursing
 School Nurse Services Credential Program
PRECEPTOR EVALUATION OF CLINICAL COURSE (P207)
 NURSING 186/187

Course _____; Semester _____; (circle) Elementary or Secondary Experience

Before responding to questions review course objectives/content in Preceptor Syllabus.

1. How pertinent is course content (current practicum level) to the school nursing experience?

Extremely Pertinent _____; Very Pertinent _____; Fairly Pertinent _____; Not Pertinent _____
 Comment:

2. Are there other activities/experiences you would include?

(Keep in mind that some experiences will take place in a future or previous semester)

3. Are there activities/experiences you would eliminate?

4. What changes could be made to improve your experience as a preceptor?

Signature (optional) _____ Date _____

Thank you again for making this experience possible for this student!

Fax completed form to School Nurse Credential Program Coordinator at (559) 228-2168

CSUF School of Nursing
School Nurse Services Credential Program

Date _____

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

Regarding: (student) _____

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

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

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

Thank you for working out a schedule that will meet the needs of both your school district and that of your school nurse in allowing this student the necessary time away from his/her place of employment to complete the required number of clinical hours which must be completed under the supervision of a qualified preceptor. Having a fully credentialed school nurse benefits your district and will bring assurance of ongoing qualified school nursing services.

Sincerely,

CSUF School Nurse Services Credential Program Faculty

For questions contact Barbara Miller at barmiller@csufresno.edu