

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

NURSING 184
Seminar in School Nursing
Elementary
Syllabus

Fall Semester 2020

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

TABLE OF CONTENTS

		Page#
1	Prerequisites, Faculty Information, Catalog Description of Course	3
2	Course Navigation	3
3	Course Objectives	4
4	Required Texts and other publications	4
5	Recommended Publications	5
6	Calendar of Events and Assignment Due Dates	6
7	Scheduled Course Content	7
8	Teaching Strategies	9
9	Reading Requirements	9
10	Evaluation/Grading Scale	9
11	Module Due Dates	10
12	Study Expectations	10
13	Communication with Instructor	10
14	Student Support	11
15	Student Support Assignment Submission Guidelines	11
16	Weekly Assignments <ul style="list-style-type: none"> • Weekly Research Questions • Develop a CANVAS Presentation • CANVAS Discussion Board 	12 12 13 14
17	Module Assignments <ul style="list-style-type: none"> • Philosophy of Nursing Assignment • School Board Meeting Paper • Cultural Differences Book Report or • Cultural Interview • Develop a Personal Resource Manual 	14 14 15 16 17 18
18	Credential Information	18
20	Grading Criteria Rubric	19
21	University Policies	20

**CALIFORNIA STATE UNIVERSITY FRESNO
SCHOOL OF NURSING**

Course Number: Nursing 184 (NURS 184)

Course Title: Seminar in School Nursing-Elementary

Units: 3 units – Online Format

Semester: Fall semester only-This course designed to be taken concurrent with Nurs186.

Delivery: Class participation online through CANVAS Learning System

Prerequisites: Admission into the School Nurse Services Credential Program
Phase 1: Audiometry, Counseling, and SPED/Mainstreaming
Phase 2: N136 Health Assessment for School Nurses
N137 Health Teaching Strategies

Faculty: Patricia L. Gomes, M.Ed., PHN, RN
E-mail: pgomes@mail.fresnostate.edu
Cell #: 559-999-5283

Margaret Jolly, MSN, BSN, RN
E-mail: majolly@mail.fresnostate.edu
Cell #: 559-630-4434

Address: CSU-Fresno School Nurse Services Credential Program
Central California Center for Health and Human Services
1625 E. Shaw Ave., Suite #146
Fresno, CA 93710
Office Phone: [\(559\) 228-2010](tel:5592282010)
FAX: [\(559\) 228-2168](tel:5592282168)

NURS 184 Catalog Description:

An online course examining the role of the nurse in the school health program; parameters of school health practice, legal guidelines, professional accountability, coordinated school health programs, health education, and multifaceted health needs of a complex multicultural elementary school aged population.

Course Navigation:

Note: To take this course students must be computer literate, have access to a reliable computer with internet access, and have a CSUF email address. The use of CANVAS will be demonstrated at Orientation. For CANVAS Orientation materials check out:

<http://fresnostate.edu/academics/canvas/students/index.html>

For some help with Online Readiness students might want to check

<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>

Students coming into the program have different levels of school nursing knowledge and experiences. In this course students are given the opportunity to gear much of their learning experience to their own unique needs through choice of assignments and selection of weekly questions to research.

STUDENT LEARNING OUTCOMES

Key: SN = School Nurse or School Nursing

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

- Discuss the evolution of school nursing, current issues, and professional growth.
- Examine the current role/function of the school nurse and potential conflicts in relation to the Nurse Practice Act and NASN standards of practice.
- Construct a personal philosophy of school nursing based upon theory, standards of care, values and beliefs.
- Examine the educational setting, current issues, and problems facing schools today.
- Discuss the dynamics of district organization and district funding sources.
- Explore legal guidelines and school policies as they relate to school nursing.
- Outline the Neuman Systems Model and two other theories related to students, families, and community that aid school nurses in their practice.
- Delineate organizational and time management skills needed by the school nurse in planning a school year.
- Discuss the components of a coordinated school health program and the school nurse's role in its implementation.
- Delineate the role of the school nurse in various school settings, i.e. regular education, preschool, special education.
- Relate the collaborative role of the school nurse with regard to IDEA (Individuals with Disabilities Education Act) and the educational placement process.
- Utilize the nursing process in caring for students with chronic disease, those with special needs, and emergency situations.
- Identify the role of the school nurse as health program manager in the school setting.
- Analyze the group process, dynamics, and value of health promotion/education.
- Discuss the role of the school nurse in the community setting.
- Summarize cultural diversity, dysfunctional families, and poverty in context of the current health problems encountered in school nursing practice.
- Analyze contemporary health/social concerns pertinent to the elementary school age population and their families.
- Examine state mandated screening programs and organizing school wide screening.
- Apply conceptual frameworks and current research in the presentation of a pertinent school health problem/topic.

REQUIRED TEXTS AND PUBLICATIONS

The following materials are required to complete module assignments and weekly research questions:

Miller, B. (2009). Revised 2020. *Nursing 184 Syllabus*. Fresno, CA: CSUF, School Nurse Services Credential Program.

Miller, B. (2009). Revised 2020. *Nursing 184 Weekly Research Questions Booklet*. Fresno, CA: CSUF, School Nurse Services Credential Program.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Noonday Press, Farrar, Straus, and Giroux. (Cultural Assignment-Module 3 option)

Selekman, J. (2019). *School nursing: A comprehensive text* (3rd ed.). Philadelphia, PA: F.A. Davis Company. ISBN: 13-978-0803622098 (New Edition 3rd available August 1, 2019)

NURS 184 RECOMMENDED TEXTS AND PUBLICATIONS (Optional -Examples available at Orientation)

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

Arnold, MJ., Harrigan, J.F., Silkwood, C.K., & Zaiger, D.S. (Eds.) (2005). *Individualized health care plans for the school nurse*. North Branch, MN: Sunrise River Press.
ISBN: 13: 978-0962481468

California Department of Education. (2003). *Health framework for California public schools*. Sacramento, CA: Author. **Free online** at www.CDE.ca.gov

Lewis, K. & Bear, B. (2009). *Manual of school health, a handbook for school nurses, educators, and health professionals*, 3rd ed. St. Louis, Missouri: Saunders-Elsevier Press.
ISBN: 978-1-4160-3778-1

National Association of School Nurses. (2019). *Scope and standards of professional school nursing practice* (3rd ed.). Scarborough, ME: Author.
ISBN: 13: 9781558106192

Schwab, N.C. & Gelfman, M. (2005). *Legal issues in school health services, a resource for school administrators, school attorneys, and school nurses*. Lincoln, NE.
ISBN 13: 978-0595358137

Ordering Information:

- Required textbooks available at CSU-Fresno Kennel Bookstore at Orientation.
- Books can be ordered online at <http://www.kennelbookstore.com>.
- Check Open Educational Resources for other school nurse related materials as well as Amazon.com.

CSNO and NASN publications are excellent resources for school nurses. NASN Members receive a discount on NASN books. A complete list of these publications can be found at their respective websites:

- California School Nurses Organization, www.csno.org
- National Association of School Nurses, www.nasn.org

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

NURS 184 CALENDAR OF EVENTS AND ASSIGNMENT DUE DATES

Date	Fall Semester 2020
Orientation Day Thursday 6/18/2020	Location: McLane Hall #280, 9:00 A.M. to 4:00 P.M. NURS 184 and NURS 186 Activities on Orientation Day: * 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 * Get Acquainted Luncheon * Hands-on CANVAS and Course orientation
Monday 8/17/20	First week of class...to access course students must register the week before!
Dates	ASSIGNMENTS DUE ON END DATE
Monday 9/14/2020 Wks 1-4	Module I: Scheduled subject matter for Module I * 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	Module II: Scheduled subject matter for Module II * 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 Wks 9-12	Module III: Scheduled subject matter for Module III * 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>
	Thanksgiving Week-Enjoy a Break!
Monday 12/07/2020 Wks 13-15	Module IV: Scheduled subject matter for Module IV * 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

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; 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. Selekman: Read and Review Chapters 1, 2.

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. Selekman: Read and Review Chapters 3, 4.

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. Selekman: Read and Review Chapters 7, 8, 9.

Week 4

School health models; School Nurse Conceptual Framework, Standard 16, program management; concept of administration, management and leadership; conflict management skills; employee job satisfaction; primary, secondary, and tertiary intervention in school nursing practice. Selekman: Read and Review Chapters 36, 39.

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

Disease prevention through immunization; Child Health and 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. Selekman: Read and Review Chapters 15, 16.

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 life style for children; physical assessment skills for the school nurse. Selekman: Read and Review Chapters 14, 27.

Week 7

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

Selekman: Read and Review Chapters 11, 12.

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.

Selekman: Read and Review Chapters 18, 19.

Module Three

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. Selekmán: Read and Review Chapters 10, 22-28.

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. Selekmán: Read and Review Chapters 5, 21.

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. Selekmán: Read and Review Chapters 13, 24.

Week 12

Office of Civil Rights; IDEA and other laws that protect the 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. Selekmán: Read and Review Chapters 9, 30.

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. Selekman: Read and Review Chapters 9, 10.

Thanksgiving Week...No Research Assignment or Bb Discussion Required.

Week 14

Standard 12, 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. Selekman: Read and Review Chapters 29, 36.

Week 15

Terminology that qualifies students for services; 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. Selekman: Read and Review Chapters 38, 39.

TEACHING STRATEGIES/Methodology

Online Modules with self-directed readings based on each student needs per course objectives and assignments. Students will write responses to weekly research questions which require reading textbooks, journal articles, other relevant materials, and website searches. Students will develop a presentation on CANVAS for classmates; participate in class discussion following CANVAS presentations and complete other written assignments relevant to school nursing practice.

READING REQUIRMENTS

Reading will be from textbooks, journals articles, websites and other reliable sources relevant to course objectives, assignments and student learning needs. Chapters from Selekman are identified each week to read and review research questions.

GRADE SCALE

A = 90-100% B=80-89% C= 70-79% D= 60-69% F= 59% and below
100 points possible.

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

EVALUATION

<i>Learning Activities and Assignment Value</i>	<i>Points</i>
Pre-Phase II Knowledge Based Assessment Questionnaire Self Study	0
Philosophy of School Nursing Paper	10.0
Responses to weekly research questions (14 @ 2.0 points each)	28.0
Discussion of scenarios following weekly CANVAS presentations (29 @ 1.0 point each)	29.0
Development and posting of a professional PP presentation on CANVAS	10.0
Creation of a scenario and participating in discussion following own PP presentation	2.0
School Board Meeting Paper	10.0
Cultural Differences – Book Report Discussion or Cultural Interview Paper	11.0
End of Semester Self Evaluation/Evaluation of Course	0.0
Total-Maximum Points Possible	100.0

MODULE DUE DATES

Completed module work is due on the Monday following the last Friday of each module. See the Table on page 6 for dates and items due. Any paper submitted after the due date is subject to the Late Deduction of points.

ATTENDANCE/Study Expectations

This is an on-line course, open Monday at 12:00AM to Sunday at 11:59PM. You are expected to participate in all online Discussion and to complete any online activities and assignments. You are expected to check email frequently for updates.

In general, in University courses it is expected that students will spend approximately 2 hours of study time outside of class for every hour in class. Since this is a 3 unit class (3 hours a week), you should expect to study an average of 6 hours outside of class each week. Some students may need more outside study time and some less.

COMMUNICATION WITH INSTRUCTOR

The Instructor does not have office hours and email is the quickest way to contact the instructor for questions or concerns. You can expect a response within 48 hours or less. Email directly and/or the Discussion Board the “Ask the Instructor” forum can also be used. Students can check their grades in the CANVAS Grade Center and feedback is given via email.

STUDENT SUPPORT

Orientation Day:

To foster collaboration and understanding among students and to allow students to orient to the School Nurse Credential and CANVAS Online Programs; all SNS Program Students will attend a Mandatory Orientation Day and Lunch. Orientation Activities include:

- Get acquainted with other students in the program
- Meet instructors and support staff
- Review syllabus and expectations for N184 and N186
- Purchase books and learning materials for the program
- Establish Support Groups, PowerPoint Presentation topics and dates
- Design Personal Learning Goals
- Hands-on CANVAS Orientation: Online etiquette and expectations
- Review student files, Collect required documents, Knowledge Assessment Surveys

Area Support Groups:

Purpose: To strengthen connections among classmates and with the program. We encourage networking among students through the exchange of student email addresses within support group areas and around the state. A "Get Acquainted Luncheon" will give an additional opportunity for students to spend time with students and faculty.

ASSIGNMENT SUBMISSION

Assignment work is to be sent through CANVAS using *Module Submission area in each module*. Steps to send work can be found in *CANVAS Submission Section*.

1. Each Module should have a title page with students name on each page.
2. Responses to weekly research questions within the document should be restated as indicated in the assignment and identified by week and question number. List the bibliography and resources used after each question. Start each question on a new page. (Sample in Research Question Book).
3. After reading through assignment work submitted, faculty will post points earned and reply with comments using the window and attachment capability located in the student's online grade book (allow 14 days).
4. If a student has unavoidable circumstances that prevents the student from sending work on time, the instructor **MUST** be notified well before the assignment due date to avoid penalty.
5. Careful proof reading is essential for all work! A paper with more than six spelling and/or grammatical errors might receive a lower grade, or a request to rewrite the paper. Instructors will also grade clarity, organization, and support of ideas expressed. Professionalism is key.
6. If you have problems attaching an assignment notify the instructor immediately for assistance and assignments can be emailed to the Instructor direct.
7. The syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check your email and announcements frequently for any changes.
8. Students are advised to back up their computer work frequently, and it is recommended you compose your statements in a word doc and cut and paste it into CANVAS when complete to avoid losing work.

WEEKLY ASSIGNMENTS

I. Weekly Research Questions:

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.

- 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.
 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.
- B. 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 2, 3, 4	Questions restated/sources cited/ APA format	1.0	6		6
	Understanding of subject matter, depth and quality of response	4.0			
	Reflection to practice	1.0			

II. Develop a CANVAS Professional Presentation:

Purpose: To allow students to research a chosen topic and synthesize what they have learned to create a professional PowerPoint presentation. Students will apply their knowledge to the development of a discussion scenario and are responsible for monitoring the discussion for the week.

Each student will choose a week to present a PowerPoint on a Research Question from the N184 Research Question Book. *Topics and Dates will be assigned at Orientation.*

Format	The CANVAS presentation should be prepared in PowerPoint. It should be creative but professional in appearance. The quality of the information is foremost. There is no suggested length, but <u>25 slides is the maximum</u> . Each slide should not look crowded and have the ability to be read from across the room. Consider visuals to hold interest. After the title slide the second slide should restate your research question.
Research	All sub parts of the question chosen from the Weekly Question Booklet should be adequately addressed. Include any information from the Ed Code, CSNO/NASN position statements, current research findings and any other issues that may be pertinent to the subject matter. After completing the slides that answer the question, include another slide and cite your sources. <u>On the last slide prepare a scenario</u> . This scenario should be worded so that each student responds to it differently. Encourage the reader to share experience specific to his/her nursing practice such as client care, policy, program, an ethical dilemma, a problem or solution, add new research information, legal issues, useful website, community resources, etc.
Assignment Due	<u>Presentations must be posted on CANVAS no later than the Sunday night prior to the week it is due</u> . This will give the other students ample time to read and prepare for the discussion. When posting your presentation in the CANVAS Forum thread, be sure to restate the entire question followed by your scenario. If you cannot make the deadline inform the teacher before Wednesday of the week due.
Monitoring Your Presentation	The presenter will monitor his/her presentation by commenting on the other students' posts, adding new information and keeping the discussion on target. It is not necessary to respond to every post. The presenter will monitor his/her presentation from Monday to Sunday.

Note: CANVAS presenters are NOT required to write an individual research question the week before their presentation is posted, and also not required to research a question during the week they are monitoring their own presentation. They must, however, respond to the other CANVAS presentations for those weeks.

Assignment	Grading Criteria	Total	Points Possible	Late -10%	Points Given
<i>Once per semester - CANVAS presentation</i>	Quality of Research	4.0	4		4
	Thorough/Depth/Quality of information	6.0	12		12
	Creativity/format/presentation of information	2.0			
	Promptness on posting on CANVAS	2.0			
	Monitoring the discussion	2.0			

III. CANVAS Discussion Forum:

Purpose: The Discussion Forum requires students to review, evaluate and reflect on topics relevant to school nursing and apply that knowledge to resolve a scenario. Sharing knowledge and experience with colleagues is a highlight of the course.

- A. Each week students will respond to the case scenario posed by presenters with application to your own school nursing, or as directed, using at least a quality paragraph (one opening sentence, at least 3 contributing sentences, and a closing sentence).
- B. Read through postings by other classmates and select one posting to respond to that you can relate to your own school nursing practice, personal beliefs, philosophy or experience. Entries should be original thought, building on prior discussion.
- C. Posting should be timely and occur on two separate days of the week with an expectation as student would spend 45 minutes a week in discussion.
- D. Students are graded on their quality and quantity of participation. Discussions should be substantive, demonstrate original thought, invite discussion or build on entries of other students. Entries should refer to course texts, credible websites, notes from conferences or other online sources.

Assignment	Grading Criteria each Module	Total	Points Possible	Late -10%	Points Given
Responses to CANVAS Presentations	Quality responses to other students' presentations (see chart below)	6	6		8
	2 quality responses to the scenario and 2 comments to another student post: totaling 4 each week. Application to practice	2	2		

Additional Assignments Due Each Module

Module 1 Philosophy of School Nursing Assignment: Due September 14

Purpose: To better understand the scope and standards of the school nurse role students will reflect on their SN practice and articulate their philosophy of school nursing in a media of their choice.

Understanding School Nurse Practice	Review the definition of a "philosophy." A philosophy is more than a job description! There is no definitive philosophy of school nursing. School nursing is an individual specialty in nursing practice that may change with time. Review the Standards of School Nurse Practice (Selekman Chapter 2-3) and the BRN website http://www.rn.ca.gov/ Review your SN job description. Does it align with the Standards of School Nursing? The BRN?
Key Concepts	Define key concepts pertinent to school nursing that you will use (e.g., health, wellness).

Reflection of practice	Develop a personal philosophy of school nursing based on the following: 1. Standards of Nursing Practice, theoretical concepts, moral/ethical responsibilities. 2. Your own values, beliefs, upbringing, and personal understanding. 3. Your perception of the school nurse role and his/her responsibilities (not duties).
Your Philosophy	A. Write a 2 page paper using APA format OR develop a short PowerPoint of 10-12 slides to describe your personal philosophy. Add photos! Sources of information/references must be cited on a separate page/slide. Use examples, be clear and creative. Post your work on the Discussion Board for review by fellow students.

Personal Philosophy of School Nursing Rubric

(Total 10 Pts.)

Expression of personal beliefs/Insight into the role of the school nurse	9
Writing skill/APA format/Presentation	1

Module 2 School Board Meeting Paper: Due October 12

Purpose: The school nurse must understand the policies and procedures of the school district and/or County Office where they work and how Health Services and School Nursing fits into the educational system.

Understanding general issues	Review school board function, responsibilities, power over district, elections process, terms of office, and to whom the board is accountable. For insight go to your district website and/ or search the web for California School Board Association. Take a look at your District Board Policy in Health related areas i.e. medications, communicable disease, health screenings, etc. Do you see any Board Policies that need to be updated?	Write no more than a one page summary.
Attend a school board meeting for at least two hours.	Observe the opening session and how conducted, the general atmosphere, and those in attendance. What is the process for discussing issues, rules for public comment, and method of keeping order? Were any important votes taken? Are there any ongoing battles in the district?	Write no more than a one page summary.
Your impressions	What insight did you gain? What observations impressed you? Why is it important for the school nurse to have insight into the purpose and workings of the school board? What might you present to the school board to promote school nursing? What topics might be applicable? Do your school nurses present an End of The Year Report? Outcomes?	Write no more than a one page summary.

List your sources at the bottom of the page.
Include a scanned copy of the **abbreviated board agenda** with front page and date. This may be attached to Module 2 as a separate document.

Attendance at School Board Meeting and Write-Up Rubric (Total 10 Pts.)

Thoroughness/Completeness	6
Insight/Evaluation	3
Writing skill/APA format	1

Module 3 Cultural Differences Book & Questions/Cultural Interview Paper: Due Nov.9

Purpose: To enhance the cultural competence of school nursing and gain insight into the diversity of cultural practices and the implications of cultural influences on health care beliefs and practices. To explore what cultural practices might be implemented in the school setting to assist students and families.

Review Selekman: Chapter 13 Cultural Competence in a Professional School Nursing Practice. Then select ONE of the following assignments: A Cultural Book Report or Cultural Interview.

A. Read Anne Fadiman's *The Spirit Catches You and You Fall Down*.

<i>Read the book "The Spirit Catches You and You Fall Down"</i>	Answer four of the questions from the list found in the back of the "Spirit" book and/or posted in Module 3 of CANVAS.	Write one to two quality paragraphs for each question
<i>Synthesize</i>	Summarize key aspects of Leininger's Transcultural Nursing Model (Selekman). How does it apply to this story?	
<i>Reflect</i>	Has reading the book made a difference in your own sensitivity towards cultural differences and/or understanding for cultural issues?	Write no more than 1 page summary
<i>Application to practice</i>	What impact will this insight have on your own interaction with culturally different students/families in the future?	Write no more than 1 page summary
		Total paper length 3-4 pages.

OR CULTURAL INTERVIEW...

B. Report: Cultural Interview of School Professionals

Spend time with three different school professionals (1.5 - 2 hours with each), observing their typical day at work. These individuals must be professionals who hold a degree and who work in an educational area other than nursing, i.e., principal, psychologist, RSP, SDC or classroom teacher, speech therapist, counselor, APE, etc. Discuss how differing cultural practices impact school collaboration and communication with students, staff and families.

Write a 3-4 report including in your report answers to the following questions for each individual:

1. What is this individual's educational background and years of experience?
2. How often does this individual collaborate/communicate with the school nurse? With the classroom teacher? With students and their families? Other professionals?
3. What value does this individual place on interdisciplinary communication/collaboration as it related to helping students, families, working with team members?
4. How do the school professionals interact with culturally different students/families? Are they sensitive to cultural issues? Are cultural issues incorporated into 504, IEP plans and IHCP? What type of education/information/assistance is given to culturally different families to help them feel comfortable in the school setting/IEP process?
5. Ask this person to share an example of a successful team effort to help a child/family in a different culture.
6. Describe this professional's understanding of the school nurse role and what this professional expects from the school nurse as a member of the educational team
7. Describe the value you place on getting better acquainted with other professionals in the school setting.
8. Review Standards 8, 9 and 10 in *School Nursing: Scope and Standards of Practice* and describe which measurement criteria best reflects this assignment and why.
9. Describe how you will apply new information to your school nurse practice.

Note: Actual time spent observing professionals may count toward NURS186 clinical hours

Cultural Differences Book and Questions Rubric

Total 11 Pts.

Quality of insight shared in responses to book questions	8
Application of cultural theory/personal analysis/insight gained	1
Application to School Nursing Practice	1
Writing skill/APA format	1

OR

Cultural Differences Interview and Paper Rubric

Total 11 Pts.

Quality of information gained/Insight into role and responsibilities of interviewee	2
Depth of insight as a result of interview/open ended questions (narrative & notes)	7
Application of school nurse practice/Summery of learning experience	1
Writing skill/APA format/inclusion of interview notes	1

IV. Recommendation: Develop a Personal Reference Manual:

Purpose: It is recommended that students develop, synthesize, and evaluate the relevance of what they have learned to their practice and use that information to develop a Personal Reference Manual that will be useful to the student in his/her own future school nursing practice. This can be an electronic document kept on a computer hard drive, a CD, or hard copy. This **will not** be turned in for credit. It is suggested that the manual include the following:

1. Responses to weekly research questions in N 184/186
2. Copies/outlines of CANVAS PP presentations with information sources
3. Useful items found in the course document sections
4. Useful information from N184 and 186, i.e. teaching outlines, information shared
5. Important websites and other resources useful in school nursing practice

Note: 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 each 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.

CREDENTIAL EXTENSIONS

If it is determined that you will need an extension to complete your credential program you must double check your preliminary credential due date and file for an extension 3-4 months before that date. Email Sherri for the current forms and procedure.

All Credential Extensions of Fresno State School Nursing Students must go through the Fresno State Credential Analyst.

Your contact will be: **Sherri Nakashima, Credential Analyst**
 Fresno State - Kremen School of Education and Human Development
 Center for Advising and Student Services, Education 100
sherrinm@mail.fresnostate.edu

Mailing address:

5005 North Maple Avenue, ED 701
 Fresno, CA 93740-8025

GRADING RUBRIC

1. Responses to Weekly Questions _____ (Total 28Pts.)

Researching 14 questions at 2.0 points each (including PP Presentation Question)

Demonstrates understanding of subject matter, depth and quality of responses	20
Questions are restated, references cited, APA format or complete outline form	4
Quality and application of research for PowerPoint Presentation (2 weeks)	4

2. Participation in Weekly Discussion following CANVAS Presentations _____ (Total 29 Pts.)

Discussion participation following 29 Bb presentations at 1.0 point each

One quality paragraph in response to the case scenario posted by each presenter (2/3 pt.); and One brief contribution to discussion in response to posting by one other classmate (1/3 pt).	29
--	----

3. Creating and Presenting a CANVAS Presentation _____ (Total 12 Pts.)

Individual credit for creating and monitoring a Bb Presentation

Thoroughness and quality of information shared (for PowerPoint includes outline)	8
Creativity/format/flow/readability of information presented	2
Scenario/Question for reader (1) monitoring the discussion of your Bb presentation (2)	2

4. Personal Philosophy of School Nursing _____ (Total 10 Pts.)

Expression of personal beliefs/Insight into the role of the school nurse	9
Writing skill/APA format	1

5. Attendance at School Board Meeting and Write-Up _____ (Total 10 Pts.)

Thoroughness/Completeness	6
Insight/Evaluation/Reflection to Practice	3
Writing skill/APA format	1

Culturally Different Book and Questions, OR Cultural Differences Interview and Paper:

6. Cultural Differences Book and Questions _____ (Total 11 Pts.)

Quality of insight shared in responses to book questions	6
Application of cultural theory/personal analysis/insight gained	2
Application to School Nursing Practice	2
Writing skill/APA format	1

OR

7. Cultural Differences Interview and Paper _____ (Total 11 Pts.)

Quality of information gained/Insight into role and responsibilities of interviewee	2
Depth of insight as a result of interview/open ended questions (narrative & notes)	6
Application of school nurse practice/Summary of learning experience	2
Writing skill/APA format/inclusion of interview notes	1

8. Completion of Pre-Program Knowledge Based Questionnaire

Completion of Pre-Program Assessment questionnaire	0
--	---

TOTAL POINTS FOR THE CLASS _____ 100 _____

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).
<http://www.fresnostate.edu/studentaffairs/ssd/policies/>

Honor Code:

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

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

<http://www.fresnostate.edu/studentaffairs/division/general/univhonor.html>

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it 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 a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

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

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

<https://library.fresnostate.edu/info/copyright-policy>

