

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

# **NURSING 185 Syllabus**

## **Seminar in School Nursing Secondary**

**Spring Semester 2020**

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### **Leadership for Diverse Communities**

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

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Revised NB 1/14 PG 1/15 1/20

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**CSUF SCHOOL OF NURSING  
SCHOOL NURSE SERVICES CREDENTIAL PROGRAM**

<b>Course Number:</b>	NURSING 185 (NURS 185)
<b>Course Title:</b>	Seminar in School Nursing Secondary
<b>Units:</b>	3 Units – Online
<b>Semester:</b>	Spring Semester-This course designed to be taken concurrently with Nurs 187
<b>Prerequisites:</b>	Admission into the School Nurse Services Credential Program  Phase 1: Audiometry, Counseling and SPED/Mainstreaming  Phase 2: N184 Seminar in School Nursing Elementary N185 School Nursing Elementary Practicum N136 Health Appraisal N137 Health Teaching
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***Catalog Course Description:***

An online course examining the role of the nurse in the school health program at the secondary level; parameters of school health practice, emphasis on adolescent health issues, health education, legal parameters, interdisciplinary cooperation, legislative issues, research, and professional accountability.

***Course Navigation:***

*NURS 185 is a fully on-line course. Students must be computer literate, have access to a reliable computer and the internet, and have a CSUF email account to enroll in this course. The use of CANVAS will be demonstrated at Orientation. For additional help check out: <http://fresnostate.edu/academics/canvas/students/index.html>*

*Students coming into the School Nurse Services program have different levels of school nursing knowledge and experiences. For this reason, students are given the opportunity to design much of their learning experience to their own unique needs through choice of assignments and selection of weekly questions to research.*

**Nursing 185  
COURSE OBJECTIVES**

**Upon Completion of the course the student will be able to:**

- Illustrate application of the nursing process, relevant theories, conceptual frameworks, and research in meeting the health care needs of adolescents.
- Examine the role of the school nurse involvement in coordinated school health programs.
- Relate the importance of school nurse involvement in interdisciplinary collaboration within the school and in the community in order to more fully meet the health-related needs of students.
- Explore the importance of a school nurse voice and participation in the legislative process and political advocacy for school age children, families, and school nursing interests.
- Examine the importance of research and participation in research activities in school nursing.
- Assess the importance of school nurse involvement in health promotion and health education, including curriculum development and facilitation of small groups to enhance learning.
- Describe the various ways whereby funding can be obtained for program development.
- Examine the value of promoting the school nurse image in the school setting and in the community to reach an optimal level of effectiveness in school nursing practice.
- Analyze school nurse accountability and evaluation of practice to identify strengths and weaknesses.
- Demonstrate the application of professional dispositions in school nursing practice.
- Examine the role of the secondary school nurse considering legal guidelines, ethical decision making, and standards of practice.
- Summarize contemporary health/social issues pertinent to the secondary student population.

**REQUIRED TEXTS AND OTHER PUBLICATIONS**

**The following materials are required to complete module assignments and weekly research questions: (Order through CSUF Kennel Bookstore unless otherwise indicated)**

Miller, B. (2010). Revised 2020 *Nursing 185 Syllabus*. Fresno, CA: CSUF, School Nurse Services Credential Program: Author. This document will be emailed to students.

Miller, B. (2010). Revised 2020 *Nursing 185 Weekly Questions booklet*. Fresno, CA: CSUF, School Nurse Services Credential Program: Author. This document will be emailed to students.

Selekman, J. (2019). *School nursing: A comprehensive text*. (3<sup>rd</sup> Ed.). Philadelphia, PA: F. A. Davis Co. ISBN: 9780803669017

**RECOMMENDED TEXTS AND OTHER PUBLICATIONS**

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

Berman, A.; Jobes, D. A.; Silverman, M. M. (2006). *Adolescent suicide* (2<sup>nd</sup> Ed.) Washington, DC: American Psychological Association.

California Department of Education. (2003). *Health framework for California public schools: Kindergarten through grade twelve*; Sacramento, CA: Author. Reposted June 2009; (Free online at [www.CDE.ca.gov](http://www.CDE.ca.gov)).

California School Nurses Organization. (2009). *The greenbook: Guidelines for provision of specialized physical healthcare services in school settings. 2<sup>nd</sup> edition.*

Lewis, K. D. & Bear, B. J. (2008). *Manual of school health* (3<sup>rd</sup> Ed.). NY: Saunders. (Order through CSNO)

National Association of School Nurses. (2011). *School nurse: Scope and standards of practice.* Scarborough, ME: Author.

Note: All California School Nurses Organization and National Association of School Nurses Publications are excellent resource materials and recommended for school nursing practice.

Students are to select one of the following books on which to write a report **OR** students may choose to write a research paper based on adolescent behavioral or mental health issue(s):

Greenberg, Michael. (2008). *Hurry down sunshine.* NY: Random House Inc.

Gurian, M. (1996). *The wonder of boys: What parents, mentors and educators can do to shape boys into exceptional men.* NY: Jeremy P., Tarcher, Pulman.

Kindlon, D. & Thompson, M. (2000). *Raising Cain: Protecting the emotional life of boys.* NY: Ballantine Books.

Piper, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls.* NY: Ballantine Books.

Rubin, T. I. (1998). *David and Lisa.* New York, NY: Tom Doherty Associates, Inc.

Cahlan, S. (2012) *Brain on Fire: My Month of Madness.* Simon and Schuster, Inc.

### **Ordering Information for Texts and other Publications:**

CSU, Fresno Kennel Bookstore by email [www.kennelbookstore.org](http://www.kennelbookstore.org), or call (559) 278-6634.

Check **Open Educational Resources** for other school nurse related materials as well as **Amazon.com**

American Academy of Pediatrics publications by email [www.aap.org/bookstore](http://www.aap.org/bookstore).

California Department of Education, Bureau of Publications, Sales Unit, P.O. Box 271.  
Sacramento, Ca 95802-0271. Or (916) 445-1260 or 1-800-995-4099, fax 916-323-8023.)

CSNO and NASN publications are excellent resources for school nurses and members can receive a discount on books and materials:

California School Nurses Organization by email [www.csno.org](http://www.csno.org).

National Association of School Nurses publications by email [www.nasn.org](http://www.nasn.org).

## NURS 185 SPRING 2020 COURSE CALENDAR AND ASSIGNMENT DUE DATES

<b>Monday 1/6/20</b>	Books and publications available through the CSUF Kennel Bookstore, Amazon, etc. Permission numbers will be sent for registration when obtained from the University. You should be able to access the online course by 1/17/2020 if registered 2 days prior.
<b>Friday 1/17/20</b>	<b>Official first Day of Class - N185 Course Week 1 starts January 19, 2020</b>
<b>Due Dates</b>	<b>ASSIGNMENTS</b> Note: All written assignments are sent through CANVAS Assignment Drop-Off area in the Weekly Module Section of CANVAS
<b>Module I Due Tuesday 2/18/2020 Weeks 1-4</b>	<u>Module I:</u> See Scheduled Course Content <ul style="list-style-type: none"> <li>• Researched responses to 1 question for each week - 2, 3, 4</li> <li>• Responses to 2 CANVAS presentations posted for each week - 1, 2, 3, 4</li> <li>• <b>Research paper on an adolescent mental health related issue(s) or a book report on one of the books indicated in syllabus</b></li> </ul>
<b>Module II Due Monday 3/16/2020 Weeks 5-8</b>	<u>Module II:</u> See Scheduled Course Content <ul style="list-style-type: none"> <li>• Researched responses to 1 question for each week - 5, 6, 7, 8</li> <li>• Responses to 2 CANVAS presentations posted for each week - 5, 6, 7, 8</li> <li>• <b>Orientation Program Design</b></li> </ul>
<b>Module III Due Monday 4/20/2020 Weeks 9-12</b>	<u>Module III:</u> See Scheduled Course Content <ul style="list-style-type: none"> <li>• Researched responses to 1 question for each week - 9, 10, 11, 12</li> <li>• Responses to 2 CANVAS presentations posted for each week - 9, 10, 11,12</li> <li>• <b>No additional assignments due with this module</b></li> </ul>
<b>April 5- April 12</b>	<b><u>Spring Break-No Discussion Board Participation Required</u></b>
<b>On-Line Report Friday 5/7/2020</b>	<ul style="list-style-type: none"> <li>• On CANVAS: A quick paragraph to share highlights, Insights, pros/cons of bill selected related to legislative assignment. If visit made to legislator's office, share that experience with classmates.</li> </ul>
<b>Module IV Due Monday 5/11/2020 Weeks 13-15</b>	<u>Module IV:</u> See Scheduled Course Content <ul style="list-style-type: none"> <li>• Researched responses to 1 question for each week -13,14,15</li> <li>• Responses to 2 CANVAS presentations posted for each week - 13,14,15</li> <li>• <b>Legislative Paper</b></li> <li>• <b>Completed evaluations relevant to course (emailed to students before end of semester) including the Post Knowledge Based Survey</b></li> </ul>
<p><i>Note: Students who have finished all of coursework requirements for this program and who have completed two full years of school nursing practice are eligible to apply for their Professional Clear School Nurse Services Credential. For information and forms see Syllabus page 22 and contact Sheri Nakashima; <a href="mailto:sherrin@csufresno.edu">sherrin@csufresno.edu</a>.</i></p>	

## NURSING 185 COURSE CONTENT

### Module I January 17, 2020 to February 17, 2020

Adolescent Health Issues \* Promoting Student Success \* Coordinated School Health Programs  
 \* Related Standards of Practice \* Empowerment in SN Practice \* Evidence Based Practice \*  
 Health Promotion and Education \* The Group Process \* School Nurse Visibility \*

#### *Week 1*

Meeting the educational needs of students in middle school and high school; alternative education; adolescent behavior and impact on health and learning; age appropriate teaching and learning; adolescent growth and development; teacher stress and coping; special education at the secondary level; school nurses in the leadership role.

#### *Week 2*

School nursing at the secondary level: coordinated school health programs, community and family involvement; standards of practice in school nursing; theory-based practice; nursing standardized protocols; understanding adolescent behavioral and health issues; empowerment in school nursing; functions and management of the health office.

#### *Week 3*

Adolescent preventive (or preventative?) services, health promotion and disease prevention for adolescents through coordinated programs, funding sources, the uninsured adolescent and insurance programs, coordinating a health fair; confidentiality and consent; promoting SN visibility.

#### *Week 4*

Evidence based practice; framework for teaching health education; the school nurse as health educator; the Group Process; creating and facilitating groups; Comprehensive Health Education Model; self-confidence as a presenter; sex education for special learners; giving school board presentations; related standards of practice.

### Module II February 17, 2020 to March 16, 2020

The Role of the School Nurse Role in Meeting Adolescent Health Needs \* The Young Athlete \*  
 Physical Education \* Adaptive P.E. \* Sports Injuries \* Adolescent Nutrition \* First Aid \* Driver  
 Training \* Substance Abuse \* Sexually Transmitted Diseases \* Teen Pregnancy and Parenting

#### *Week 5*

The Bill of Rights for Young Athletes; adolescent activity and fitness; common sports related injuries and emergency first aid; nutrition and weight control issues for athletes; the female athlete; physically-challenged athletes; Adaptive P.E.; drivers Ed; and role of the school nurse.

#### *Week 6*

Substance abuse: drugs, alcohol, smoking and other inhalants; ergogenic substances; factors leading to abuse; assessment and recognition of substance abuse; health promotion and education, prevention and cessation programs; legal codes; role of the school nurse.

*Week 7*

Adolescent risky behavior and sexual activity; prevalence of sexually transmitted diseases; role of the school nurse in health promotion and education related to prevention and communicable disease control, history taking, referral and follow-up; community resources; relevant sections of the CA Education Code.

*Week 8*

Pregnant and parenting teens; historical perspective and statistics; impact on teen parents and child; child abuse reporting and sexual behavior; programs and community resources; Education Code and other laws; health promotion and pregnancy prevention role of the school nurse in counseling, referral, and health supervision.

**Module III March 16, 2020 to April 20, 2020**

Role of School Nurse: Adolescent Mental Health and Behavioral Issues \* Suicide \* Truancy and School Refusal \* Sexual Harassment \* Bullying and Violence \* School Safety \* Racial & Ethnic Issues \* Crisis Intervention \* SBCs \* Community \* Politics 101 \* Performance Evaluation

*Week 9*

Adolescent mental health and behavioral issues: Psychosocial interviews; psychiatric and emotional problems; anxiety disorders; self-injury; eating disorders; Oppositional Defiant Disorder; Schizophrenia; school age and adolescent stress related issues, family and date violence; role of the school nurse.

*Week 10*

Adolescent mental health and behavioral issues: Self-punitive behavior, gay and lesbian youth, bullying and bullying prevention, sexual harassment, types and subtypes of depression, suicide and suicide prevention, SCT interventions, role of the school nurse.

*Week 11*

Safe schools: disaster preparedness; crisis intervention and post-intervention; emergency action plans; collaboration in school safety; gangs and violence; hate motivated behavior; racial and ethnic issues; anger management; role of a volunteer; role of the school nurse.

*Week 12*

School based health centers; community outreach, collaboration and partnerships; politics 101 for school nurses; legislative advocacy; defining competency in school nursing; school nurse competency and performance evaluation.

**Module IV April 20, 2020 to May 11, 2020**

Role of the School Nurse in Research \* Grant Writing \* Publishing \* Medi-Cal Billing \* TCM \* Legal and Ethical Issues \* Student Suspension and Expulsion \* Technology in SN \* Resource Mapping \* Professional Standards Review \* Professional Connections and Continued Growth

*Week 13*

The benefits of research in school nursing; applying research in practice; role of the school nurse in research projects; grant writing; and publishing articles and research findings.

*Week 14*

Legal and ethical issues in school nursing; pursuing justice in the courts, minor consent, suspension and expulsion; Targeted Case Management; Medi-Cal Administrative Activities (MAA); LEA billing, enrollment and accountability; resource mapping for health services.

*Week 15*

Reviewing standards of school nursing practice; quality assurance; concept of school nurse community; staff recruitment; professional connections and continued growth; health office design issues and use of computer technology; revising your philosophy of school nursing.

## **MODULE OBJECTIVES**

### **MODULE I OBJECTIVES**

Upon Completion of Module I the Student will be able to:

- Describe the role of the school nurse as program manager at the secondary setting.
- Interpret legal and ethical guidelines related to adolescents and school nurse practice.
- Identify developmental stages of adolescence and associated theories.
- Analyze adolescent risky behavior, health issues and related attitudes.
- Illustrate use of the nursing process in meeting the health care needs of the adolescent.
- Research community involvement in provision of coordination of school health services.
- Describe use of at least 3 theories/models for school nursing practice at the secondary level.
- Discuss importance of interdisciplinary collaboration for school nurse at the secondary level.
- List 5 ways the school nurse can maintain visibility on campus and in the community.
- Assess the importance of a comprehensive school health program at the secondary level.
- Summarize health ed. as an integral component of a comprehensive school health program.
- Explore the group process, instituting groups, and evaluating their effectiveness.
- Identify key components of curriculum planning, development, and evaluation.
- Examine the development of health curriculum utilizing the nursing process, conceptual frameworks and current research.

### **MODULE II OBJECTIVES**

Upon Completion of Module II the Student will be able to:

- Discuss primary, secondary, and tertiary health care in meeting needs of adolescents.
- Describe injuries associated with athletes, their treatment and prevention.
- Examine issues related to confidentiality and counseling with adolescents.
- Explain the role of the school nurse in assisting students with special needs in fitting into Physical Education programs.
- Contrast the difference between the nutritional needs of athletes and that of the general adolescent population.

- Identify risk factors associated with teen pregnancy and effective school and community interventions.
- Identify programs to meet the needs of pregnant and parenting teens.
- Assess sexuality education and the normal development of sexual awareness/orientation.
- Outline sexually transmitted diseases, statistics and treatment, role of the school nurse.
- Examine confidentiality and ethical issues associated with counseling adolescents.
- Articulate problems associated with alcohol and drug addiction, and treatment programs.
- Explore school and community programs to prevent/stop smoking and related Ed. Codes.

### **MODULE III OBJECTIVES**

Upon Completion of Module III the Student will be able to:

- Describe precursors to emotional disorders and behavior problems in adolescents.
- Examine identification, counseling, referral of students with suspected mental health issues.
- List three psychiatric disorders commonly seen in adolescents, their signs/symptom, treatment and role of the school nurse.
- Discuss issues relating to truancy/school avoidance and the role of the school nurse.
- Identify the issues associated with gay and lesbian youth and the role of the school nurse.
- Define issues related to bullying and interventions to control the problem.
- Relate self-punitive behavior among some students and the role of the school nurse.
- Describe sexual harassment in the school setting and steps to take to prevent/stop it.
- Examine issues related to violence/gang presence and role of schools/community.
- Interpret suicide prevention/intervention programs and role of the school nurse.
- Describe intervention steps in the event of a suicide or death of a student or staff member.
- List steps that school districts/community are taking to curb violence and gang issues.
- Outline the development of a school crisis team, its purpose, and role of the school nurse.
- Explore what the State of California has to say about safe schools and the responsibility of school districts in developing policies.

### **MODULE IV OBJECTIVES**

Upon Completion of Module IV the student will be able to:

- Examine the complementary roles of the school nurse and NP in school-based clinic setting.
- Discuss value of school-based clinics and feasibility of establishing a school-based clinic.
- Explore school /community linked health care programs to optimize services to children.
- Examine school nurse competency and framework for professional expectations.
- Discuss the need for political action on the part of school nurses as a means of advocating for school age children and school nursing.
- Review the importance of research in school nursing and give at least 3 examples.
- Outline grant writing steps to obtain funding for research, projects, and programs.
- Discuss general expectations in grant writing and identify 3 funding sources.
- Illustrate the value of writing for publication and importance in school nursing.
- Discuss the purpose of Medi-Cal billing and use of funding to benefit school age children.
- Explain Targeted Case Management as it relates to school age students.
- Define an LEA (local education agency/school district) and services provided.
- Examine legal and ethical issues related to adolescent rights and behavior.
- Assess use of technology in the health office.

## TEACHING STRATEGIES

Online modules with self-directed readings based on individual student needs per course objectives and assignments. Students are asked to research responses to weekly questions/case scenarios using textbooks, journal articles, other relevant materials and website searches. Students will develop a PowerPoint presentation on CANVAS for classmates, participate in discussion following CANVAS presentations and complete other written assignments as indicated. CANVAS discussions are monitored by faculty with input as appropriate.

## READING REQUIREMENTS

Reading assignments will be from texts, journals and selected websites relevant to course objectives, assignments and student learning needs. There is no predetermined weekly reading assignment other than what is described in the syllabus.

## GRADING CRITERIA

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

**There are no identified extra credit options. Any grade below a “c” is not acceptable for credit and the student may be removed from the program.**

## ASSIGNMENTS / EVALUATION

<i>Assignment</i>	<i>Points</i>
Weekly Questions Booklet - researched questions/case scenarios (@ 2.0 pts. each X14). (No research question due Week 1 and You are not required to research the week before and week of your PP presentation)	28.0
Student participation in CANVAS weekly discussions (@ 1.0 pts. each X 28)	28.0
Development of a Professional PowerPoint presentation on CANVAS	11.0
Creation of a scenario and participation in discussion following your presentation	2.0
Mental Health Issue(s) Book report or Research Paper	10.0
Orientation Project Design	11.0
Legislative paper and/or visit to legislator	10.0
End of Semester Post Knowledge Based Assessment/Evaluation of Course	0.0
<b>Total-Maximum Points Possible</b>	<b>100.0</b>

### MODULE DUE DATES

**Completed Module work is due the Monday following the last Friday of each Module. Any paper submitted after the due date is subject to Late Point Deduction.**

Module	Module Start	Module End	Module Due	Late Deduction
I	1/19/20	2/14/20	2/18/20	10% per week
II	2/17/20	3/13/20	3/16/20	10% per week
III	3/16/19	4/17/20	4/20/20	10% per week
IV	4/20/20	5/8/20	5/11/20	10% per day

### ATTENDANCE AND STUDY EXPECTATIONS

This is an on-line course, open on CANVAS Monday at 12:00AM to Sunday 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 and announcements 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 one hour in class. As this is a 3 Unit class (3 hours a week), you should expect to student 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. In the course Module Section the "Ask the Instructor" forum can also be used. Students can check their grades in the CANVAS Grade Center and view feedback via email.

### ASSIGNMENT SUBMISSION

The semester is divided into four modules. Completed assignments for each module must be electronically sent using the "Assignment Drop-Off" located in each CANVAS Module section in Nursing 185. See examples of student work in "Course Documents".

1. Important! Assignment work is to be sent as ONE continuous document. This includes both the module assignment and the weekly research questions. Each module should have one title page with the name of the student on the top of each page.

**Students do not copy and submit CANVAS Discussion responses for each week with module work. This is reviewed separately.**

2. Module assignments are to be submitted before Monday at 11:59PM following the end of each completed module unless it is a holiday, in that case Tuesday.
3. If work is going to be late due to an unavoidable personal circumstance, students must notify the instructor well ahead of the Module due date to avoid penalty. See Late Deduction regarding loss of points under Module Due Dates section.

4. Completed assignment work will be reviewed by the student's instructor and comments related to that work will be posted in the grade book. Points will automatically be posted in the student's online gradebook (allow 10-14 days). Check grading rubrics for each module to review how papers are graded.
5. **Start each module assignment and weekly research question on a new page** within the document. List bibliography and resources after each week question/assignment.
6. Careful proof reading is essential for all work! A paper with more than 6 spelling and/or grammatical errors might receive a lower grade, or a request to rewrite the assignment. Instructors will also grade clarity, organization, and support of ideas expressed.
7. If you have problems attaching an assignment notify the instructor immediately for assistance and if not resolved assignments may be emailed to the instructor direct.
8. The syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check your Fresno State email and the Course Announcements section in CANVAS frequently for changes.
9. Students are advised to back up their computer work frequently, and it is recommended you compose your statements for CANVAS Discussion in a word doc. Cut and paste it into CANVAS when complete to avoid losing your work.

## **STUDENT SUPPORT**

### **Orientation Day:**

To foster collaboration and understanding among students and to allow students to orient to the School Nurse Services Credential and CANVAS Programs; all Cohort Students must attend an Orientation Day and Lunch in June. Orientation Activities include:

- Get acquainted with other students in the program-Establish Support Groups
- Meet instructors and support staff
- Review syllabus and expectations for N184, N185, N186 and N187.
- Purchase books and learning materials for the program
- Establish Support Groups, PowerPoint Presentation topics and dates
- Design Personal Learning Goals and outline Identified Learning Activities
- CANVAS Orientation: Online etiquette and expectations
- Review student files, collect required documents, and Knowledge Assessment Surveys

### **Area Support Groups:**

Purpose: To strengthen connections among classmates and with the program. For that reason, 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. As this is a statewide online program, partners should expect to work online through CANVAS or through use of email on their presentations. Occasionally, partners may be geographically close enough to work together in person.

## WEEKLY ASSIGNMENTS

### I. Weekly Research Questions:

Purpose: In order to investigate topics essential to school nursing, students will research one research question each week from the *Nursing 185 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*, 3<sup>rd</sup> Edition (Selekman, 2019), Professional and Government websites, and other resources.

- A. Choose a weekly question to research from the Research Q Book and write up on your own:
1. There are a total of 9 questions (each with several sub parts) for each semester week.
  2. At the start of the semester, 2 of these 9 weekly questions will be selected by partners or individuals for CANVAS presentations.
  3. The class will be notified of questions student presenters have selected by end of week one.
  4. Of the remaining 7 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. Students should prepare this document with 1" margins, double spaced and 12 font with a cover page per APA format.
  2. Each question has several sub parts. The **entire** question should be restated at the top of the page. Start each question on a new 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 Course Documents).
  4. Bullets or outline form may be used rather than narrative.
  5. Suggested length of responses, 2-3 pages, with sources cited for the entire question at the end of each question.

### EXAMPLE GRADING

Assignment	Grading Criteria	Total	Points Possible	Late -10%	Points Given
<b>Research Question Weeks 5, 6, 7, 8,</b>	Questions restated/sources cited/ APA format	1.0	<b>8</b>		8
	Understanding of subject matter, depth and quality of response	5.0.			
	Reflection to practice	2.0			
	<i>8 points possible when presenting on CANVAS-due to presentation research credit</i>				

### II. Develop a CANVAS 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 N185 Research Question Book*. *Topics and Dates will be assigned at Orientation/start of the semester.*

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. If working with a partner, a complete outline must also be prepared and posted. (10 points)
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. (4 Research points) <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. (1 point)
Assignment Due	<u>Presentations must be posted on CANVAS no later than Saturday midnight prior to the week it is due.</u> This will give the other students ample time to read and prepare for the discussion. <i>When posting your presentation in the CANVAS Forum thread, be sure to restate the entire question followed by your scenario.</i> 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 Sunday to Saturday. (2 points)

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

Assignment	Grading Criteria	Total	Points Possible	Late -10%	Points Given
<b>Once per semester CANVAS presentation</b>	Thorough/Depth/Quality of information	6.0	11		15
	Creativity/format/presentation of information	3.0			
	Personal participation in monitoring and discussion following own presentation	2.0			
	Quality Research (Points posted in Research area)	(4.0)	(4.0)		

**III. CANVAS Discussion:**

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. **Discussion work is mandatory to pass this course.**

1. 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). Think of this as class attendance....
2. 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.
3. 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.
4. 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.

#### EXAMPLE GRADING

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

## Additional Module Assignments

### Module 1 Assignment: Mental Health Assessment: Due Tuesday, February 18, 2020

#### Complete ONE of following 2 Assignments-Book Report or Mental Health Report

Purpose: To increase the competence of school nurses in Mental Health areas. School Nurses will gain an insight into mental health areas and how it impacts students in the school setting and they will explore what mental health resources might be used in the school setting to assist students and families.

#### A. Book Report Option:

Write a book report on ONE of the following books:

1. Greenberg, Michael. (2008). *Hurry down sunshine*. NY: Random House Inc.
2. Gurian, M. (1996). *The wonder of boys: What parents, mentors and educators can do to shape boys into exceptional men*. NY: Jeremy P.
3. Kindlon, D. & Thompson, M. (2000). *Raising Cain: Protecting the emotional life of boys*. NY: Ballantine Books.
4. Piper, M. (1995). *Reviving Ophelia: Saving the selves of adolescent girls*. NY: Ballantine Books.

5. Rubin, T.I. (1998). *David and Lisa*. NY: Tom Doherty Associates, Inc.
6. Cahlan, S. (2012) *Brain on Fire: My Month of Madness*. Simon and Schuster, Inc.

Write a 3- 4 page paper using APA format. Include the following:

1. Summarize the chosen book and select three case scenarios and/or behavioral/emotional issues to discuss that you found particularly insightful/valuable for your SN practice.
2. Discuss the behavioral/psychiatric problem(s), precursors, stressors, resolutions, counseling techniques, and treatment. Address cultural issues if appropriate.
3. How has this insight changed your own attitude and practice and given you a greater understanding for adolescent emotional/behavior issues and/or psychiatric problems?
4. Share your opinion about the book and insight you gained with fellow students on CANVAS. (A forum will be open on the N185 discussion board for this purpose.)

**OR**

**B. Mental Health Report Option:**

Write a 3-4 page research paper with references based on one of the following categories:

1. Select one of the following categories:
  - a. Teen pregnancy
  - b. STDs, AIDS
  - c. Substance abuse (Select one: Drug use, alcohol, or smoking)
  - d. Depression, suicide
  - e. Sexual harassment, date rape, transgender issues
  - f. Truancy, dropout, delinquency
  - g. Gangs, violence, etc.
2. Address the adolescent behavioral/mental health issues that lead up to the problem, i.e., precursors, stressors, cultural issues, interventions. Discuss counseling techniques, treatment of the issues and/or physical conditions and role of the school nurse.
3. Apply a developmental/adolescent theory (e.g., Erikson, Marcia Selman, Jessor, Piaget). Use "Google" to find a theory that will match your research.
4. Apply Neuman Systems Model, or another relevant nursing theory. See following website at [www.nurses.info/nursing\\_theory.htm](http://www.nurses.info/nursing_theory.htm).
5. Incorporate current research findings to support your paper. Review three current articles; one source can be a website with relevant information.
6. Cite statistics or examples of the problem from your school district.
7. Include community resources availability to address the problem/interventions/ programs (e.g., programs for substance abuse, pregnancy, etc.).
8. Identify proactive measures to prevent or ameliorate the problem early (primary, secondary prevention).
9. Briefly summarize research/findings on CANVAS for fellow students. (A forum will be provided on the NURS185 Discussion Board for this purpose.)

**Grading Criteria**

**Book Report: Adolescent Mental Health or Behavioral Issues**

(Total 10 Pts.)

Insight into issues and/or problems	6
Application and evaluation regarding usefulness of knowledge to SN practice	3
Writing skill/APA format	1

**OR**

**Research Paper: Adolescent health issue with emphasis on mental health**

(Total 10 Pts.)

Completeness/depth of analysis/evaluation of problem/Insight	6
Incorporation of current research/nursing theories/application to SN practice	3
Writing skill/APA format	1

**Module 2 Orientation of Health-Related Staff Assignment: Due March 16, 2020**

**Purpose:** To allow the school nurse experience in the design of a school health program including training, orientation, and evaluation of staff under her supervision.

School Nurse Standard 17 states: "The school nurse manages school health services." Program management is unique to school nursing and is not stated in ANA program standards. All school nurses are program managers as it encompasses everything from the case management of individual students to running a large Health Services Department. You have been hired by a new medium sized school district in a rural area. The district has 6 schools, 2 new school nurses and 2 new LVN/Health Aides. Up to this point there has been no formalized orientation, training or evaluation provided to the Health Services Staff. You have been asked to design a **comprehensive district wide orientation program** for your staff.

<b>Understanding School Nurse Practice</b>	The school nurse manages school health services. To adequately supervise and evaluate staff, documentation of orientation and training of legal mandates concerning health areas as well as district protocols must occur. Orientation should include everything the new employees need to know to make them knowledgeable and productive employees and include the training areas needed for effective supervision/delegation of tasks. Orientation can include everything from team building, performance standards, to health office procedures and is unique to the job setting and district expectations. Review district policy and protocols, specialized procedures, Ca. Mandates, OSHA, and additional areas that might apply to your setting.
<b>Key Concepts to explore</b>	Review Orientation Programs. Does your district have an Orientation Program for new hires? Do new Health Services staff have an Orientation? Is there an appropriate learning theory that would apply to staff trainings? How does the Neuman's Systems Module apply? Why is a well-planned and delivered new staff orientation important? Who should provide the Orientation for health-related areas?
<b>Design</b>	Design an Orientation Program including appropriate topics, methods of delivery, and ongoing staff support to reinforce the orientation process. <ul style="list-style-type: none"> <li>• Statement of problem and justification of orientation programs</li> <li>• Application to Neuman's Systems Module and Learning Theory.</li> <li>• Check applicable California Education codes and District Policy for mandated health areas that need to be incorporated.</li> <li>• Are there Legal Mandates? Health and Safety Standards? Does your</li> </ul>

	<p>Board Policy require Orientation to specific topics?</p> <ul style="list-style-type: none"> <li>• <b>Outline or design a chart demonstrating your Orientation program</b> noting the topics to be included and why. (For example: Anaphylaxis/-EpiPen Training -Mandate Ca. Ed. Code 49414)</li> <li>• What topics will be priority and why?</li> <li>• How do you modify the material for the differing educational levels of staff?</li> <li>• How will you implement the Orientation?</li> <li>• What might be the role of mentors? Or other support systems?</li> </ul>
<b>Reflection to Practice</b>	Evaluate the effectiveness of your Orientation Program. How will you document completion/demonstration of skills? Did you have an orientation when you started school nursing? Was it effective and What would you change?

(Selekman: Chapters 3, and 39. California Education Code, CSBA Policy, Federal and State Laws, District School Board Policy). CSNO “Green Book”.

**Grading Criteria**

**Orientation Project**

(Total 11 Pts.)

Quality and depth of Orientation, method, topics, evaluation,	8
Application to SN practice/theory/Reference to Standard 18	2
Writing Skill/APA Format	1

**VII. Module 4 Assignment: Legislative Paper OR Legislative Visit. Due May 11, 2020**

Purpose: To encourage school nurses to explore, synthesize and evaluate legislation that might affect school health practice. Learn about the legislative process. Develop a position for or against proposed new federal or state legislation that might affect your practice and share with your legislators.

**Legislative Paper Assignment (Option 1)**

Describe a bill or some proposed state legislation that has the potential to affect the school health program, school age students or school nursing practice in California. What are the possible effects of this legislation on children/education/school nursing? State your position for or against this legislation.	Write a one-page summary of the bill and why you oppose or support this bill.
Does CSNO support or oppose this bill? What other organizations are behind it or against it? Why? Are there alternatives or compromises that you could propose?	Write a one-page summary citing sources.
Use the guidelines for a letter found in the CSNO Advocacy Handbook on the CSNO website ( <a href="http://www.csno.org">www.csno.org</a> ).	Write a one-page letter of support/nonsupport for the bill to your legislator, committee or other. Make a clear statement about what you want the reader to do. State who you are (constituent, expert, etc.) and how you can be reached. Mail or email this letter.

Share key points of this legislation in a few paragraphs on CANVAS May 7, 2020.	
<b>OR Visit a Local Legislator (Option 2)</b> <b>Visit a Local Legislator</b>	
It is recommended that you visit with a colleague. Visit CSNO Advocacy Handbook at the CSNO website ( <a href="http://www.csno.org">www.csno.org</a> ) for suggestions. Prepare a list of talking points to discuss with legislator. Describe the bill you would like to discuss.	Write a one-page summary and why you oppose or support this bill.
Plan to share your knowledge of school nursing. Bring state, county or district statistics, a brochure, and your business card.	Write a one-page summary of your experience. Include documents verifying your visit.
Share your experience on Bb with fellow students online in CANVAS May 7, 2020.	

**Grading Criteria**

**Legislative Paper and letter/visit to legislator**

(Total 10 Pts.)

Selection of bill/rationale	1
Depth of analysis of issues involved	5
Clarity/completeness of letter to legislator or planned/completed visit to legislator	3
Writing skill/APA format	1

**VIII. 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 185/187
2. Copies/outlines of CANVAS presentations with information sources
3. Useful items found in the course document sections
4. Useful information from N185 and 187, 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 students 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 must take place during the week in which the presentation is posted for credit.

**Regarding quality of written work:**

Careful proof reading is essential for all paperwork for the course. A paper with more than six spelling/or grammatical errors might receive a lower grade, or in extreme cases, a request to rewrite the paper. Among the evaluative criteria employed by the instructor are clarity, organization, support for ideas expressed, and grammar. Your work should look professional.

**The length of the paper is not as important as the above criteria.**

<b>WRITTEN ASSIGNMENTS / GRADING CRITERIA</b>
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1. *NURS185 questions researched and written up by student; 14 questions, at 2 points each* (Total 28 Pts.)

Demonstrates understanding of subject matter, depth and quality of responses	24
Questions restated, references cited, APA format or "complete" outline form	4

2. *Reader response to 28 CANVAS presentations at 1.0 point for each presentation.* (Total 28 Pts)

Quality paragraph in response to scenario/prompt following each presentation	19.0
Response to posting by one other reader following each presentation	9.0

3. *Creation of CANVAS Presentation* (Total 11 (15) Pts.)

Thoroughness, depth and quality of information shared	6
Creativity/format/presentation of information	3
Personal participation in monitoring and discussion following own presentation	2
Quality Research (Posted in Research area 4 points)	(+4)

**Selected Assignment (Student completes Book Report, or Research Paper)**

5. *Book Report: Adolescent mental health or behavioral* (Total 10 Pts.)

Insight into issues and/or problems	6
Application and evaluation regarding usefulness of knowledge to SN practice	3
Writing skill/APA format	1

**OR**

6. *Research Paper: Adolescent health issue with emphasis on mental health* (Total 10 Pts.)

Completeness/depth of analysis/evaluation of problem/Insight	6
Incorporation of current research/nursing theories/application to SN practice	3
Writing skill/APA format	1

4. *Orientation Paper* (Total 11 Pts.)

Quality and depth of Orientation, method, topics, evaluation,	7
Application to SN practice/theory/Reference to SN Standard 18	3
Writing Skill/APA Format	1

7. *Legislative Paper and letter/visit to legislator* (Total 10 Pts.)

Selection of bill/rationale	1
Depth of analysis of issues involved	5
Clarity/completeness of letter to legislator or planned/completed visit to legislator	3
Writing skill/APA format	1

<p>To receive an incomplete grade in a CSUF course, a student must complete 2/3 of the coursework before the end of the semester and there must be a serious and compelling reason. Illness will require an M.D. note. The instructor must be notified of the student's situation well in advance of the end of semester. For details, see CSUF Catalog</p>
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## Credential Application

Congratulations on completion of the school nurse services credential program!!! Here is the link to the credential application for students who are ready to apply. To apply all SN Program coursework must be completed and your file complete. (You will need to wait for semester grades to be posted on the Fresno State website).

**All applications documentation, and monies are sent to Sherri Nakashima the CSU Fresno Credential Analyst.** The CTC will not accept your application without a clearance from Sherri. Credential application information and forms are available at the website:

<http://www.fresnostate.edu/kremen/documents/cred-app/SchoolNurseApp.pdf>

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  
 Phone: (559) 278-0300

### ***Mailing address for Credential Application:***

**Sherri Nakashima, Credential Analyst**  
**California State University, Fresno**  
 5005 North Maple Avenue, ED 701  
 Fresno, CA 93740-8025

## University Policies and Statements

### **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 includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).  
<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>

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