

CALIFORNIA STATE UNIVERSITY, FRESNO
College of Health and Human Services
School of Nursing

**School Nurse Services Credential
Program**

**STUDENT
HANDBOOK**



The Student Handbook is designed to familiarize the school nurse services credential student with general information about the School Nurse Services Credential Program at California State University, Fresno. In addition, the student should be familiar with relevant sections of the Fresno State *General Catalog* which supersedes this handbook. Periodic contact with a nursing advisor is recommended for validation of specific relevant dates and deadlines, but students are ultimately responsible for meeting official deadlines and submitting necessary documents with university and departmental offices.

This handbook is subject to review and recommendation of the faculty of the School of Nursing. Changes will be reflected in each updated edition.

Contact information and location

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PART I - OVERVIEW OF THE SCHOOL OF NURSING

INTRODUCTION

Welcome to the School of Nursing, California State University, Fresno. The School offers four programs: Baccalaureate - for basic and RN students, School Nurse Services Credential, Masters in Nursing, and Doctor of Nursing Practice program.

The School Nurse Handbook provides information on the official policies and procedures of the School of Nursing related to students enrolled in the School Nurse Services Credential Program. Potential school nurse students should consult the School of Nursing website at Fresno State for current information regarding admission to the program. (<http://fresnostate.edu/chhs/nursing/degrees-programs/sn-credential.html>).

The School of Nursing began in 1957, and the first class graduated in 1962. Nursing is one of the six departments in the College of Health and Human Services.

The School of Nursing office is located in McLane Hall, Room 190; phone number (559) 278-2041. Information regarding programs offered by the school is available from the office. Office hours during the academic year are 8:00 A.M. to Noon and 1:00 to 5:00 P.M., Monday through Friday. Consult the school concerning summer hours.

Admitted school nurse students are assigned an academic advisor and are encouraged to seek faculty advice via email/or by scheduled appointment.

Information of interest to School Nurse Services Credential Program students is posted online via CANVAS in the Course Announcements Section and enrolled students are emailed information concerning the program individually.

Mission Statement

The mission of the School of Nursing at Fresno State is to offer quality nursing education to undergraduate and graduate nursing students that prepares nurses with clinical decision-making skills based on theory and research. Additionally, the school seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared for delivering quality healthcare to diverse populations across environments. Graduates will lead, supervise, delegate, manage, evaluate care outcomes, and demonstrate the ability to act as consumer advocates in promoting wellness and facilitating change.

(Approved by Faculty Council: 4/2005)

Philosophy of Nursing

Fresno State offers comprehensive programs that lead to the bachelor's and master's degrees in a wide variety of fields of study. A strong general education component in the undergraduate programs fosters the importance of lifelong learning. The master's programs are designed to provide specialized study in selected advanced practice fields. The University's special commitment to the San Joaquin Valley is to prepare students for industries and professions serving the community. To achieve the mission, Fresno State supports applied research and public service programs as a means to enhance faculty development and instruction, especially those which contribute to the intellectual, social, cultural, and economic vitality of the San Joaquin Valley and California.

The School of Nursing philosophy, consistent with the mission of the University and College of Health and Human Services, is an expression of the commitment to excellence in professional education in meeting the health needs of the community. The School of Nursing, therefore, offers a baccalaureate program for generalists, a School Nurse Credential Program, and a master's program for advanced practice in selected areas; along with a Doctor of Nursing Practice program. In order to meet the rapidly changing needs of society and the requirements of the profession, the faculty evaluate existing programs for effectiveness, initiate new programs, and implement change when necessary. The faculty believe that the nursing profession is characterized by the four concepts of person, environment, health, and nursing.

The faculty further believe that a person is a unique being in constant interaction with environmental stressors: intrapersonal, interpersonal, and extra-personal in nature. Response to these stressors is influenced by the interaction of the individual's physiological, psychological, sociocultural, and developmental variables. It is also believed that individuals have the right to make decisions that affect their lifestyle and well-being. The environment encompasses internal and external forces including societal, technological, cultural, and other multidimensional influences.

Health and illness are viewed as continuing processes along a wellness-illness continuum, in which the individual attempts to achieve a sustainable balance between needs and available resources. Nursing responds to the reciprocal interaction between the person and the environment to facilitate a state of dynamic equilibrium or change in the level of health at any point along the wellness-illness continuum. Nursing is directed toward reducing stress factors that influence or could influence the attainment of an optimum level of wellness by an individual, family, or community.

This goal is achieved through the nursing process, a systematic, problem-solving technique used for implementing independent, interdependent, and dependent nursing actions. This process consists of assessing the person's actual and/or potential health problems, constructing a diagnostic statement, formulating goals and objectives with expected outcomes, implementing therapeutic interventions, and evaluating the effectiveness of these interventions/preventions. The philosophy of the school is actualized through application of the Neuman Systems Model. Nursing is advancing into a new era of expanding roles, responsibilities and functions in primary, secondary, and tertiary preventions. Faculty are responsible for the preparation of professional nurses who can assume current nursing roles and adapt to future health needs and evolving health care requirements. Thus, professional nursing education requires a flexible curriculum that

emphasizes a total person approach and is based on evolving nursing theory and knowledge from the sciences and other related disciplines.

The faculty believe that learning is a process that influences and promotes change in behavior. Learning is viewed as a life-long process involving the continuing development of personal, intellectual, and professional growth. Learning is facilitated by professional role modeling and an educational environment conducive to the exchange of ideas, critical thinking, decision-making, creativity, experimentation, and innovation.

Inherent in the teaching/learning process is the reciprocal responsibility of faculty and students in influencing the process of learning outcomes. In this relationship, faculty serve as role models and valuable resources in facilitating the advancement of nursing practice through leadership, research, and scientific inquiry. The faculty recognize the unique diversity of the Central Valley including cultural and ethnic backgrounds, language, beliefs, values, learning styles, and support systems. This diversity is viewed as an asset that is incorporated into curriculum development, implementation, and evaluation. The learner is expected to exhibit self-direction, and a sense of responsibility and accountability in mastery of knowledge and skills consistent with professional practice.

As scholars, nurses, and citizens, faculty accept the responsibility for the development of the profession and improvement of health care through continuing practice, study, and research. The faculty believe that well developed leadership abilities are essential in professional practice. Nurses need to seek improved ways of service to clients through research and effective dissemination of knowledge.

The faculty is committed to an educational process that prepares undergraduate nurses for entry level positions in nursing. Consistent with the concept of career mobility, opportunities are provided for returning RNs to articulate with the program at appropriate academic levels. The generalist education of the baccalaureate program serves as a foundation for graduate education in nursing.

The Master of Science in Nursing program prepares professionals in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nursing educator. The second professional degree also provides foundation for doctoral study.

The graduate curriculum supports the functional areas and facilitates competence in the essential clinical domains which include: Management of client health/illness status; The nurse-client relationship; Teaching and outcome based evaluations; Professional role development; Health promotion and human diversity; Managing health care delivery systems; and Monitoring quality of health care practice.

The Doctor of Nursing Practice program prepares the graduate for advanced nursing practice, defined by AACN (2004) as any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and healthcare organizations, and the development and implementation of health policy.

Approved by Faculty Council, March 14, 1987
Revised Fall 1998; April 8, 2005; March 28, 2008; April 20, 2015

California State University, Fresno
School of Nursing

Conceptual Framework

The baccalaureate and graduate programs in nursing at Fresno State utilize the Neuman Systems Model. The framework evolves from the philosophy and focuses on the domains of client, environment, health, and nursing.

Client/Client System

The client/client system (person) is viewed as a composite of variables (physiological, psychological, socio-cultural, developmental, and spiritual), each of which is a subpart of all parts, forms the whole of the client. The client as a system is composed of a core or basic structure of survival factors and surrounding protective concentric rings. The concentric rings are composed of similar factors, yet serve varied and different purposes in either retention, attainment, or maintenance of system stability and integrity or a combination of these.

Environment

The environment consists of both internal and external forces surrounding the client, influencing and being influenced by the client, at any point in time, as an open system. The created environment is an unconsciously developed protective environment that binds system energy and encompasses both the internal and external client environments.

Health

Health is a continuum of wellness to illness, dynamic in nature, and is constantly subject to change. The client is in a dynamic state of either wellness or illness, in varying degrees, at any given point in time.

Nursing

A unique profession concerned with all variables affecting clients in their environment. Nursing actions are initiated to best retain, attain, and maintain optimal client health or wellness using the three preventions (primary, secondary, tertiary) as interventions to keep the system stable.

All concepts identified in the curriculum are introduced in the first semester nursing course as the theoretical foundation for professional nursing. The central concepts of client, environment, health, and nursing are utilized in the curriculum as vertical strands and denote introduction, placement and study of specific content, and experience relevant to the concept in the curriculum.

Reviewed May 6, 2016

Purpose of the School Nurse Services Credential Program

The purpose of the school nurse services credential program (SNSCP) is to provide candidates with a quality academic program that meets the requirements for the California Clear School Nurse Services Credential as set down by the California Commission on Teacher Credentialing (CTCC); and to prepare candidates who may be the only health professional in schools with the knowledge, skills, and competencies to provide optimal nursing care, health promotion, guidance, and counseling to children in schools and their families.

Program Goals

1. To provide a quality program for the preparation of competent school nurses through the provision of learning experiences taught by qualified faculty, both didactic and clinical, as well as through meaningful school site experiences with qualified preceptors, that will enable candidates to function effectively in the school setting in meeting the holistic health care needs of children and adolescents;
2. To provide candidates with adequate opportunities to attain the standards and professional competencies designed in the *CCTC Standards of Quality and Effectiveness for Programs of Professional School Nurse Preparation in California* and to apply and practice those standards and competencies in their clinical experiences;
3. To foster in candidates the following professional dispositions that are vital in meeting the health care needs of children and adolescents: The tendency to reflect, the use of critical thinking, the use of well-reasoned ethical judgement, and appreciation for diversity, a collaborative disposition, and the tendency for life-long learning;
4. To foster in candidates an awareness of the importance of participation in research, involvement in professional organizations and commitment to legislative advocacy, each relevant to school nursing, that further strengthens and validates for the candidate the importance of the school nurse as a vital member of the education team;
5. To continue to adapt program offerings through a process of critical self-evaluation based on input from the SNSCP Advisory Board, students, preceptors, and faculty in order to maintain program relevancy with current practice in school nursing.

School Nurse Professional Dispositions

The School Nursing dispositions align with Fresno State Kremen School of Education and Human Development Candidate Professional Dispositions. School Nursing Dispositions include:

1. Candidate demonstrates the ability to REFLECT
2. Candidate demonstrates CRITICAL THINKING skills
3. Candidate demonstrates the ability to make ETHICAL JUDGEMENTS
4. Candidate demonstrates the dispositional tendency to VALUE DIVERSITY
5. Candidate demonstrates a COLLABORATIVE disposition
6. Candidate demonstrates their enthusiasm for LIFE-LONG LEARNING

School Nurse Learning Outcomes

The culminating student learning outcomes are based on four primary indicators; Communication, Critical Thinking, Clinical Judgment, and Collaboration. These four primary outcomes were derived from the American Association of Colleges of Nursing's The Essentials of Baccalaureate Education for Professional Nursing Practice (2008). The nine overarching Essentials are embedded in the core outcomes of the BSN and Graduate programs and are threaded throughout coursework.

At the completion of the School Nurse Services Credential program, the graduate will be prepared to function in a variety of health care settings and be able to validate the following student learning outcomes:

Communication: Communication is defined as a complex, ongoing, interactive process of exchanging information and forms the basis for building relationships. Communication includes listening, verbal and nonverbal behaviors, written skills, and the use of emerging technologies.

Critical Thinking: Critical thinking is defined as a discriminating process that underlies decision making. Critical thinking includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.

Clinical Judgment: Clinical judgment is the interaction of knowledge, skills, and attitudes and underlies the nurse's ability to adapt care for diverse populations in varied health care environments. Clinical judgment involved critical reasoning, integration of evidence based practice, and the implementation of holistic, value based patient centered care.

Collaboration: Collaboration is defined as the active engagement in local, regional, and global healthcare and forms the basis for interdisciplinary practice. Collaboration supports a climate of diverse opinions and incorporates delegation, negotiation, coordination, and service learning.

School Nurse Services Credential Program Standards

The School Nurse Credential Program design includes a purposeful sequence of coursework and field experiences designed to optimize learning.

1. Standard 1: Program Design, Rationale and Coordination

The school nurse program and any prerequisites include a purposeful sequence of coursework and field experiences that effectively prepare candidates to provide school nursing services to all students to optimize learning. The school nurse services program prepares candidates to understand contemporary conditions of schools and society and how school nurse services need to change and evolve to address these changing conditions.

2. Standard 2: Collaboration in Implementing the Program

Collaboration in implementing the program sponsors of the school nurse preparation program establish collaborative arrangements with other institutions and entities that contribute substantively

to the quality and effectiveness of the design and implementation of candidate preparation.

3. Standard 3: Relationship between Theory, Research and Practice

By design, the school nurse preparation program provides a variety of opportunities for candidates to reflect, analyze, and implement the relationships between theory and evidence based practice related to school nursing.

4. Standard 4: Preparation to Promote Student Health and Wellness

The program prepares candidates to integrate health and wellness concepts in the educational setting to allow students to be in school, healthy, and ready to learn.

5. Standard 5: The Socio-Cultural Context of School Nursing

The program provides candidates with opportunities to further develop their understanding of the sociocultural context in which school nurses work. As part of these opportunities, candidates experience the range of diversity represented within the local community including culture, ethnicity, language, age, gender identity, students with special needs, socioeconomic status and value systems. The program assists candidates to formulate strategies for identifying and appropriately addressing social and cultural community issues that affect school health and student's abilities to learn. The program assists candidates to adapt their approach in order to meet the needs of English learner students and their families.

6. Standard 6: Legal and Ethical Aspects of School Nursing

The program provides candidates with an understanding of the local, state, and federal law and regulations applicable to the practice of school nursing. The program assists candidates to understand the practice of school nursing within a public educational system, including the structure and authority of school district administration, the scope and practice of school nursing as regulated by the California Board of Registered Nursing, applicable sections of the Education Code, and/or relevant local, state, and federal codes and regulations.

7. Standard 7: Preparation for Health Management Responsibilities within the School Setting

The program helps candidates understand the school nurse role in providing health leadership and management, health education, health research, direct client care, training and supervision of other personnel as applicable, and planning and coordination of healthcare services and programs. The program helps candidates understand and demonstrate a collaborative approach to providing and/or facilitation health-related activities, including acting as a member of a team addressing student achievement. The program provides opportunities for the candidate to demonstrate effective communication, using a variety of supporting technology, with a wide range of audiences including students, staff, parents, and community.

8. Standard 8: Field Work Experience

The program provides candidates with a broad range of hands-on school nurse field experiences in a variety of settings. Candidates are provided with a preceptor for mentoring and supervision during the field experiences. The program has a clearly defined and systematic process for the identification, election, and assignment of qualified preceptors. The program bases field experience assignments on an individual assessment of each candidate's prior background and experiences.

Working collaboratively, course instructors and preceptors encourage and enable candidates to function appropriately and effectively in a school nurse role.

9. Standard 9: Assessment of Candidate Competence

Prior to recommending each candidate for a School Nurse Services Credential one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the School Nurse Competencies (SNCs). The program uses formative assessment processes to inform candidates of their status in relation to the SNCs, and to assure that candidates have the appropriate knowledge, skills and abilities prior to being recommended for the credential. The evaluation of candidate competence is provided by at least one school nurse preceptor and one institutional supervisor.

PART II - SCHOOL NURSE SERVICES CREDENTIAL PROGRAM CURRICULUM AND ADMISSION OF STUDENTS

The program is often on an impacted status and admission into the School Nurse Services Credential Program is competitive. Applicant selection is based on GPA in BSN programs and prerequisite courses among other criteria.

Eligibility to Apply to the Program

To be eligible for application to the School Nurse Services Credential program, students must have an overall GPA of 3.0 in undergraduate nursing coursework from an accredited university and have passed California licensing requirements to become a Registered Nurse (RN). Students must hold a Bachelor's Degree or higher in nursing or a related field. In addition, the student must hold a preliminary School Nurse Credential. For the final Clear Credential the student must have documentation of 2 years of job experience.

The following five prerequisite courses must be completed prior to entry into the school nurse services credential program. Completion of the pre-requisite courses does not ensure acceptance to the program.

Community Health Nursing and Lab -5 units plus 90 clinical hours
Nursing Research -3 units
Audiology CDDS 125 -3 units
Counseling COUN 174/200 -3 units (or equivalent)
Special Education/Mainstreaming SPED 120 -3 units (or equivalent)
Total: 17 units

Applicants must complete all nursing prerequisites prior to admission to the program. An application must be submitted with official transcripts, a copy of a California RN license, Letters of Recommendation, and documentation of a current preliminary School Nurse Services Credential from the California Commission on Teacher Credentialing.

Students must be admitted to the program before any clinical courses can be taken.

Consultation with a faculty member who specializes in helping school nurse students is strongly encouraged. Consult the School of Nursing/School Nurse Services Credential website for the names and contact information of members of the school nurse faculty.

Contact information and location

Link: <http://www.fresnostate.edu/chhs/nursing/degrees-programs/sn-credential.html>

General Information

The CSUF School Nurse Services Credential Program provides basic preparation for professional roles in school nursing and leads to the professional (Clear) credential. This post baccalaureate online program of 27 units is approved by the California Commission on Teacher Credentialing. The School of Nursing in conjunction with the CSUF School of Education recommends qualified candidates for professional credentialing as providers of health services in California public schools. Coursework is offered through the Continuing and Global Education Program at Fresno State and students are not required to enroll in the University. The School Nurse Services Credential Program begins in June of each calendar year with a Mandatory Orientation and summer coursework.

Clinical Hours

In the School Nurse Services Credential Program, students must complete a minimum of 135 clinical hours each semester in the Elementary and Secondary school setting with a total of 270 hours for the program. Clinical hours are to be completed under the guidance of a qualified preceptor who has obtained a School Nurse Services Credential, is highly recommended, and has 5 years field experience in the school setting. School Districts serving as school nurse practicum sites must have a prior university affiliation agreement in place with CSU, Fresno.

Course Transfer

Students who have obtained a prior Master's Degree in nursing or a related field may have completed coursework required for completion of the School Nurse Services Credential in prior programs. In order to request a course approval or course substitution, the applicant must apply in writing and provide a copy of the course description, objectives, and assignments for review by the School Nurse Coordinator. At that time, the course of study will be determined with input from the student and school nurse curriculum committee. Although some post-master's students may be exempt from some coursework, generally, all post-master's students must complete minimum practicum hours.

There is no degree declaration on the transcript for students who complete the School Nurse Services Credential Coursework and the student must apply for credentialing by the California Commission on Teacher Credentialing upon completion of the CSUF program.

School Nurse Services Credential Program Overview

The CSUF School Nurse Services Credential (postbaccalaureate) Program provides basic preparation for the comprehensive roles in school nursing and leads to the professional (clear) credential approved by the California Commission on Teacher Credentialing.

The program of study consists of 27 units. It is divided into two Phases; Phase 1 (9 units) and Phase 2 Cohort (18 units). Phase 1 are pre-requisite courses offered either through Fresno State (online or on campus) or through other accredited universities with the approval of the School Nurse Services Credential Program Coordinator. You may email the coordinator for a list of approved courses. This is not an exhaustive list but is designed to help students find classes.

Phase 2 Cohort courses are offered through the Fresno State Division of Continuing and Global Education (<http://www.fresnostate.edu/cge/>). The 12 month program begins with the summer session, continuing through the following spring semester. Prior to the start of Phase 2 Cohort courses, students will attend a mandatory Orientation at Fresno State in June. All Phase 2 courses are online, with the exception of the Health Appraisal course.

This is an online program and students must be computer literate with internet access. Pre-requisites include a course in Nursing Research, a Public Health Nurse certificate or 5 units coursework in Community Health Nursing including a 90 hour Community Health Nursing lab, Audiology, Counseling, and Special Education.

Application and Admission Process

To apply for the Phase 2 Cohort, a completed School Nurse Services Credential Program Application for Admission will be accepted between October 1 and December 1 of each year. There is no fee for this application and the applicant does not need to apply to Fresno State University for Phase 1 or Phase 2 as the program is administered through the Division of Continuing and Global Education. Students are responsible to ensure that all required documents are submitted with the School Nurse Services Credential program application.

Applicant is responsible to submit official transcripts from all baccalaureate and post-baccalaureate universities. The transcripts must reflect a Baccalaureate degree in Nursing from a CCNE or NLN accredited school with a cumulative grade point average of 2.5 in the last 60 units and a 3.0 in nursing. (*See exception below for two year RN degree and foreign students)

A completed Application consists of the following documents:

Application and Recommendation forms are on the Fresno State School of Nursing website.

<http://www.fresnostate.edu/chhs/nursing/degrees-programs/sn-credential.html>.

1. **Signed Application.** [School Nurse Services Credential Program Application](#)
2. **Submit two Applicant Recommendation Forms** from district administrator, and/or nursing instructor. (Employer/instructor may send directly to the coordinator.)
3. **Write a one page double-spaced essay** using APA general guidelines, stating rationale for pursuing a School Nurse Services Credential. Please sign and date.
4. **Current California Registered Nurse License.**
5. **California Public Health Nurse Certificate and/or official transcripts of approved Community Health Nursing coursework.** (Must include seminar and 90 hours clinical coursework).
 - Visit the Board of Registered Nursing website for information on approved Public Health Nurse (PHN) programs <http://www.rn.ca.gov/education/phnprograms.shtml>
 - For an application for a PHN certificate visit https://www.ctc.ca.gov/docs/default-source/leaflets/cl380.pdf?sfvrsn=4f3624f8_0

6. **School Audiometrist Certificate.** For information visit:
<http://www.dhcs.ca.gov/services/hcp/Documents/dhcs101.pdf>

7. **California Preliminary School Nurse Services Credential.** This may be obtained through your County Office of Education.

8. **Official Transcripts.** Students must complete Phase One coursework required for the program with a minimum of a 3.0 (B) average and include official transcripts with their application from all post-secondary schools. Transcripts must indicate a baccalaureate Degree in Nursing or a related field from NLN or CCNE accredited schools with a cumulative GPA of 3.0. Transcripts must show completion of prerequisite courses including Research, Community Health Nursing, and Phase 1 coursework. Phase 1 Coursework includes:
Audiology CDDS 125 -3 units
Counseling COUN 174/200 -3 units
Special Education/Mainstreaming SPED 120 -3 units

If students have questions regarding possible equivalent Phase 1 coursework at another university please email the program Coordinator for approval. Student may be asked to send official transcripts, catalog descriptions, or syllabi.

- **Foreign degree students:** foreign degree baccalaureate degrees must be evaluated by a California Commission on Teacher Credentialing approved foreign transcripts evaluation agency prior to applying. For a list of agencies visit: <http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf>

A two year associate degree registered nurse with a baccalaureate degree in another field of study may apply as long as the student completes public health nursing coursework from an accredited California university.

The California Commission on Teacher Credentialing only accepts coursework completed at regionally accredited institutions. For a list of acceptable regional accrediting bodies visit <http://www.ctc.ca.gov/credentials/accreditation-bodies.html>

Mail signed application and copies of the above documents in one packet to:

**California State University, Fresno
School of Nursing
CSU-Fresno School Nurse Services Credential Program
Central California Center for Excellence in Nursing
1625 E. Shaw Ave., Suite #146
Fresno, CA 93710
Office Phone: (559) 228-2010**

Acceptance to Phase 2 Cohort

To be enrolled into Phase 2 coursework the School Nurse candidate meets all admission requirements and is admitted into the School Nurse Services Credential Program. Phase 2 coursework begins in June of each calendar year after attendance at a Mandatory Orientation to the program.

In early spring prior to the start of Phase 2 Cohort, the Program Coordinator will notify applicants of acceptance and send additional information including starting dates for Orientation and SN registration instructions for the two summer courses Teaching Strategies and Health Appraisal if needed. In the fall, students will take didactic and clinical courses. Once enrolled into the Phase 2 coursework it is expected that a student continue taking 6 units a semester until program completion. For the School Nurse Practicum course, students are responsible for finding a qualified preceptor in their geographical area.

Progression and Retention in the School Nurse Program

The nursing curriculum consists of a year of prerequisite courses and one year of school nursing courses. Nursing courses must be taken in sequence. Transfer students are individually placed based on their previous course work.

Grade Point Average

Consistent with university policy, nursing majors must maintain an overall grade point average of 2.0 to remain in attendance at Fresno State. The GPA is based on all units attempted at Fresno State. A low GPA could jeopardize your ability to obtain a recommendation for the Clear Credential.

Criteria for retention, progression, and graduation from the program include a minimum grade of “C” in each required course - nursing and other requirements. If a student earns less than a “C” in a nursing course, the Course Committee recommends to the School Nurse Coordinator whether to permit the student to repeat the course or not. The Coordinator will notify students of the decision. Required courses may be repeated only once to achieve a “C” or better grade.

Students who earn less than a “C” in two nursing courses will not be allowed to repeat the second course and will be dropped from the program.

Credit/No Credit grades are not accepted for Core prerequisite courses.

An incomplete in a nursing course must be made up before progressing to the next nursing course.

The School follows the established University policy for dropping courses.

To drop a course contact the Division of Continuing and Global Education.

Continuing Enrollment Requirements

Current California Registered Nursing License must be maintained throughout enrollment in the program. Students must be in good standing with the California Commission on Teacher Credentialing. CPR certification and Tuberculosis clearance must be maintained for participation in the program. Current professional liability and malpractice insurance is highly recommended.

Health Requirements

It is expected that students will not enter the school setting if a communicable disease is present and will follow CDC recommendations.

School Nurse students must have a current negative TB skin test/ Chest x-ray/TB survey before entering Nursing 186 and/or Nursing 187 clinical courses. The School Nurse Services Credential Program/Fresno State University is not responsible for medical coverage in an emergency. It is recommended that students have and maintain health insurance during their clinical course.

Writing Expectation

All students must demonstrate writing proficiency prior to completion of the program. Quality of work accomplished is a major consideration in judging acceptability. Written assignments must demonstrate appropriate organization, clarity of purpose, critical analysis, accuracy and completeness of documentation. Each assignment must demonstrate independent and critical thinking. Written assignments not up to established standards can be refused or students may be requested to rewrite the assignment.

Request for Leave of Absence (LOA)

Students must request a leave of absence in writing from the school nurse coordinator. Students who do not request a leave of absence may not be readmitted into the program.

1. LOA will be granted only for students who have completed at least one semester in the program and are in good standing.
2. If a medical LOA, a statement from a physician is required.
3. To be reinstated in the program students must submit a written request to the program coordinator and if the LOA was for medical reasons, a clearance from a physician is required.

Students who receive written notice of reinstatement return on a space-available basis and must receive permission from the school to enroll in classes.

School Nurse Services Credential Applications and Extensions

The University offers the services of a Credential Analyst to assist students with credential applications and extensions. Students are strongly encouraged to contact the Credential Analyst before filing for a credential and students should check with the SNS Program Coordinator to make sure all course requirements have been completed before filing. Students are responsible for submission of the credential application and all required documents. If you have questions or need help with an application email the Credential Analyst, Sherri Nakashima at: sherrin@csufresno.edu.

Mailing Address:
Kremen School of Education, Room 100
Fresno State Credential Analyst
5005 N. Maple Avenue, M/S ED 701
Fresno, CA 93740-8025

**FRESNO STATE UNIVERSITY
SCHOOL NURSE SERVICES CREDENTIAL PROGRAM COURSE OF STUDY**

Phase 1 coursework does not require enrollment at Fresno State or acceptance into the credential Program. For the convenience of working school nurses, we accept equivalent prerequisites from accredited universities. Phase 1 courses are taken prior to application into the Phase 2 of the School Nurse Services Program. Phase 2 is the core school nurse program coursework. With the exception of Health Appraisal all courses are online.

Prerequisite Course	Course Name	Units
	Nursing Research	3 units
	Community Health Nursing and lab	5 units
	Total Pre-required courses	8 units
Phase 1 Courses		
CDDS 125	Audiometry and Audiology for School Nurses	3 units
SPED 120	Introduction to Special Education/Mainstreaming	3 units
COUN 174	Introduction to Counseling	3 units
	Total Phase 1	9 units
Phase 2 Courses		
Summer Session	Mandatory Orientation	
NURS 136	Health Appraisal	3 units
NURS 137	Teaching Strategies for the Health Care Client	3 units
Fall Session		
NURS 184	School Nurse Seminar I Elementary	3 units
NURS 186	School Nurse Practicum I Elementary	3 units
Spring Session		
NURS 185	School Nurse Seminar II Secondary	3 units
NURS 187	School Nurse Practicum II Secondary	3 units
	Total Phase 2	18 units
	Program Total Phase 1 and 2	27 units

School Nurse Services Credential Program Course Descriptions

CDDS 125	<p>Audiometry and Audiology for School Nurses Prepares student to obtain certification as a school audiometrist. Provides an introduction to the profession of audiology, hearing loss and its medical aspects; the components of a hearing conservation program; basic assessment and management; and the fundamentals of interpretation.</p>	3 units
SPED 120	<p>Introduction to Special Education Introduction to identification, characteristics, theories, curriculum, and instruction for students with mild to severe disabilities, legislative guidelines, nondiscriminatory assessment, parental involvement and foundations in special education.</p>	3 units
COUN 174	<p>Introduction to Counseling An overview of basic counseling models including psychoanalytic behavior, cognitive and humanistic approaches. Includes personal counseling experience.</p>	3 units
NURS 136	<p>Health Appraisal Integrates psychosocial and pathophysiological processes including techniques of history taking and health assessment in nursing practice and knowledge of normal findings as well as common deviations.</p>	3 units
NURS 137	<p>Teaching Strategies for the Health Care Client Exploration of school nurse's role as a teacher in health care setting. Principles of teaching and learning applied to teaching of individuals and groups. Opportunities for micro-teaching are provided.</p>	3 units
NURS 184	<p>School Nurse Seminar I Elementary Role of the school nurse; parameters of school health practice, legal guidelines, professional accountability, coordinated health programs, health education and health needs of complex multicultural school-aged population. (Fall Semester only)</p>	3 units
NURS 185	<p>School Nurse Seminar II Secondary Role of the School Nurse, parameters of school health practice, emphasis on adolescent health issues, health education, legal parameters, interdisciplinary cooperation, legislative issues, research and professional accountability. (Spring Semester only)</p>	3 units
NURS 186	<p>School Nurse Practicum I Elementary Elementary level school nurse experience including special education. Direct supervision by a credentialed school nurse; scheduled preceptor/instructor conferences; class participation online and practicum hours. (Fall Semester only)</p>	3 units

NURS 187	School Nurse Practicum II Secondary Secondary level school nurse experience, including special and alternative education; direct supervision by credentialed school nurse required. Scheduled preceptor/instructor conferences; class participation online and practicum hours.	3 units
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Guidelines for Practicum Courses

Nursing 186 and Nursing 187 are practicum courses. The following guidelines outline the responsibilities of the California State University, Fresno, School of Nursing, the placement facility, the preceptor and the student, in order to meet the requirements for nursing practicum in the school setting. Students select their preceptor with approval of the school nurse coordinator/course instructor. All preceptors must meet standards for educational and clinical experience as established by the California Board of Registered Nursing and appropriate accrediting bodies. Preceptor requirements include holding a clear school nurse services credential and 5 years experience as a school nurse.

Roles and Responsibilities in Practicum Courses

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

University/District Agreements can take time, especially if a district requires School Board approval. Students are encouraged to start the process immediately after Orientation.

Preceptor Role:

- Review Preceptor Syllabus.
- Obtain signature for *Immediate Supervisor Approval for Employee to Act as Preceptor*.
- Review *Memorandum to Preceptor* regarding particulars on student clinical practice.
- Review with student and sign *Preceptor/Student Clinical Contract*.
- Connect with clinical instructor via email or phone.
- Review with student course objectives and assignments.
- Assist student in developing *Student Goals and Learning Objectives*.
- Orient and introduce your student to school site personnel and policies.
- Act as a role model/mentor/facilitator/advocate/resource person for your student.
- If necessary, make arrangements with another qualified school nurse if specific experiences are not

available at your own school site(s).

- Communicate with your student's clinical instructor by telephone and/or email as necessary to discuss student progress and/or concerns.
- Complete the *Preceptor Checklist of Clinical Skills* at the end of your student's clinical experience. Complete the *Preceptor Evaluation of Student Performance* form. Review your student's "Clinical Journals" for completeness and accuracy.
- Complete the *Preceptor Evaluation of Clinical Course*.

Student Role:

- Review all course materials. Have a clear understanding of expectations.
- Submit copies of the required documents to your clinical instructor before starting clinical hours: *Current RN license, PHN Certificate, Preliminary Credential, current CPR card, and current TB skin test.*
- Select a preceptor. The preceptor must hold a clear School Nurse Services Credential and have five full years of school nursing experience.
- Initiate contact between preceptor and CSUF Clinical Instructor.
- Complete the *Preceptor/Student Contract*.
- Inform preceptor to submit a *Preceptor vitae/resume*.
- Review course objectives and assignments with preceptor.
- Work with preceptor to develop Student Goals and Learning Objectives.
- Schedule a Three-way Conference with instructor and preceptor mid-term.
- Contact clinical instructor promptly if unable to complete hours/assignments, or other problems.

Clinical Instructor Role:

- Assist student with clinical placement if needed.
- Determine that required documents are on file before clinical experience begins: *Current RN license, Preliminary Credential, PHN or community health experience; current CPR card, and current TB Clearance.*
- Monitor the student progress throughout the semester.
- Offer support to preceptors through various means of communication throughout the semester.

CSUF School of Nursing Role:

- Prepare an Affiliation Agreement between the Preceptors District and the University.
- Provides appropriate faculty to provide required instruction and guidance to student and preceptor.

PART III - STUDENT RESPONSIBILITIES AND POLICIES

Computer/Information Literacy Expectations

All but one School Nurse Services Credential course is offered online. Consistent participation and self-direction are required in order to be successful with online learning. Attendance for online courses is determined by participation in the CANVAS Discussion Board.

Students in this class are expected to:

- Have the ability to navigate and use CANVAS online learning system.
- Have basic information and computer literacy in one of the computer formats (Windows, Macintosh, etc.)
- Have ability to use word processing programs (e.g. Microsoft Word); all files must be saved and uploaded in a Microsoft compatible file.
- Have ability to create Power Point presentations.
- Upload files in all of the computer formats (.doc, .docx, .jpeg, .Ppt., .pdg, .xps).
- Access and choose appropriate library and other scholarly sources of information.
- Search for and find relevant scholarly information effectively.
- Be able to paraphrase concepts without plagiarizing.
- The student bears the cost of the hardware and software.

Most assignments in the School Nurse Program are written papers, not multiple-choice tests, and require pre-planning and careful attention to assignment descriptions and requirements. Students are strongly encouraged to seek guidance and assistance from the campus Writing Center and the Library in researching and writing papers. The *American Psychological Association* (APA) style manual is required for all written papers.

Grading Scale

<u>Percentage</u>	<u>Grade</u>
90-100	A
80-89	B
70-79	C
60-69	D
59 or below	F

No rounding up or grade adjustment permitted.

Confidentiality

In online courses, discussions often link course content to a student's nursing practice and work experiences. No names are used, but patients, patient care, and work situations may be discussed. Every student has the obligation to keep information confidential, within the confines of each course, and not disclose it outside of the online setting.

Email & Contact Information

Students must have and use a Fresno State email account.

Students are responsible to check their campus email regularly for communication from the coordinator and instructors. This is the method of communication most often used to relay information.

Student's must keep their contact information updated with the coordinator as well as on *MyFresnoState*.

Student emails may be shared between Cohort members to facilitate sharing of course and assignment information. If you do not want your email shared contact the instructor in writing.

Professional Attire

Nursing students function in a professional setting. Therefore, attire appropriate for a professional is required. School Nurse students should check with their preceptor for guidelines as to dress code at the school setting.

Evaluation Tools

To ensure school nurse services credential program students have achieved desired program outcomes the following evaluation tools are used:

Entrance/Orientation

School Nurse Service Credential Students participate in an Orientation to the SN program. Orientation includes: program requirements and expectations, Introduction to CANVAS programs, online coursework expectations and establishment of student collaboration teams.

Self-Assessment –Pre-Knowledge Base Survey and Post-Knowledge Base Survey

The Pre-Knowledge Base Survey is taken by the student to identify unique learning style characteristics, quantifies critical thinking components, and serves as a communication tool to improve the understanding of each student's professional and prior skill levels. Questions on the Self-Assessment Inventory use a five-point Likert scale to provide educators with data about the thinking process, learning style, professionalism, and work values of each student.

The Post-Knowledge Base Survey is taken by the student at the end of the program to assess if program goals have been met.

Preceptor Assessment of Students

Preceptor Evaluation of Student Competencies/Skills Elementary

Preceptor Evaluation of Student Competencies/Skills Secondary

Preceptor Evaluation of Student Professional Management Skills

Preceptor Evaluation of Student Dispositions

Preceptor Evaluation of Total Performance in Clinical Experience

Critical Thinking

Course curriculum includes multiple problem solving opportunities to assess the student's ability to use the phases of the critical thinking process to resolve conflict/crisis with students, families and staff in the school community.

Content Area Review Module

Learning modules are an essential component of Phase 2 core coursework for school nursing students to strengthen the student's review of content application in the form of case study.

Evaluation of Faculty and Courses

Students are offered two methods to evaluate their experience in each course they take:

- Courses: Focus is on content and format of course
- Teaching effectiveness: Focus is on faculty effectiveness in teaching the course to meet outcomes

Both evaluations take place during the last four weeks of each semester and are conducted via an on-line format. Both evaluations are anonymous.

Safety and Safe Practice

Students are responsible for reviewing policies and procedures related to universal precautions as outlined by the district policy and procedure of the district where they will be completing clinical time.

Students who make an error involving patient safety are responsible for filing the appropriate incident report and following the departmental procedure in the district where the incident occurs.

Students who may be at increased risk related to injury or exposure to communicable disease should consult their health care provider and notify the faculty of their condition.

Students who are injured or exposed to a communicable disease during a clinical experience will report to the clinical instructor and follow agency procedures.

Physical and Mental Health

All students applying for the nursing program must be in satisfactory physical and mental health, and be able to carry out all duties in the clinical area. Students should be free of any physical disabilities or emotional problems which would interfere with normal progression in learning and in accepting the usual duties and responsibilities of a nursing student which are necessary for meeting program requirements.

Mental and Physical Qualifications for Admission to Fresno State Nursing Program

The following mental and physical qualifications for applicants and continuing students are a requirement of California State University, Fresno Nursing Programs. Following a nondiscrimination policy, the School of Nursing will evaluate a written request for specific cases.

1. Ability to interpret and communicate in verbal and written forms in order to interpret client responses, to communicate nursing actions and health interventions, and to understand, document, and teach nursing activities. This includes using appropriate grammar, vocabulary, and word usage.

2. Ability to appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. Ability to think critically, in order to make clinical decisions, identify relationships between clinical data, and develop nursing care plans.
4. Ability to calculate mathematical figures necessary for medication administration.
5. Ability to demonstrate endurance and motor skills sufficient to provide safe and effective nursing care. Some examples may be demonstrated by the following: working in a standing position, lifting and transferring patients, and applying pressure for bleeding sites.
6. Ability to hear well enough to monitor and assess client's health needs. This includes hearing cries for help, emergency signals and alarms, breath and heart sounds and various overhead codes.
7. Ability to see well enough to observe and assess client's health status and changes in condition. This includes seeing facial expression, movement, changes in skin color, and other observed client changes or responses.
8. Ability to have tactile capabilities sufficient for physical assessment. This includes performing palpation, noting temperature changes in skin and other changes in client condition.

Students with Physical or Mental Limitations

If a student has a physical or mental disability that limits his/her ability to perform per the criteria dealing with clinical assignments, it is the student's responsibility to bring this information to the attention of the clinical faculty before they begin the clinical courses.

If any condition changes, the student is required to notify the clinical instructor and provide documentation of the limitations to the instructor prior to the clinical assignment.

If the student does not meet the requirements for physical and mental health, he/she will be required to submit physician's documentation that the student is able to meet these criteria.

Link:

<http://www.csufresno.edu/studentaffairs/>

Student Appeals Procedure

Students have the right to appeal by way of the Appeals Procedure Policy of the School of Nursing.
<http://www.csufresno.edu/aps/documents/apm/242.pdf>

A. Resolution on Informal Basis Between Student/Teacher

Resolution of any student/faculty related problem should be attempted on an informal basis at the student/instructor level.

1. The term “any” refers mainly to areas of student conduct, class attendance, scheduling, assignments, and violations of professional behavior and confidentiality.
2. Minor differences in grading practices should also be resolved on an informal basis.
3. If satisfactory resolution is not achieved, the following steps are to be followed.

B. Process of Appeal to the School Nurse Program Coordinator

Faculty will consult with the SN Program Coordinator regarding potential student appeal situations.

If at the end of five (5) instructional days from the time of the incident, the problem is not resolved on an informal basis between the student, faculty and the lead teacher of the course, the formal phase of the grievance procedure and the filing period will begin.

The facts must be submitted in writing by both parties to the grievance, and presented to the SN Program Coordinator within (5) instructional days.

The SN Program Coordinator will review the problem and make a recommendation within five (5) instructional days following the filing of the problem.

C. Appeal to the Chairperson of the School of Nursing

In the event the problem remains unresolved, the School Nurse Program Coordinator will forward the file with comments to the School Chair within ten (10) instructional days.

Both parties are to be present at the hearing. The student grievant may request that no other student be present at the hearing. The recommendation of the panel will be stated at the time of the hearing and copies mailed to the student, faculty member, and the School of Nursing Chairperson. A copy of the recommendation is to be placed in the student’s departmental folder.

Formal Grievance Procedure

Any student has the right to appeal at any time to the Academic Petitions Committee (in cases related to grades or academic requirement) or the Student Grievance Board (all other matters) of the University. (See University Catalog)

Grade Grievance

- A. Resolution of any problem concerning grades should be attempted on an informal basis between the student and the faculty concerned.
- B. Formal grievance of grades follows the procedure outlined in the university catalog.

Continuing and Global Education Policy for Enrollment/Drop

Students who are having trouble adding or dropping classes may contact the Division of Continuing and Global Education at 559-278-0333 during normal business hours (8:00 AM-5:00 PM during the fall and spring semesters and 7:00 AM-3:30 PM during summer months).

Tuition-fees for School Nurse Credential classes must be paid within 24 hours of online registration. Students who do not wish to register online may submit a paper registration form (available in the "Forms" section of the website fresnostate.edu/cge).

Students may obtain a full refund if they drop School Nurse Credential Classes prior to the first day of class. Once a class has begun, students may be able to obtain a 65% refund if they drop within the first few days of the class. Refunds petitions outside of these parameters will only be granted if a student needs to drop a class for a serious or compelling reason--such as a family or medical emergency or military service--and documentation may be required.

To obtain a refund, students must drop their class(es) online and submit a Program Change/Refund form to the Continuing and Global Education office. The form is available in the "Forms" section of the website fresnostate.edu/cge.

PART IV - SCHOOL OF NURSING POLICIES ON ACADEMIC HONESTY/DISHONESTY

Cheating and Plagiarism

1. Definitions from University Catalog. See: <http://www.csufresno.edu/aps/documents/apm/235.pdf>
 - a. Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit.
 - b. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used, as one's own work.

***Note:** Some students feel that any changing of wording or paraphrasing of an author's material negates any responsibility to give that author credit for his material. This is an erroneous belief and if acted upon, could result in the charge of plagiarism.
2. Penalties for Student Guilty of Cheating or Plagiarism
The penalties for cheating and plagiarism include suspension or dismissal from the University. (University Catalog, Policies and Regulations, Article 1.1, Title 5, Section 41301)
3. Course Assignments
Written assignments for one nursing course may not be used to fulfill the requirements of another nursing course.

Ethical Behavior

Falsification of Documents

Cheating or fraudulent or deceptive acts of falsifying patient care paperwork or agency documentation is a direct reflection on the student's character and a direct disregard for the ANA Code of Ethics. Students who create or document fraudulently in the student role may have the potential to do so in the health care setting as a practicing Registered Nurse. This fraudulent behavior can have a direct or indirect poor outcome in the patient care and safety.

Student Work

- 1.) Includes copying another student's work that includes patient care information and using it as their own experience, indicating they have cared for or had contact with patients they did not provide care. This includes all electronic documentation.
- 2.) Falsely documenting in course clinical paperwork such as journals, reflective assignments, care plans, or worksheets that care or visits were provided.
 - a.) Visits that were not made to clients or agencies for clinical experience and documented as being completed for school paperwork.
 - b.) Care/instruction was not provided to clients/patients and documented as completed in school paperwork.

- 3.) Disciplinary process and action
 - a.) Faculty will review and forward to lead faculty for further investigation.
 - b.) A hearing will be conducted with Student Affairs Committee, Nursing Dept., including the offender.
 - c.) A penalty will be imposed if appropriate
 - i.) First offense will be a letter of reprimand and possible adjustment of letter grade.
 - i.) Second offense will be grounds for dismissal from the Nursing Program.

Agency Documentation

Falsely documenting in agency documents that care or visits were provided for a patient/client when they had not been provided is a very serious offense as this act may disrupt the relationship between the agency and the School of Nursing.

Students who falsify agency documents in client chart or Electronic Medical Record in the community, inpatient, outpatient or observational agencies will be dismissed from the program.

Social Media

School of Nursing will follow the University Policy. A reminder that anything posted on social media should follow confidentiality guidelines.

PART V - BOARD OF REGISTERED NURSING POLICIES

Link: <http://www.rn.ca.gov/>

STATEMENT ON DELIVERY OF HEALTH CARE

The Board of Registered Nursing supports the right of all consumers to receive dignified and competent health care consistent with the law and prevailing standards of care, including the right to participate in and make decisions regarding their health care. The Board also supports the right of the nurse to know the patient's diagnosis/suspected diagnosis in a timely fashion in order to make an appropriate nursing care plan.

The implementation of infection control procedures known as standard precautions is basic in all health care. Standard precautions are regarded by the Board as a common standard of nursing practice necessary to protect both patients and health care workers from disease transmission. Knowledge of the patient's diagnosis(es) by the registered nurse is essential so that the registered nurse may initiate any additional precautions necessary to minimize the risk of contracting or spreading disease.

Although the nurse is not expected to take life-threatening risks in caring for clients, it is not acceptable to abandon any patient, nor is it acceptable to refuse to treat any person on the basis of age, religion, sex, national origin, sexual orientation, or disability. Decisions regarding the degree of risk involved in patient care should be based on current scientific knowledge.

Information on issues related to communicable disease is available from the U.S. Centers for Disease Control and from agencies in the State School of Health Services and County and City Health Agencies.

Please tear off this page and FAX to the School Nurse Credential Program Coordinator at 559-228-2168 by September 1,

**CALIFORNIA STATE UNIVERSITY, FRESNO
College of Health and Human Services
School of Nursing**

**School Nurse Services Credential
Program**

**STUDENT
HANDBOOK**

I have read the School Nurse Services Credential Program Handbook and will abide by the information stated within.

Name: _____

Signature: _____

Cohort School Year: _____

Date: _____