

SCHOOL NURSE SERVICES CREDENTIAL (From Student Handbook)

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.

