November, 2010

PROGRAM MATRIX – CCTC STANDARDS

Course Key	Pre-R		Courses										Q
Prerequisites to entering program: Statistics, Nursing Research, and Community Health **Program Courses:** CDDS 125, Audiometry for School Nurses SPED 120, Mainstreaming Special Individuals COUN 174 (200), Introduction to Counseling NURS 136, Health Appraisal NURS 137, Teaching Strategies for HC Client NURS 183, Vision and Scoliosis in the School Setting NURS 184, Introduction to School Nursing NURS 185, School Nurse Seminar NURS 186, School Nurse Practicum I (Elementary) NURS 187, School Nurse Practicum II (Secondary)	STAT & RESEARCH	COMM HEALTH	CDDS 125	COUN 174	SPED 120	NURS 136	NURS 137	NURS 183	NURS 184	NURS 185	NURS 186	NURS 187	RESPONSE
COMPONENTS			Where standard is addressed										
Program Standard 1: Program Design													
The school nursing services 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 nursing services program prepares candidates to understand contemporary conditions of schools and society and how school nursing services need to change and evolve to address these changing conditions.													Yes
The design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of school nursing.													Yes
By design, the program provides extensive opportunities for candidates to:													
(a) learn to address the health related educational needs of all students;			X	X	X	X	X	X	X	X	X	X	Yes
(b) learn to access and use community resources to address the health related needs of students, parents, staff, and other members of the educational community;		X							X	X	X	X	Yes
(c) learn to develop and implement appropriate plans of care as needs of students,									X	X	X	X	Yes
(d) know and understand the roles and responsibilities of school nurses within the educational setting; and									X	X	X	X	Yes
(e) to demonstrate their knowledge, skills and abilities with respect to the school nurse competencies as exemplified in the School Nurse Competencies (SNCs) provided in Appendix A.			X			X		X			X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes

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COMPONENTS			Where standard is addressed										
Program Standard 2: 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.											X	X	Yes
These arrangements address significant aspects of professional preparation, and include collaboration between school nurse preparation program providers and local education agencies.											X	X	Yes
Participants cooperatively establish and review the terms of the agreements, including well-defined roles, responsibilities and relationships.											X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes

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COMPONENTS			Where standard is addressed										
Program Standard 3: Relationships 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.									X	X	X	X	Yes
In coursework, school-based observations and supervised fieldwork, candidates examine nursing, education, other theories and research, and their relationship to:													Yes
(a) student health and wellness;									X	X	X	X	Yes
(b) school and community health; and		X							X	X	X	X	Yes
(c) student achievement.									X	X	X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes
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COMPONENTS			Where standard is addressed										
Program 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.							X		X	X	X	X	Yes
Candidates are knowledgeable about primary (disease prevention and health promotion), secondary (screening, emergency, acute care) and tertiary (rehabilitative or palliative care) levels of health care intervention related to students and their families.						X	X	X	X	X	X	X	Yes
For students to be optimally ready to learn, program ensures the candidate understands and can effectively apply critical concepts of health and wellness within school setting.													Yes
These include, but are not limited to:									X	X	X	X	Yes
(a) promoting school safety, including disaster preparedness;									X	X	X	X	Yes
(b) delivering first aid and emergency care;									X	X	X	X	Yes
(c) identifying and accessing local community and public health resources;		X							X	X	X	X	Yes
(d) addressing public health issues in the community that may affect schools;		X							X	X	X	X	Yes

(e) addressing student, family and community mental health and wellness;		X							X	X	X	X	Yes
(f) promoting nutrition and fitness;									X	X	X	X	Yes
(g) addressing specialized healthcare needs of students, including in special ed.					X	X			X	X	X	X	Yes
(h) understanding child and adolescent growth and development;						X			X	X	X	X	Yes
(i) promoting staff wellness;							X		X	X	X	X	Yes
(j) addressing issues of community and family violence and substance abuse;		X							X	X	X	X	Yes
(k) addressing acute and chronic diseases or conditions within the student population.						X			X	X	X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes
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COMPONENTS			Where standard is addressed										
Program Standard 5: The Sociocultural Context of School Nursing													
The program provides candidates with opportunities to further develop their understanding of the sociocultural context in which school nurses work.									X	X	X	X	Yes
As part of these opportunities, candidates experience the range of diversity represented within the local community including culture, ethnicity, language, age, gender, gender identity, students with special needs, socioeconomic status and value systems.		X									X	X	Yes
The program assists candidates to formulate strategies for identifying and appropriately addressing social and cultural community issues that affect school health and students' abilities to learn.		X							X	X	X	X	Yes
The program assists candidates to adapt their approach in order to meet the needs of English learner students and their families.									X	X	X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes

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COMPONENTS			Where standard is addressed										
Program Standard 6: Legal and Ethical Aspects of School Nursing Practice													
The program provides candidates with an understanding of the local, state and federal laws and regulations applicable to the practice of school nursing.									X	X	X	X	Yes
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 other relevant local, state, and federal codes and regulations.									X	X	X	X	Yes
The program helps candidates understand how to apply decision making skills in an ethical manner within situations unique to the school setting. The program encourages candidates to continue to grow and develop as professionals within the area of school nursing.									X	X	X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes

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COMPONENTS			Where standards are addressed										
Program Standard 7: Preparation for Health Management Responsibilities within the School Setting													
The program helps candidates understand the school nurse's 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.	X						X		X	X	X	X	Yes
The program helps candidates understand and demonstrate a collaborative approach to providing and/or facilitating health-related activities, including acting as a member of a team addressing student achievement.									X	X	X	X	Yes
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.				X					X	X	X	X	Yes
The program helps candidates apply his/her entry level knowledge of the standard nursing process of assessment, diagnosis, outcome identification, planning implementation, and evaluation specifically within the school setting in order to resolve or reduce barriers to student learning.						X			X	X	X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes

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COMPONENTS			Where standards are addressed										
Program 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**.**											X	X	Yes
The program has a clearly defined and systematic process for the identification, selection and assignment of qualified preceptors.											X	X	Yes
The program bases field experience assignments on an individual assessment of each candidate's prior background and experiences.											X	X	Yes
Working collaboratively, course instructors and preceptors encourage and enable candidates to function appropriately and effectively in a school nurse role.											X	X	Yes

The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes
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COMPONENTS			Where standards are addressed										
Program Standard 9: Assessment of Candidate Competence													
Prior to recommending each candidate for a Health Services: School Nurse Credential one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on a range of School Nursing Competencies (SNCs).													Yes
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.									X	X	X	X	Yes
The evaluation of candidate competence is provided by at least one school nurse preceptor and one institutional supervisor.											X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes

PROGRAM MATIX - CTC STANDARDS – SCHOOL NURSE COMPETENCIES (1)

Course Key	Pre-R		Course										Q
Prerequisites to entering program: Statistics, Research, and Community Health **Program Courses:** CDDS 125, Audiometry for School Nurses SPED 120, Mainstreaming Special Individuals COUN 174 (200), Introduction to Counseling NURS 136, Health Appraisal NURS 137, Teaching Strategies for HC Client NURS 183, Vision and Scoliosis in the School Setting NURS 184, Introduction to School Nursing NURS 185, School Nurse Seminar NURS 186, School Nurse Practicum I (Elementary) NURS 187, School Nurse Practicum II (Secondary)	STAT & RESEARCH	COMM HEALTH	CDDS 125	COUN 174	SPED 120	NURS 136	NURS 137	NURS 183	NURS 184	NURS 185	NURS 186	NURS 187	RESPONSE
COMPONENTS			Where SNC 1 is addressed										
SNC 1: Providing health and wellness services (Primary Level Intervention)													
Candidates for a School Nurse Services credential understand how to provide a wide range of health and wellness services for students and the school community, including but not limited to state-mandated screenings, required immunizations and health education.													Yes
These services include, but are not limited to:													
(a) facilitating access to health care beyond the school setting;											X	X	Yes
(b) identifying available community health resources;											X	X	Yes
(c) promoting environmental health and safety;											X	X	Yes
(d) exercising leadership when necessary with collaborative agencies within the community;											X	X	
(e) promoting healthy nutrition of students and staff;											X	X	Yes
(f) providing coordinated health services to better manage limited resources;											X	X	Yes
(g) organizing and implementing the overall school health program;											X	X	Yes
(h) promoting the oral health of students;											X	X	Yes
Candidates promote mental health of students and staff; are alert to potential situations of child abuse and/or neglect and report such situations appropriately; and also recognize signs and symptoms of potential substance use and abuse and make appropriate referrals.											X	X	Yes
Candidates are alert to issues of student attendance and intervene appropriately to promote student attendance.											X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes

PROGRAM MATIX - CTC STANDARDS – SCHOOL NURSE COMPETENCIES (2)

Course Key	Pre-R		Courses										Q
Prerequisites to entering program: Statistics, Research, and Community Health **Program Courses:** CDDS 125, Audiometry for School Nurses SPED 120, Mainstreaming Special Individuals COUN 174 (200), Introduction to Counseling NURS 136, Health Appraisal NURS 137, Teaching Strategies for HC Client NURS 183, Vision and Scoliosis in the School Setting NURS 184, Introduction to School Nursing NURS 185, School Nurse Seminar NURS 186, School Nurse Practicum I (Elementary) NURS 187, School Nurse Practicum II (Secondary)	STAT & RESEARCH	COMM HEALTH	CDDS 125	COUN 174	SPED 120	NURS 136	NURS 137	NURS 183	NURS 184	NURS 185	NURS 186	NURS 187	RESPONSE
COMPONENTS			Where SNC 2 is addressed										
SNC 2: Providing direct client care services (Secondary and Tertiary Level Intervention)													
Candidates in program demonstrate the ability to provide healthcare services to students and emergency and/or first aid assistance to others in the school setting.											X	X	Yes
They understand how to manage the acute and chronic healthcare of all students, including those who are medically fragile, such as students with spina bifida, cerebral palsy, and/or muscular dystrophy.									X	X	X	X	Yes
Candidates understand the case management process, and can appropriately apply that process to the school setting.									X	X	X	X	Yes
Candidates understand the process of identifying and responding to the potential spread of communicable disease, and also apply appropriate preventive measures.									X	X	X	X	Yes
Candidates effectively manage and implement screening programs and procedures.			X			X		X			X	X	Yes
Candidates assess and appropriately manage acute injuries that occur in school setting.											X	X	Yes
Candidates appropriately store, manage, and dispense medications to students, and appropriately document medication administration within the school setting.											X	X	Yes
Candidates appropriately identify crisis situations, and provide intervention services.									X	X	X	X	Yes
Candidates identify and address health-related barriers to learning (e.g., allergies, asthma, diabetes, seizures,ADHD).						X			X	X	X	X	Yes
The program meets other factors related to this standard of quality that may be brought to attention of the reviewers st													Yes

PROGRAM MATIX - CTC STANDARDS – SCHOOL NURSE COMPETENCIES (3)

Course Key	Pre-R		Courses		Q								
Prerequisites to entering program: Statistics, Research, and Community Health **Program Courses:** CDDS 125, Audiometry for School Nurses SPED 120, Mainstreaming Special Individuals COUN 174 (200), Introduction to Counseling NURS 136, Health Appraisal NURS 137, Teaching Strategies for HC Client NURS 183, Vision and Scoliosis in the School Setting NURS 184, Introduction to School Nursing NURS 185, School Nurse Seminar NURS 186, School Nurse Practicum I (Elementary) NURS 187, School Nurse Practicum II (Secondary)	STAT & RES	COMM HEALTH	CDDS 125	COUN 174	SPED 120	NURS 136	NURS 137	NURS 183	NURS 184	NURS 185	NURS 186	NURS 187	RESPONSE
COMPONENTS			Where SNC 3 is addressed										
SNC 3: Professional Management Skills													
Candidates for a School Nurse Services credential demonstrate the ability to use their professional knowledge and skills to promote the overall health of the school community.											X	X	Yes
Candidates advocate appropriately with students, family, community, and others to promote healthy behaviors and lifestyles.											X	X	Yes
Candidates use and model evidence-based health care practices in the delivery of school nursing services.											X	X	Yes
Candidates can communicate effectively in writing and can make clear oral presentations to a wide variety of audiences.									X	X	X	X	Yes
Candidates organize and maintain accurate and complete health records.											X	X	Yes
Candidates use their time effectively, and manage fiscal and personnel resources prudently.											X	X	Yes
Candidates demonstrate the ability to train, supervise and monitor others who may assist with medication administration and may provide specialized physical health care procedures to students.											X	X	Yes
Candidates demonstrate the ability to work in a collaborative and collegial manner with others.											X	X	Yes
The program meets other factors related to this standard of quality that may be brought to the attention of the review team by the institution.													Yes