

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Department of Nursing

NURSING 604
Introduction to School Nursing
Fall Quarter 2007

Faculty:

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Day/Time/Location

Tuesdays, 4:30 to 8:30 p.m., RNEC 102

Credits:

5 (Five 50 minute class hours/week)

Course Description:

This course presents the role of the nurse in school health programs, school health practice and parameters, and community resources. The focus is on advanced concepts and clinical knowledge to practice as a school nurse.

Prerequisites:

Admission to the School Nurse Program and/or classified standing in the Masters Degree Program and Preliminary Health Services (SN) Credential or permission of the instructor.

THE SCHOOL OF EDUCATION THEME

Excellence ~ Integrity ~ Caring

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate dispositions necessary to help all students learn.

Professional Collaboration

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner

Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional

Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered

Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader

Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

COURSE OBJECTIVES:

Upon successful completion of N604, the student will be able to:

1. Describe the parameters of the school nurse role in various settings.
2. Discuss the educational setting and current issues/problems facing schools today.
3. Relate standards of practice for school nurses to the development and management of a coordinated school nurse program.
4. Delineate the school nurse's role as a member of the interdisciplinary special education team.

5. Analyze the group process, dynamics, and pertinent issues discussed at a local school board meeting.
6. Evaluate the effect(s) of legislation (pending or passed) on school nursing practice and school health programs.
7. Describe the role of key stakeholders in the education system and their influence on the school health program.
8. Apply the nursing process, learning/motivational/developmental theories and current research in the generation of a health education curriculum.
9. Discuss contemporary health/social concerns pertinent to the elementary and secondary school-age population and their families.
10. Discuss the development of a personal philosophy of school nursing based upon theory, standards of care, values and beliefs.
11. Discuss professional accountability and image, and explore methods of evaluation used in the school setting.
12. Discuss legal and ethical issues impacting school nursing.
13. Discuss the importance of conducting & utilizing research in the schools.
14. Describe group process/theory and the use of small groups to enhance learning in the primary and secondary school settings.
15. Explore resources and public relations/marketing methods used in successful school nursing practices.
16. Apply conceptual frameworks and current research in the presentation of a pertinent school health problem/topic.

TEACHING METHODS:

Lecture-discussion, use of AV materials, small-group activities, student presentations, simulations, WebCT & written and oral assignments. Active class participation is expected.

REQUIRED TEXTBOOKS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. **ISBN #1-55798-791-2**

Selekman, Janice (2006). *School nursing: Comprehensive text*. Philadelphia: F.A. Davis Co. **ISBN # 0-8036-1403-9**

National Association of School Nurses and American Nurses Association. (2005). *School nursing scope and standards of practice*. Washington, DC: American Nurses Publishing. (**www.nasn.org**)

Selected Readings, N604, F/07 (WebCT)

RECOMMENDED TEXTBOOKS:

Schwab, N. C. & Gelfman, M. H. B. (2005). *Legal issues in school health services: A resource for school administrators, school attorneys, school nurses*. New York: Authors Choice Press. ISBN-10: 0-595-35813-6

EVALUATION METHODS/ASSIGNMENTS:

The grading scale of the Department of Nursing is used in this course. All written work follows the Department of Nursing guidelines. No grades are rounded up.

A	=	100-93	C	=	76-73
A-	=	92-90	C-	=	72-70
B+	=	89-87	D+	=	69-67
B	=	86-83	D	=	66-63
B-	=	82-80	D-	=	62-60
C+	=	79-77	F	=	59 & below.

Classroom Attendance/Participation	15
School Board Paper	15
Health Education Curriculum Paper	25
Legislative Paper	20
Classroom Presentation	25
Total points for grade	100

Final grade consists of total points. Seventy-three percent (73%) is the lowest passing score. No rounding up at 73%.

ASSIGNMENTS:

1) School Board Meeting Paper **Due: October 2, 2007**

- a) Attend a local district School Board meeting (1-2 hrs. minimum).
- b) Write a brief 1-2 page typed paper summarizing the meeting & discussing the general focus/tone of the meeting.

****Attach an agenda.**

- Briefly discuss key items and the board's process of discussing the issues, hearing public comment, and their final vote.
- Address the following questions/issues:
 - What is the function of this board? (e.g., questioning, directing, rubber-stamping)
 - What did you observe in the way of group dynamics? (e.g., relate to group process---task/role functions given in lecture)
- Describe the verbal and nonverbal communication.
- Who holds formal/informal power? Describe behaviors.

- How many people were present & were different groups represented? (e.g., parents, students, teachers [union reps], school nurses, different ethnic groups, the press)
- Were audience members encouraged to voice their opinions? (e.g., how easy/difficult was the process, did they do it freely)
- Were the interests of school children mentioned/take into account?
- Should school nurses attend/know about school board meetings? Why? Why not? Do you plan to attend any further school board meetings? Why? Why not?
- Cite several effective methods school nurses can use to report to the school board on health issues.

2) Legislative Paper

Due: October 16, 2007

- a) Identify a bill related to a position statement of CSNO that has the potential to affect the school health program or school nursing practice.
- b) Write a 4-5 page paper evaluating the possible effects of this legislation and state your position for or against this legislation
 - Include a copy of the bill and/or position statement (check with Government Documents/Walter W. Stiern Library or local legislator, Internet/www.leginfo.ca.gov and www.csno.org).
 - Do state and/or national school nursing organizations support/oppose this bill? (check with local or state CSNO Legislative Chairs, or NASN)
 - What organizations are behind it or against it? (PTA, CTA, etc.) Why?
 - Give examples of methods of political action that can be effectively utilized by school nurses to lobby for or against this legislation.
 - Are there alternatives or compromises that you could propose?
 - Cite references.
- c) Using guidelines from lecture, write a brief letter of support/non-support for this bill to a legislator (state or national).
 - Clearly state your reasons why/who you are (constituent, expert, etc.)
 - Attach a copy of the letter with your written paper.
 - Be prepared to discuss this assignment in class.

3) Health Education Curriculum Paper

Due: October 30, 2007

- a) Select one of the health-related issues that could be included in a K-12 health education curriculum and develop a brief proposal to justify its inclusion and your methodology for its implementation.
 - **Health related issues:** diabetes, seizures, obesity, substance abuse, asthma, ADD/ADHD, food allergies
- b) Pick 1 grade level 1) early elementary, 2) upper elementary/middle school, 3) high school.

NOTE: Commercially available curricula or agency/district-generated curricula may be cited as possible resources, but ideas for the topical outline and sample learning activities are to be broad-based categories of the **student's own creation**.

- c) Write a 6-9 page paper (including reference page) outlining your proposed curriculum topic/learning activities and the rationale for choosing these.
- The format should be similar to a proposal (e.g., problem statement, review of research, theories/models, topical outline with rationale and example of grade level learning activities (utilizing developmental, motivational, and learning theories), method of evaluation of curriculum, implications for education/health, recommendations for implementation & methods of gaining administrative approval.
 - Be prepared to discuss the process and results in class.

4) Class Presentation

Due: November 13, 2007

- a) Select a school-related topic listed and present a lesson to the class about this topic. You will be presenting to your peers---not simulating a lesson you want to present to a classroom of children.
- **School related topics** – hearing, vision, immunizations, CHDP, scoliosis, dental, nutrition screenings, child abuse, family violence, school violence & bullying, special education (IDEA), 504's, health promotion, environmental safety, sports injuries, eating disorders, school-based clinics, use of computers (CVISS, CSIR), adolescent depression and suicide, mental health issues, homeless (McKinney-Vento), Medi-cal billing.
 - Write a lesson plan as outlined (*see Teaching Plan Outline*) and include a bibliography. A rough draft of this must be turned in to the instructor 2-3 weeks prior to the scheduled class presentation for review/comments (**due October 30, 2007**).
 - Apply appropriate theories/models/conceptual frameworks, and current research findings.
 - When appropriate, include some history of the topic/problem, and cite the Mandates or Education Codes that may apply. For mandated screenings, etc., include suggested schedules, administration of screenings, and follow-up/referral information with suggested forms/letters, creative ideas for mass screening, etc.
 - Discuss any assessment tools or methods that may apply. Cite examples of exemplary programs, screening tools, computer software, websites, books, experts, innovative programs, etc. that you have located.
- NOTE: The idea is to bring as much information and as many resources to class that you can find, but to only present a brief summary or highlights (or a critical piece of the information).**
- b) At an agreed upon time, present a 30 minute lesson to your classmates on the information you have gathered. Each student should receive:
- A copy of your lesson plan (abbreviated outline) and bibliography.
 - An evaluation form (see syllabus) and any pertinent handouts.
 - Use varied teaching strategies, appropriate to your topic. You may use videos, audiotapes, and guest experts for up to ½ of your time.
 - You are responsible for coordinating content, keeping your guest speaker to their time limit, and arranging for video equipment, guest parking passes, etc. through the instructor.

- Include a method of learner evaluation (post-test, verbal quiz, etc.).
- c) After your presentation, turn in a Self Evaluation.
- Write a brief paragraph about how you felt, what you liked, didn't like and what you would do differently.
 - Attach this self evaluation to your complete lesson plan; along you're your bibliography and handouts (if not already given to instructor during your presentation).
 - Submit the above items, along with results of your learner evaluation (% passing quiz or post-test, etc.) and student evaluation forms (from N604 syllabus).
 - These items are due the week after your classroom presentation. (**Due November 19, 2007 by 4:00pm**)

NOTE: This assignment may be modified due to larger numbers of students in class. Students may be assigned to groups for presentations, and total presentation time, handouts, etc. may be revised.

SERVICES FOR STUDENTS WITH DISABILITIES:

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours so we can discuss the specific accommodations that you might need in this class.

ACADEMIC HONESTY:

Cheating: California State University, Bakersfield has a strict policy on academic dishonesty (cheating). Cheating on assignments, quizzes, or exams will not be tolerated. The Honor Commitment signed by all nursing students also requires the reporting of unethical behaviors, including cheating.

Plagiarism: All work must be original work written for this course by the individual submitting it. All students are expected to read and adhere to the Academic Honesty policy detailed on pages 81-82 of the CSUB 2007-2009 Catalog and the Nursing Department policies described on pages 12-13 of the 2006-2008 Graduate Nursing Student Policy Handbook. *Review these pages carefully.*

Academic integrity polices of the University and the Department of Nursing will be enforced. Ignorance will not be accepted as an excuse. *It is the responsibility of the student to be familiar with the above described policies and adhere to them. For any questions or clarifications, the instructor is readily available.*

ATTENDANCE POLICY:

Classes start on time. Class attendance is expected. Should a student be unable to attend, it is his/her responsibility to notify instructor and to obtain information given in class. Points will be deducted for absences and for lack of participation (discussion of assigned readings, etc.). A maximum of 15 points may be lost. **Last day to withdraw without a “W” is September 28, 2007. Last day to withdraw from classes for a serious and compelling reason is October 26, 2007.**

CLASSROOM ETIQUETTE:

Cell phones and pagers must be deactivated during class time. Recording devices may be used only with permission of instructor, during designated times. Absolutely no recording devices may be used during quizzes, exams, or exam reviews—violation of this rule would constitute cheating. Professional behavior is expected.

GENERAL COMMENTS:

1. All papers are to be typed, double-spaced, and APA format. Turn in TWO copies—one will be returned to you. Identify paper with CSUB ID number only (no names).
2. Penalty for ALL late work is 15% per week.
3. Class participation is vital and is expected. Please come to class each week having read the assignment(s) and prepared to discuss the topic (as outlined). It is the student's responsibility to find out what has been missed. Part of your grade depends upon attendance and participation.
4. **Note: This syllabus is subject to change due to unforeseen circumstances. Written substitution will be provided should this involve assignments.**

N604 Topical Outline
Fall 2007

Date	Topic	Reading	Activities
Week #1 September 11, 2007 (Gordon/Kinder)	Introduction to Course/Program History of SN Philosophy/Role Development of SN SN Functions	N604 Syllabus Selekman, Chp. 1 Selekman, Chp. 2 & 6 Lecture notes	
Week #2 September 18, 2007 (Kinder)	Standards of SN Practice SN Evaluation Setting up the School Health Office Organization of Schools Group Process, Change & Communication Theories	Selekman, Chp. 4 & 5 & NASN/ANA book Selekman, Chp. 11 Selekman, Chp. 43 Lecture notes Lecture notes	<u>KCSNO Meeting –</u> <u>KCSOS City Centre</u> <u>1:30-3:30pm</u>
Week #3 September 25, 2007 (Gordon)	Coordinated school health programs Health Promotion Quality Assurance (state mandates) Budgeting	Selekman, Chp. 3 Selekman, Chp. 20 Lecture notes Selekman, Chp. 44 (skip pp. 1040-1041)	
Week #4 October 2, 2007 (Gordon)	Legal & Ethical issues in SN Legislation affecting SN Federal Laws affecting SN practice	Selekman, Chp. 12 Selekman, Chp. 13 Selekman, Chp. 14	School Board Paper Due 4:30pm
Week #5 October 9, 2007 (Kinder)	SN Role as Health Educator Disease Prevention	Selekman, Chp. 7 Selekman, Chp. 21	
Week #6 October 16, 2007 (Gordon)	Student Health and Education Plans Specialized Physical Health Care Procedures Gifted/ADHD/Autism	Selekman, Chp. 9 Lecture notes Lecture notes	Legislative Paper Due 4:30pm
Week #7 October 23, 2007 (Kinder)	Violence in Schools High-risk behaviors in Children & Adolescents Pregnant and Parenting Teen STD's	Selekman, Chp. 39 Selekman, Chp. 40 Selekman, Chp. 41 Selekman, Chp. 42	
Week #8 October 30, 2007 (Kinder)	The Student's Family Cultural Competence in SN Practice Collaboration with the Community SN Role Related to Research Grantwriting	Selekman, Chp. 17 Selekman, Chp. 18 Selekman, Chp. 19 Selekman, Chp. 8 Selekman, Chp. 44 (pp. 1040-1041)	Health Education Curriculum Paper & Draft Presentation Outline Due 4:30pm
Week #9 November 6, 2007 (Gordon)	Chronic Health Conditions Public Relations/Marketing/Image Professional Development	Selekman, Chp. 27 Lecture notes Lecture notes	
Week #10 November 13, 2007 (Gordon/Kinder)	Student Presentations		Evaluation forms due 11/19/07 by 4:00pm KCSNO Meeting University Square K Street 1:30-3:30pm

GRADING CRITERIA

Classroom Participation		<i>Total 15 points</i>
Attendance		9
Discussion/Participation		6
School Board Paper		<i>Total 15 points</i>
Completeness/Thoroughness		5
Insight/Evaluation		7
Writing Skill		3
Health Education Curriculum Paper		<i>Total 25 points</i>
Appropriateness of Topic Selection		3
Completeness/Thoroughness		8
Insight/Analysis		7
Application of theories/research		5
Writing Skill/APA		2
Legislative Paper		<i>Total 20 points</i>
Selection of Bill/Rationale		4
Depth of Analysis/Evaluation		6
Completeness/Thoroughness		6
Writing Skill/Format		2
Clarity/Completeness of Letter		2
Class Presentation		<i>Total 25 points</i>
Written Plan	(14)	
Objectives		4
Methods/Set		2
Outline/Content		4
Evaluation Method(s)		2
Reference/APA		2
Presentation	(7)	
Student evaluations		4
Instructor evaluation		3
Written Self-Evaluation	(4)	
Good/Bad Points		2
Changes/Improvements		2

**TEACHING PLAN OUTLINE
FOR
STUDENT PRESENTATIONS**

Date to be Implemented:

Name:

Topic:

Main Goal/Objective of Lesson:

Behavioral Objectives for Learner (use **action** verbs!):

Teaching Methods (Lesson Activities):

Set (Evidence of Learner Readiness---Why do they want or need to know this?)

Room Arrangement---(How do you “set the stage?”):

Materials (visual aids, A-V, handouts, etc.):

Content Outline (Complete—including introduction, body, and summary):

[This should be complete enough so that another student, having a basic understanding of the topic, could pick up your content outline and present a similar lesson.]

References/Bibliography:

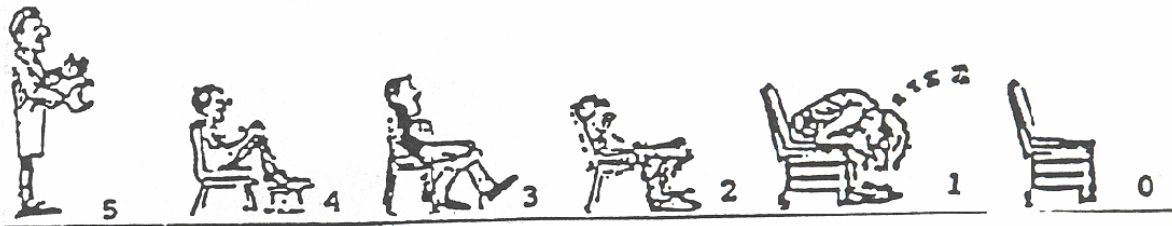
Method of Learner Evaluation:

Results (Your impressions):

CSUB SCHOOL NURSE CREDENTIAL PROGRAM
 Evaluation Tool for Classroom Presentations

Student _____ Topic _____ Date _____

Please place a number (0 to 5) in the space that indicates how well each of the following criteria was met.



Were objectives clearly stated and met? _____

If relevant to topic, were theories/models adequately explained and applied? _____

(Where appropriate), were mandates clearly stated and related to the problem/topic? _____

Were creative/innovative solutions to the topic cited? _____

Was presentation delivered in an orderly, logical manner? _____

Was presentation delivered in an engaging manner (e.g., eye contact, body language, voice/speech)? _____

Did presentation utilize visual aids or learning activities to hold your interest? _____

Did presentation employ appropriate evaluation methods? _____

Was information presented useful to you? _____

Helpful Comments: