

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**

**NURSING 614**  
**School Nurse Practicum I (Elementary)**  
Winter Quarter 2008

|                            |  |
|----------------------------|--|
| <b>Faculty:</b>            | Ann Marie Duquette, RN, MSN, Credentialed<br>School Nurse<br>Office: SN&M RM 145<br>Phone: (661) 654-3103 Fax: (661) 665-6903<br>Home: (661) 832-8493 Cell: (661) 599-2511<br>Email: <a href="mailto:aduquette@csub.edu">aduquette@csub.edu</a> or<br><a href="mailto:amdejd@bak.rr.com">amdejd@bak.rr.com</a><br>Office Hours: as posted  |
| <b>Day/Time/Location</b>   | Tuesdays 4:00 p.m. – 5:50 p.m. (& to be arranged),<br>RNEC 116B  |
| <b>Credits:</b>            | 3 (ten 50 min. hours/week; total 90 hours) Hours<br>may include class, school site and conference<br>experiences.  |
| <b>Course Description:</b> | This course involves a supervised clinical practice<br>in a school district offering nursing services to<br>infants and children. The focus is on elementary<br>education settings.  |
| <b>Prerequisites:</b>      | N604, N582, N586. Preliminary Health Services<br>(SN) Credential or permission of instructor.  |
| <b>Course Requirements</b> | <i>Prior to beginning clinical experience the<br/>following items must be submitted:</i> <ul style="list-style-type: none"><li>• Health clearance from CSUB Health Center</li><li>• Copy of Preliminary Health Services Credential</li><li>• Copy of current California RN license</li><li>• Copy of CSUB malpractice insurance</li><li>• Copy of current CPR healthcare provider card</li><li>• Preceptor Vitae submitted &amp; approved by<br/>faculty</li><li>• Signed Clinical Contract form</li></ul> |

**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 the content, pedagogical, and professional knowledge, skills, and 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.

Adopted January 2006

Revised 9/20/06

**COURSE OBJECTIVES:**

Upon successful completion of N614, the student will be able to:

1. Apply appropriate models and theories (including the CSUB conceptual model) in the provision of elementary school nursing services.
2. Actively participate in all aspects of the coordinated school health program.
3. Contribute to the revision and/or formulation of school health policies.
4. Develop individualized health plans utilizing the nursing process and cross-cultural nursing concepts.
5. Participate in interdisciplinary collaboration to identify and promote the health, developmental, and educational needs of students.
6. Promote wellness in students, staff, and parents through a coordinated health education program.
7. Incorporate current applicable research into school nursing practice.
8. Utilize effective communication skills with students, families, and staff.
9. Work as a member of a team to design interventions for children with special needs (e.g., special education, gifted program, behavior problems, ADD, child abuse).
10. Delineate the elementary school nurse's role and discuss quality assurance, peer review, and legal/ethical issues pertinent to school nursing.
11. Structure learning activities to meet own individual needs and to expand personal growth.

**TEACHING METHODS:**

Supervised clinical practice, clinical conferences, individually planned experiences, journals, written and oral assignments.

**REQUIRED TEXTBOOKS:**

All previous text from N604.

**EVALUATION METHODS/ASSIGNMENTS:**

|    |   |        |    |   |             |
|----|---|--------|----|---|-------------|
| 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. |

|                         |            |
|-------------------------|------------|
| Case Study              | 30         |
| Policy/Procedure Report | 30         |
| Health Teaching Plan    | 20         |
| Journal                 | 20         |
| Total---                | 100 points |

NOTE: A grade for this course cannot be assigned without ***both*** the written assignments and a satisfactory clinical contract/checklist/evaluation. Both clinical competence and written work will be judged in assigning the final grade.

## ASSIGNMENTS:

### 1) Case Study

**Due:**

- a) Select a student, from a different cultural background, being evaluated for Special Education or by the Student Study Team, etc.
- b) Do a thorough work up (see Case Study Format), collecting information from student's teacher and family (when possible, make a home visit).
  - ◆ Do developmental, neurological, and other pertinent assessments (e.g., QNST-2, Denver-II, or HANDS-ON; hearing, vision).
  - ◆ Collaborate with psychologist, principal, and other professionals regarding all pertinent data.
- c) Utilizing the nursing process, along with relevant cultural, family, or other theories, develop a nursing diagnosis and design appropriate interventions. Refer to the **recommended readings** to guide you in developing health-related objectives.
- d) Incorporate current **nursing and interdisciplinary** research in writing nursing objectives for the IEP. Share current journal articles, etc., with school staff.
- e) Submit a complete written report of your findings to your school site-include a copy with this assignment.
- f) Attend the IEP meeting (or Student Study Mtg.) and share results verbally, obtaining feedback from other team members and family.
- g) Write a 2-3 page paper describing the IEP meeting and your participation.
  - ◆ Address your feelings about the process (what you did well, in what areas do you need help, how were you perceived as a member of the team, how do you perceive your role in this process, the family members' role and response to you).
  - ◆ Attach the written report of your case study/evaluation (being careful to white out the student's name to ensure anonymity). Include a copy of research article/s utilized & a brief discussion of their use. You will discuss this assignment during a clinical conference.

NOTE: (Students who have had a great deal of experience with Special Education evaluations may substitute another appropriate case study assignment, with the instructor's prior approval.)

### 2) Policy/Procedure Paper

**Due:**

- a) Review/Evaluate your district's policies, procedures, or processes relative to school health (e.g., communicable disease, emergency care or first aid, medications, safety and environmental health, nutritious meals and snacks, wellness promotion, asthmatics carrying inhalers).
  - ◆ Determine an area of needed improvement.

- b) Research the medical, legal, ethical, and nursing implications.
  - ◆ Discuss with preceptor, nursing supervisor, or pertinent others.
- c) Write a draft or revision of the policy/procedure, and share it with your principal or administrator.
  - ◆ Discuss the need for change and how this policy can be implemented (refer to change theory as discussed in N604).
  - ◆ Develop a plan of action for implementation, and a possible timeline.
  - ◆ If possible, present your findings to the school so that the policy may be adopted. If not possible, discuss how you would go about doing this.
- d) Write necessary documents (e.g., memos, forms, letters) to facilitate implementation of the policy.
- e) Submit a 4-5 page typed paper, outlining the process, and attach a copy of completed policy/procedure along with any accessory documents. **You may discuss this assignment during a clinical conference.**

*(Example:* Head Lice policy; copies of letters to parents, teachers; forms for re-entry to school.) Present an oral report of your paper at a clinical conference. Bring extra copies of your policy/procedure to share with your classmates.

### 3) Health Teaching Plan

**Due:**

- a) Design a teaching plan that promotes wellness for students, parents, *or* staff (Use Teaching Plan Outline as a format guide for lesson plan).
- b) Present a lesson [preferably at a time when your preceptor or instructor can be present] which is age-appropriate and utilizes sound teaching and learning theories.
  - ◆ Incorporate an activity (small group, individual expression, take home worksheets, etc.).
  - ◆ Be sure to include an appropriate method of learner evaluation.
- c) Write a brief, 1-2 page, self-evaluation.
  - ◆ Discuss how you think it went, if you held their attention, what unexpected problems you encountered, what you would change or add.
  - ◆ Include feedback from your preceptor and the learners (along with results of learner evaluation; post tests, etc.).
  - ◆ Briefly discuss how this lesson could be (or is) incorporated into a comprehensive school health curriculum.
  - ◆ List resources for free/low cost health teaching materials related to your teaching plan (web sites, organizations, service clubs, companies).
- d) Submit a copy of your complete teaching plan along with any handouts, description of visual aides, selected activity, and products, etc.
  - ◆ Be prepared to discuss your experience at a clinical conference and to share teaching ideas/resources.

## **PRACTICUM REQUIREMENTS:**

### **Minimum Hours of Practicum for ALL students is 90.**

1. Approximately 20 hours will be in clinical conferences with instructor. Attendance is mandatory.
2. A ***minimum*** of 70 hours must be spent with and documented by student's preceptor of record. (**See Preceptor Checklist and Evaluation**). Hours may be structured to meet the individual learning needs of the student such as **School Nurse Conferences, research etc.** (with faculty and preceptor approval).
3. Students will write learning objectives/activities tailored to their own individual needs and interests. (**See Guidelines for Learning Objectives**).

### **Site Visits**

1. Student will arrange a convenient time for visits with preceptor and instructor. One or more visits may be made. **Instructor/student visits will be on a weekly basis.**

### **Journals**

1. Documentation of field work and hours is done through the use of a journal.
2. Journals are submitted biweekly to instructor (email).  
(See Journal Guidelines)

### **Checklist & Evaluation**

1. Your preceptor will use this checklist as a guide for structuring experiences in the elementary school setting. This checklist must be satisfactorily completed in order to receive credit in this course.
2. At the end of the quarter, your preceptor will complete a written evaluation of your performance, utilizing this tool as a guide. It is helpful if you & your preceptor add comments or examples illustrating how competencies were met.

## **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 81-82 of the CSUB 2007-2009 Catalog and the Nursing Department policies described online of the 2007-2008 Graduate Nursing Student Policy Handbook ([www.csub.edu/nursing/graduate](http://www.csub.edu/nursing/graduate)). *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.

**Last day to withdraw without a “W” is January 23, 2008. Last day to withdraw from classes for a serious and compelling reason is February 20, 2008.**

Points will be deducted for unexcused or excessive absences. A maximum of 5% of total points may be lost.

#### **GENERAL COMMENTS:**

1. Papers may be submitted by mail (keep copies), email (as an MS Word attachment\*) or may be turned in to the nursing office by the due date.
2. **Penalty for ALL late work is 10% per week.**
3. ALL papers are to be typed, double-spaced, and APA format. ***Submit original and one copy.***
4. Note: CHEATING (actions intended to gain an unearned academic advantage by fraudulent/deceptive means) & PLAGIARISM (misuse of published or unpublished works of another by representing as one’s own work) subject students to loss of points and/or expulsion. Refer to current *CSUB Catalog* for details.
5. If you have questions or problems you may reach me by email, phone or in person **during my office hours or by special arrangement at your school site. See me early with any problems! Don’t wait until you have a dire emergency!**
6. Participation in clinical conferences is vital. Arrangements must be made with instructor if any time will be missed, and all hours must be made up.
7. This syllabus is subject to change due to unforeseen circumstances. Written substitution will be provided should this occur.

**\*Must verify that file can be opened and is not corrupted.**

## GRADING CRITERIA

|  |                                   |
|--|-----------------------------------|
| <b>Case Study</b>  | <b><i>Total 30 points</i></b>     |
| Completeness of work-up (basic data,<br>assessment of strengths, problems, etc.) | 12                                |
| Evidence of interdisciplinary collaboration                                      | 3                                 |
| Write up of IEP process thorough/.insight)                                       | 3                                 |
| Use of theory/research   | 4                                 |
| Insight/Evaluation of process  | 5                                 |
| Writing Skill/APA Format   | 3                                 |
| <br><b>Policy/Procedure Paper/Report</b>   | <br><b><i>Total 30 points</i></b> |
| Depth of Analysis/Evaluation of<br>policy/procedure                              | 8                                 |
| Thorough write up of process (& insight)   | 8                                 |
| Quality of materials developed   | 6                                 |
| Writing Skill/APA  | 4                                 |
| Organization of Verbal Presentation  | 4                                 |
| <br><b>Health Teaching Plan</b>  | <br><b><i>Total 20 points</i></b> |
| Written Plan (17)  |                                   |
| Objectives   | 5                                 |
| Methods/Set  | 2                                 |
| Outline/Content (thorough, correct)  | 8                                 |
| Evaluation Method(s) (appropriate)   | 2                                 |
| Written Self-Evaluation (3)  |                                   |
| Identify Strengths/Weaknesses  | 2                                 |
| Indicate Changes/Improvements  | 1                                 |
| <br><b>Journal</b>   | <br><b><i>Total 20 points</i></b> |
| Follows Format   | 4                                 |
| Thorough/Complete  | 6                                 |
| Depth of Analysis/Evaluation Journal<br>Questions                                | 10                                |

## **CASE STUDY FORMAT**

The database for your case study should be in-depth and complete. The following areas are intended as a guide only. You may want to expand on this, or delete some items that do not apply.

### FAMILY/CULTURAL ASSESSMENT:

Genogram, family patterns; Ecomap, interaction within family & with community, etc.; coping/stress mgmt./discipline; developmental stage; social support; education/socioeconomic level; cultural patterns/beliefs re: roles, health/illness, self-care, nutrition, etc.

### HISTORY:

Information on identified problem; pregnancy history, child's developmental history; family history of illnesses/LD's/ADD; child's medical history (current meds, past illnesses/accidents); & social/interactive patterns (play, friends, classroom/home behavior. Family's perception of problem, previous interventions, and successes/failures.

### OTHER DATA:

Summary of MD's findings, speech therapist's screening/evaluation, and psychologist's test (if available). SAT-9 scores, patterns of school performance, review of Cum Folder, teacher comments, etc.

### INTERVIEWS:

Parents, teacher, aide, principal, child, bus driver, other professionals, etc.

### OBSERVATIONS:

Home visit, classroom/playground/lunchroom observation. Interactions with other adults, children, authority figures.

### ASSESSMENTS:

Hearing, vision & other screenings. QNST-2, HANDS-ON, Denver II, or other assessments. Physical assessment (where applicable).

### NURSING DIAGNOSIS:

Conclusions based on assessment of data.

### NURSING PLAN:

Suggested plan for nursing action. Objectives for IEP---Done in conjunction with others on team (including student and family).

### IMPLEMENTATION/EVALUATION:

How will plan be implemented/evaluated?

**TEACHING PLAN OUTLINE**

Date Implemented:

Topic:

Group:

Main Goal of Lesson:

Behavioral Objectives for Learners (use action verbs):

Teaching Methods (Theory-Based, Lesson Activities):

Set (Evidence of Learner Readiness—Why they need/want to know about this topic;  
Choice of Room Arrangement—circle, sitting on floor, rows of chairs):

Materials Needed:

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

Method of Learner Evaluation (& Results):

Final Outcome (Your impressions):

## GUIDELINES FOR LEARNING OBJECTIVES

Students are to write individual learning objectives/learning activities reflecting areas of interest or needed improvement that will be completed during the course of this practicum. Students should discuss with their preceptor possible learning experiences, community resources, etc. Examples of activities will also be discussed in clinical conference. ***Begin by stating a general overall goal for the quarter, and then using the general course objectives (or writing personal learning objectives), determine what specific needs or gaps you may have and which activities or experiences you could perform, during the course of the quarter, to address those needs.*** If you have little or no previous experience with school-age children, you might simply want to broaden your knowledge base by spending time observing in a classroom, talking to teachers, principals, school psychologists, or reading books and articles, etc. If you have a general background in elementary school nursing, you may want to gain some expertise in specific areas of interest (e.g., behavior problems, children of alcoholics, school phobia), or with specific programs or resources (e.g., special education, gifted programs, migrant education, Lion's Club, or local task forces).

Your learning objectives and activities are to supplement the course objectives and assignments, and are a chance for you to personalize your practicum. You will review them periodically with your preceptor and clinical instructor, and complete a mid-term and final evaluation of your progress. You may change your objectives and activities at mid-term (add, delete, modify).

Example:

**Goal:** To feel more comfortable around school-age children and to have a better understanding of their developmental stages and most frequent health problems.

**Objective 1:** Describe the 5 most commonly noted health problems of school-age children.

**Learning Activity 1:** Talk with preceptor and 2 other school nurses about the most commonly seen problems at different age levels (e.g., K-1, 2-4, 5-6).

**Learning Activity 2:** Talk with the principal and school psychologist about the most common health-related behavior problems seen in school-age children.

**Learning Activity 3:** Spend 20 hours in the health office, administering first aid and screening children for communicable diseases. Talk to children about their fears and concerns related to health and illness.

**How Measured?:** Write in journal.

---

**TWO copies of your learning objectives/activities are due in your first journal entry (Week 2). ONE copy is to be given to your preceptor by the second week.**

## JOURNAL GUIDELINES

*The purpose of writing weekly journals is two-fold:*

1. It is a method of keeping track of your hours and activities, and
2. It provides an ongoing interaction with the instructor and a method for sharing feelings, thoughts, and experiences.

Journals should be created as a Microsoft Word document. Please email only those pages that are currently due. You may send them as an attachment (make sure that they can be opened by the instructor), or you may copy and paste them into the body of your email. As a safeguard, you may want to do **both**.

### **Format**

Keep a record of dates, hours, and remaining hours. For example:

| Date      | Hours   | Remaining Hours |
|-----------|---|-----------------|
| Jan. 6-10 | 10  | 60              |
|           | 8 hours with preceptor (hearing screenings, health office visits) |                 |
|           | 2 hours—visited special education programs in two districts       |                 |

At the end of each week, briefly summarize your experiences with your preceptor, on your own, and in clinical conference, if applicable. Discuss strengths and weaknesses, problems, frustrations, and accomplishments. Describe experiences with students, families, and staff. Include specific examples of learning activities (e.g., examined child with scabies; talked with mother; excluded child from school until treated; followed up with home visit; talked with principal about need for paper towels in bathrooms; reviewed health curriculum on communicable disease). Also include your feelings about what went well, what was frustrating, etc.

### **Due Dates and Journal Questions**

Journals are due biweekly. Due weeks 2, 4, 6, 8, and 10. The following Journal Questions should be answered, and are due as outlined:

Week 2---Talk with your principal or administrator regarding his or her perceptions of the school nurse role. Briefly describe, then compare and contrast with your own perceptions. When feasible, discuss with him/her what could be done to better define, clarify, or expand your role. What perception do you think school staff, parents, and children have of the school nurse's role? How can you promote a realistic view of school nursing role and function? How does the SNP fit with the SN role? What is the general opinion regarding school-based clinics in your district (administrators, teachers, parents)?

Week 4---Discuss with your preceptor her method for organizing and planning the school year. Compare and contrast this with your method of time management. What creative suggestions can be implemented to better meet nursing responsibilities? What reports must be submitted yearly to the state?

Week 6---Discuss with your district's budgetary manager the various sources of revenue available to the school system. From what sources does your district receive funds

(federal, state, county, district, etc.). What percentage of the total budget does the school health program represent? How does that compare to other services? How can you effectively plan a budget for supplies/equipment? What creative things could you do to meet the needs in times of economic restraint?

#### Mid-Term Evaluation of Objectives

Student should discuss progress toward objectives and learning activities with his or her preceptor (& with clinical instructor through journal). State any changes you wish to make (additions, deletions, modifications) and rationale.

Week 8---Does your district have a mechanism for quality assurance? Describe and discuss. If not, what would be a feasible plan for implementing such a program, and how could you incorporate peer review? Are the concepts of quality assurance and peer review relevant to school nursing? State pros and cons.

Week 10---Pick a current issue or concern relative to elementary school nursing (e.g., full inclusion of medically-fragile students, children with HIV/Hep B). Briefly discuss the legal and ethical ramifications connected with this issue. How can school nurses successfully impact this issue/concern? Can you identify any political or legislative means that might be utilized by school nurses to address this issue or concern? (e.g., poor access to medical care and lack of health insurance; AIDS/education & attendance; child abuse and parents rights).

#### Final Narrative Self Evaluation

Discuss your progress on individual objectives and learning activities you're your preceptor. **With the final journal entry, students are to write a brief narrative self-evaluation which includes:**

1. Attainment of individual and course objectives.
2. Areas of major learning/insights.
3. Strengths, new skills, improvements.
4. Changes—what you would have done differently?

### N614 PRECEPTOR'S CHECKLIST

Student Name \_\_\_\_\_ Term \_\_\_\_\_

***The following objectives/activities MUST be met by each student.*** The preceptor must have witnessed each item (or, where appropriate, discussed item in depth with student).

CHECK and DATE appropriate box. If items have NOT been met, please give brief explanation in space provided at end of form.

|   | MET | UNMET | (Date) |
|---|-----|-------|--------|
| 1. Examines school district's philosophy of education, programs, and basic curriculum.  |     |       |        |
| 2. Organizes and correctly performs screenings:<br>Vision, color, depth<br>Hearing<br>Height, weight, growth<br>Dental<br>Scoliosis (if applicable)         |     |       |        |
| 3. Accurately collects and interprets data on students with chronic illnesses (e.g., peak flow readings, glucometer readings) routinely, and during crises. |     |       |        |
| 4. Makes appropriate referrals to community agencies and resources and does follow up.  |     |       |        |
| 5. Correctly assesses immunization status of pupils.  |     |       |        |
| 6. Accurately records/documents health data.  |     |       |        |
| 7. Makes an appropriate home visit.   |     |       |        |
| 8. Utilizes effective communication skills with students, families, and staff.  |     |       |        |
| 9. Performs appropriate first aid in the school setting.  |     |       |        |
| 10. Appropriately evaluates and manages common injuries in the school setting.  |     |       |        |
| 11. Accurately manages children with communicable diseases (e.g., head lice, chicken pox, impetigo).  |     |       |        |
| 12. Demonstrates competency in examining middle ear, correctly using otoscope & tympanometer.   |     |       |        |

13. Properly administers medications in the school setting according to school/district policy and Nurse Practice Act.
14. Properly supervises medication administration by unlicensed assistive personnel.
15. Properly participates in reporting child abuse/neglect to the proper authorities.
16. Correctly identifies appropriate programs and services for children/families with special needs and problems (e.g., CVRC, Lions Club, CCS, EPSDT) and makes referrals, F/U.
17. Participates in Special Education assessment, placement, and team meetings. Writes appropriate objectives for IEP, IFSP, IHP.
18. Identifies the ethnic makeup of the school/district and provides culturally sensitive care to each child.
19. Utilizes knowledge of cultural aspects in planning and delivering nursing services in the school/community setting.
20. Reviews district's Family Life/Substance Abuse curriculum with preceptor.
21. Reviews HIV/AIDS curriculum with preceptor.
22. Reviews Universal Precautions and Hepatitis B policies for the district.
23. Attends county/district school nurses' meetings.

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Explanation for UNMET items:

### N614 PRECEPTOR EVALUATION OF STUDENT

Student Name \_\_\_\_\_ Term \_\_\_\_\_

Please CIRCLE number on the scale that reflects the most accurate description of student behaviors. Please give examples/comments in the space provided. Student may help furnish examples.

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

1. Utilizes a theoretical base to guide practice. (*Disposition: Reflective Practitioner*)

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

2. Demonstrates competence in maintaining a coordinated school health program and school nursing services. (*Disposition: Professional Competence*)

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

3. Utilizes the nursing process & cross-cultural concepts in developing individualized health plans for elementary students. (*Disposition: Student/Client Centered*)

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

4. Demonstrates skill in interdisciplinary collaboration in order to promote the health, developmental, & educational needs of students. (*Disposition: Professional Collaboration*)

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

5. Utilizes effective communication skills (verbal, nonverbal, written) when dealing with students, families, outside agencies and school staff. (*Disposition: Professional Leader*)

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

6. Works well as a member of a team designing interventions for children with special needs (e.g., Special Education students, children with chronic health care problems, ADD, LD, and gifted children).

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

7. Displays basic competency in the elementary school nurse's role.

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

8. Exhibits competence in health teaching for students, parents, and/or staff.

|           |           |      |      |      |
|-----------|-----------|------|------|------|
| Excellent | Very Good | Good | Fair | Poor |
| 5         | 4         | 3    | 2    | 1    |

9. Structures learning activities to expand personal growth, meet own needs.  
(Disposition: Ethical Professional)

10. List areas in which student displays strengths:

11. List areas in which student may need further mentoring/experience:

12. Student spent a minimum of 70 hours under your direct supervision.

Yes \_\_\_\_\_ No \_\_\_\_\_

13. Spent time at a variety of Special Education and elementary settings?  
Check those that apply (students must discuss these in their journals):

- \_\_\_\_\_ Early Intervention Program (Special Ed./0-3, preschool)
- \_\_\_\_\_ Special Day Class
- \_\_\_\_\_ Severely Emotionally Disturbed Class
- \_\_\_\_\_ Gifted & Talented Class
- \_\_\_\_\_ Visually Handicapped or Deaf/Hard of Hearing Class
- \_\_\_\_\_ Orthopedically Handicapped
- \_\_\_\_\_ Kern Regional Center
- \_\_\_\_\_ Community Collaborative Meetings (Interdisciplinary Groups)

Please note if any of these experiences were in regular classes with mainstreamed students.

14. Would you recommend this student for credentialing?

Yes \_\_\_\_\_ No \_\_\_\_\_

Additional Comments:

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
DEPARTMENT OF NURSING  
SCHOOL NURSE CREDENTIAL PROGRAM**

**PRECEPTOR EVALUATION OF COURSE  
N614**

Quarter/Year \_\_\_\_\_

How pertinent is course content to the school nursing experience in the elementary setting?

What activities/experiences would you include? Delete?

Recommendations for improving student's experience in N614:

What changes could be made to improve your experience as a preceptor?

Describe your contact/relationship with clinical instructor:

Suggestions/recommendations to improve the overall quality of the School Nurse Program:

**CALIFORNIA STATE UNIVERSITY BAKERSFIELD  
DEPARTMENT OF NURSING  
SCHOOL NURSE PROGRAM  
N614 SCHOOL NURSE PRACTICUM  
CLINICAL CONTRACT**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Place of Employment \_\_\_\_\_ Cell Phone (     ) \_\_\_\_\_

Days of Week/  
Worksites \_\_\_\_\_ Email \_\_\_\_\_

Home Address/  
Zip \_\_\_\_\_ Phone (     ) \_\_\_\_\_

---

Practicum Hours---The total number of hours to be completed in the clinical setting is 90. Approximately 20 hours will be in clinical conferences with instructor. A minimum of 70 hours must be spent with and documented by student's preceptor of record (**See Preceptor Checklist and Evaluation**). Hours may be structured to meet the individual learning needs of the student such as **School Nurse Conferences, research etc.** (with faculty and preceptor approval).

Site of Clinical Practicum \_\_\_\_\_

Address/Zip \_\_\_\_\_ Phone (     ) \_\_\_\_\_

Name/Title of Preceptor \_\_\_\_\_

School District \_\_\_\_\_ Email \_\_\_\_\_

Immediate Supervisor/Title \_\_\_\_\_

Total Number of Clinical Hours \_\_\_\_\_ 90 (20 hours will be in clinical conferences)

Proposed Day(s) of Week for Practicum Experience \_\_\_\_\_

Proposed Site(s) of Practicum Experience (with addresses/phone #'s)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have read all course materials and have developed the attached learning objectives to meet my needs. I agree to comply with the terms of this agreement as outlined.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

I have read the Preceptor Syllabus and reviewed the student's learning objectives and give my approval. I agree to comply with the terms of this agreement as outlined.

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed the student's learning objectives and approve them with comments as noted. I give approval for the items noted in this agreement and have received the necessary documents as outlined.

Clinical Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

### **TO BE COMPLETED AT THE END OF THE QUARTER**

\*\*I certify that the above-named student has met the requirements of this contract as outlined above and has completed all hours in a satisfactory manner.

Total Hours \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Signature \_\_\_\_\_

*\*\*To be signed at the end of quarter and turned in to complete grade requirements.*

### **Attach One Copy of Learning Objectives**

Please note: In order to be accepted, this form must be completely filled out (with appropriate names, addresses, phone numbers, days, etc.).



**PROFESSIONAL ACTIVITY** (membership in professional organizations, offices held, honors, publications, papers presented, grant awarded, etc.):

Date                      Organization/Activity

---

---

---

---

**AREAS OF INTEREST** (e.g., Teen Pregnancy, Special Education, Staff Wellness):

---

---

---

---

**PHILOSOPHY OF SCHOOL NURSING** (Briefly outline the guiding beliefs which influence the goals of your practice and delineate your professional role and code of ethics.):

---

---

---

---

**MAIN OBJECTIVE OF SERVING AS A PRECEPTOR** (Briefly state your motivation/goals/reasons for wanting to serve as a preceptor.):

---

---

---

---

I agree to serve as a preceptor for the School Nurse Credential Program.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**DISTRICT APPROVAL** (MUST BE SIGNED BY YOUR IMMEDIATE SUPERVISOR OR DISTRICT ADMINISTRATOR):

I give approval on behalf of

\_\_\_\_\_  
(School District)

for the above-named school nurse to serve as a preceptor for students in the CSUB School Nurse Credential Program. I understand that a formal agreement between the CSUB Department of Nursing and this district is in effect.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Title/Position \_\_\_\_\_

Address/City/Zip \_\_\_\_\_

Phone (     ) \_\_\_\_\_ Email \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
DEPARTMENT OF NURSING  
SCHOOL NURSE CREDENTIAL PROGRAM

**N614/N624 PRECEPTOR SYLLABUS**

COURSE OVERVIEW

N614 and N624 are each advanced clinical courses in the School Nurse Credential Program for school nurses. These courses are designed to be the culminating clinical experiences for students enrolled in the School Nurse Program, and to prepare them for the challenging role of the school nurse. Specifically, N614 is a practicum encompassing school health services in elementary schools (pre-school through 8<sup>th</sup> grade), including special education services. School Nurse Credential students take a 3 unit version of this course. N624 is the practicum in the secondary school setting (grades 7-12), with a focus on the problems and needs of adolescents. These practicum courses present an opportunity for students to participate in a comprehensive school health program and work with an experienced school nurse mentor. With preceptor supervision, students are expected to function as school nurses, providing the full range of services that are generally carried out by the school nurse at the elementary or secondary level. N604 (Introduction to School Nursing Seminar) is a prerequisite to the practicum courses, giving students a theoretical and didactic base for their clinical experiences. Other prerequisites to N614 and N624 include audiometry and physical assessment. N614 is generally offered in the Winter quarter and N624 in the Spring quarter.

**ROLES & RESPONSIBILITIES**

**Preceptor**

Read N614 or N624 course materials. Obtain a copy of the Preceptor Syllabus from the student.

Meet with the student to discuss course objectives & individual objectives before making plans for clinical experience.

Promptly complete and update Preceptor Vitae form.

Promptly review and sign Clinical Contract.

Act as role model and mentor for school nurse student.

Offer help/suggestions to student regarding learning objectives and activities, structuring of clinical experience, familiarization with the school site and community, & pertinent agencies and resources.

Orient student to school site, introduce to staff/faculty/administrators, familiarize student with policies and procedures & files or forms.

Be available for student on regular basis, as agreed.

Utilizing the Preceptor Checklist and Evaluation as a guide, work with student to meet course objectives in a timely manner.

Review student's progress regarding Individual Learning Objectives and Activities, and help facilitate student learning in chosen areas.

Participate in site visits & telephone contacts made by clinical instructor.

Focus on process of school nursing, as well as tasks and mandates.

Act as resource person/facilitator/advocate for school nursing student. Offer suggestions, encouragement, & advice.

At mid-term, review with student progress on course or individual objectives and give suggestions for any changes or deletions.

Complete the Preceptor Checklist and Preceptor Evaluation (also Evaluation of Course) before the end of the quarter.

Contact the clinical instructor with ANY questions/concerns. Immediately report any problems with student to clinical instructor.

### **Student**

Assume responsibility for own learning experience.

Review all course materials and have a clear understanding of expectations.

Submit all required documents to clinical instructor before starting clinical hours.

Arrange for clinical site & preceptor (with faculty assistance), and schedule initial meeting.

Discuss Course Syllabus and Preceptor Syllabus with preceptor. Give copy of Preceptor Syllabus to preceptor at first meeting.

Discuss possible Individual Learning Objectives and Activities with preceptor.

Write objectives/activities and promptly give copy to preceptor and to instructor. Review with preceptor intermittently during quarter.

Complete student portion of Clinical Contract and obtain Preceptor signature. Turn in to clinical instructor promptly.

With approval, report on and/or revise learning objectives at mid-term.

Communicate with preceptor & clinical instructor frequently & openly regarding needs/concerns/problems.

Complete clinical hours, as agreed upon with preceptor, in a timely and professional manner.

Become familiar with school site, staff, policies/procedures, files/forms, agencies/resources, and community.

Act in a professional, ethical, responsible manner, and abide by university, school, agency policies/standards.

Complete all course objectives and individual objectives.

Arrange mid-term and final evaluation conference with preceptor. Participate in site/visits/telephone contacts with instructor.

Attend clinical conferences as directed by instructor.

Contact clinical instructor promptly if unable to complete clinical hours/assignments, or if other problems arise.

Evaluate preceptor performance at end of quarter.

### **Clinical Instructor**

Assist student with clinical placement (site & preceptor).

Determine appropriateness of preceptor/student placements.

When necessary, contact district administrators and arrange for agency contracts.

Document that each student is covered by professional malpractice insurance, has current RN license, CPR certificate, has obtained a health clearance and either a Preliminary Credential or Certificate of Clearance.

Document that each preceptor has meet the minimum standards for preceptors (per Preceptor Vitae).

Review and sign Clinical Contract.

Act as a liaison between student, preceptor, school district, and university.

Communicate with preceptor during quarter regarding student progress/problems/concerns.

Conduct site visits with preceptor & student as needed.

Give feedback to student (per journal) regarding progress.

Meet with students at clinical conferences to discuss activities & accomplishments.

Be available (by email, phone or in person) to meet with students/preceptors having problems or questions.

Determine any additional or alternate activities to fulfill course requirements.

Evaluation each student's performance and assign a grade.