NUR 293D Course Syllabus

California State University, Sacramento
Division of Nursing
NUR 293D: Practicum in Specialized Nursing Processes: School Nursing

Instructor: Michelle Dang RN, MSN, PhD(c)
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Desk: 916-278-7611

Class Time & Location: iMeet and face to face

Online Office Hours: Virtual office hours via SacCT TBA

Office Location: El Dorado Hall, Room 1032

Prerequisites: Prerequisite: NURS 213C. Co-requisite: NURS 213D.

Edited by Janice Selekman
ISBN-10: 0-8036-1403-9
Publisher: F.A. Davis

Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care (1997)
Edited by Stephanie Porter, Marilynn Haynie, Timaree Bierle, Terry Heintz Caldwell, and Judith S. Palfrey
Publisher: Paul H. Brookes

Additional readings will be posted in SacCT modules

Other Course Materials
NURS 293D Clinical Manual

Course Prerequisite: NURS 213C. Corequisite: NURS 213D. Graded:
Credit/NonCredit. Units: 4.0.

Students enrolled in the clinical course are required to provide proof of the following to the Division of Nursing prior to beginning the course:

a. A Certificate of Clearance or a preliminary Health Services or School Nurse Services Credential, issued by the State of California, Commission on Teacher Credentialing.
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b. Professional liability insurance which is in addition to liability coverage provided by the school district.
c. Current CPR certification for health professionals.
d. Clearance from the Division of Nursing (e.g. Student Health Center clearance for current immunizations, a physical examination, and a current, negative Tuberculosis skin test).
e. Additional prerequisites determined by the preceptor’s school district (e.g. fingerprinting).

Course Description

NURS 293D. Practicum in Specialized Nursing Processes: School Nursing. Application of a planned sequence of supervised clinical experiences in one or more California public school districts offering nursing services to infants, children and adolescents for the purpose of developing a clinical leadership role in school nursing. Focuses on the three major competencies of school nursing practice: providing health and wellness services, providing direct client care services for school-age children (pre-K through age 22, including students with special healthcare needs), and professional management of school nursing services. Prerequisite: NURS 213C. Corequisite: NURS 213D. Graded: Credit / No Credit. Units: 4.0.

Course Objectives

By the conclusion of the practicum, the student will be able to:

- Apply theories and models of school nursing practice to the educational setting
- Apply the nursing process, family theory, and principles of public health to provide school nursing services for students with chronic health conditions and those receiving special education services
- Synthesize a comprehensive role for school nursing practice as applied in the educational setting
- Evaluate the state of nursing science within school nursing
- Demonstrate competence in the following areas:
  1. Providing health and wellness services (Primary Level Intervention)

  including, but not limited to:
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- Child abuse and neglect
- Community health resources and connections
- Mental health
- Nutrition
- Substance use and abuse
- School health program

2. Providing direct client care services (Secondary and Tertiary Level Intervention) including, but not limited to:
   - Acute and chronic health care management
   - Care of the medically fragile student
   - Case management in the school setting
   - Health screenings
   - Acute injury assessment and intervention
   - Crisis intervention

3. Demonstrating Professional Management Skills
   - Data collection
   - Documentation and record keeping
   - Collaboration
   - Advocacy and leadership on behalf of the student, family, community, and school nurse profession
   - Understanding of the roles of professional organizations and their resources for school nursing practices
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- Evaluate school nursing practice using the three competencies of school nursing listed above.
- Analyze, synthesize, and utilize knowledge reflective of graduate level education and preparation in nursing.

Method of Instruction

The School Nurse Practicum course provides candidates with a broad range of hands-on school nurse field experiences in a variety of settings and with a diverse population of students. It includes both the clinical field experience and related clinical assignments. Students work collaboratively with the preceptor for mentoring and supervision during the field experience. The precepted experience bases clinical assignments on an individual assessment of each candidate’s prior background and experiences and includes experiences within infant, toddler, preschool, elementary, secondary, special education, and/or community settings, as well as experiences of the student’s own choosing. The clinical field experience prepares students to function appropriately and effectively in a school nurse role with emphasis on the knowledge, skills, and abilities needed to address the needs of the increasing numbers of medically fragile students in public schools, the expanded roles school nurses play in addressing the health and wellness needs of the larger school community and the role of the school nurse in collaborating with other agencies both within and outside the school setting.

The clinical experience shall be designed jointly by the student, faculty, and school nurse preceptor and shall be characterized by independence and self-directedness based on individual student learning needs. The practicum is performed with the consultation of a school nurse preceptor who acts as a guide, expert clinician, and resource person. In some cases, the student may have more than one preceptor. Each student will also be assigned a clinical faculty member from the Division of Nursing.

Online Component

Important note: You should check the SacCT course site at least four times a week for posting, emails, announcements, or new course materials.

Access the Course

This course will be delivered in a blended learning online environment through a course management system named SacCT. Students will use their Saclink account to log into the course from the SacCT Login page (https://online.csus.edu).

If you do not have a Saclink account yet, please refer to the Setting Up a Saclink Account webpage (http://www.csus.edu/saclink/settingUp.stm) to create a saclink account online.
To get started using a SacCT course please visit the Student Resources webpage (http://www.csus.edu/webct/student/) where you can access Online Tutorials, Frequently Asked Questions, and other help resources.

**Technical Requirements**

To access a course on WebCT you will need access to the Internet and an internet browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your WebCT course. Refer to the WebCT Browser Tune-up page for instructions.

For help or to report a problem with WebCT you can:

- Visit the Student WebCT FAQ's webpage
- Submit a WebCT Problem Form
- Contact the University Help Desk at (916) 278-7337

**Course Assignments and Projects**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Submission method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Clinical Practicum Analysis Journal (8 total)</td>
<td>200</td>
<td>Fridays by midnight</td>
<td>SacCT Journal in Discussion folder</td>
</tr>
<tr>
<td>Assignment 2: Clinical Conferences</td>
<td>200</td>
<td>n/a</td>
<td>iMEET and F2F attendance</td>
</tr>
<tr>
<td>Assignment 4: Coordinated School Health Program</td>
<td>200</td>
<td>10/16/10</td>
<td>SacCT assignment folder</td>
</tr>
<tr>
<td>Assignment 5: Special Education Part I: Individual Health Plan as part of an IEP or an accommodation under Section 504 Part II: Analysis of a Supreme Court case (see links below)</td>
<td>200</td>
<td>11/20/10</td>
<td>SacCT assignment folder</td>
</tr>
<tr>
<td>Assignment 3: Preceptor Evaluation of Student (required to pass course)</td>
<td>200</td>
<td>12/4/10</td>
<td>iMEET and F2F attendance</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td></td>
<td></td>
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</tbody>
</table>

1. **The Clinical Practicum Analysis Journal**: The journal is a written analysis of the student’s entire clinical experience and provides an opportunity to explore the link between theory and clinical practice. Journals will be submitted weekly
in the “Journal” discussion folder in Sac CT. Journals are a private conversation between the faculty and the student and are reflective of the three key areas of competencies: Provision of health and wellness services, direct client care services, and professional management skills. Students will complete a weekly reflection journal during their clinical experience. This weekly journal format will have two parts: a brief listing of the Activities of the day, followed by an Analysis. The greater portion of the journal is the Analysis which offers the student an opportunity to reflect on the experiences/interactions of the day. Areas of concern, ethical dilemmas, value/bias issues, learning interactions and the strategies that were effective or not effective are important to consider in the Analysis narrative. The purpose of the written journal is to encourage self-exploration and to monitor learning. The journal provides an opportunity for a student to explore various problem solving strategies and to use the process of writing to analyze and think critically about their nursing practice. The student may explore their personal strengths as well as opportunities to develop plans for self-improvement. In addition, the journal provides a communication and feedback loop between the student and the clinical instructor. The instructor will use the journal to evaluate the student’s critical thinking skills and to evaluate their clinical performance. Journals are confidential and will not be shared with other instructors or agencies.

2. **Clinical Conferences:** Clinical conferences are small group meetings which provide a forum for the sharing of experiences in the clinical practicum. These conferences are held during the semester on seminar weekends. In preparation for these conferences, students should read the assigned pages in the Clinical Manual (1\st conference) or engage in scheduled discussion (2\nd, 3\rd, & 4\th conferences) identified in the course outline. Each seminar will focus on key competency areas and students should be prepared with clinical cases to demonstrate competency.

3. **Preceptor Evaluation of Student:** Evaluation of successful completion of the precepted experience shall consider the student’s clinical performance. The clinical experience in the schools and community agencies is evaluated by the student and the preceptor. Students and preceptors should meet and formally review the written materials at least twice following the initial approval of the clinical contract, at the mid-point and near the end of the semester. The same Student Evaluation Form may be used for both evaluations, if desired. Guidelines for student self-evaluation and evaluation of student performance by the preceptor should adhere to the following principles and practices.

   a) Both parties should strive for an open, collegial relationship.
   b) Preceptor and student self-evaluations are equal in weight and importance.
   c) Communication should be frequent and consistent between both parties.
d) The clinical faculty should be contacted immediately should any concerns emerge.

e) Written materials (Student Evaluation Form and Clinical Experience Contract) shall serve as the focus of all evaluations of the Clinical Experience.

4. **Coordinated School Health Program (CSHP) Assignment**
   - **Process:**
     - Interview at least 3 of the 8 potential members of a coordinated school health committee at the school, district, or state-level setting.
     - Explain the assignment and describe CSHP to the potential members if they are not yet familiar with the concepts of a coordinated school health program.
   - **During the interview, identify and then describe their views of:**
     - the role of the school nurse
     - their unique role or function related to the health and well-being of students
     - what they identify as potential strengths and/or barriers to implementing a coordinated school health program at the school, district, or county level (adapt this to your setting)
   - **Write-up**
     - Write up no more than two pages, APA 12 pt. font, per interview describing their responses to your questions.
     - Note the role and function of the interviewee, their potential role as a member of a CSHP committee, and briefly why you selected them.
     - An analysis of strengths and barriers to CSH in your setting based on the interview and your own data collection.
     - Label each section of the page as noted above.

<table>
<thead>
<tr>
<th>Grading Criterion</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description and role of interviewee and reason for selection</td>
<td>10%</td>
</tr>
<tr>
<td>Clearly stated view of the school nurse</td>
<td>25%</td>
</tr>
<tr>
<td>Description of interviewee’s role as it relates to health and well-being of students</td>
<td>30%</td>
</tr>
<tr>
<td>Discuss strengths and barriers of CSH in your setting</td>
<td>30%</td>
</tr>
<tr>
<td>Construction of paper, APA</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

A score of 73% is required for receiving credit for this assignment.

5. **Special Education Assignments**
Part I: Write-up of an Individual Health Plan for an IEP or an accommodation for Section 504 (100 pts): Construct an individual health plan based on a student on your caseload (please maintain anonymity).

The plan should identify the medical need(s) of the student and how those needs are being met at the school (e.g. suctioning, blood sugar checks, etc.) and specific personnel involved. Support during nontraditional classroom activities such as physical education, transportation, field trips for the student should also be considered and included in the plan.

You may use a template from your own district, another source, or develop one yourself. If using a template from someone else, please reference the source.

Part II: Analysis of Supreme Court Case (100 pts). Choose a case for the analysis (web links below). These are landmark court cases that have significantly changed the landscape of services for children with disabilities. After reviewing a case, please write a summary of the case to including the following points (no more than 2 pages, double spaced).

- What was the case about? Who complained?
- What was the outcome? Based on what facts?
- What are the implications of this case in terms of special education and school nursing practice?

Court cases:

Irving Independent School District v. Tatro
http://www.wrightslaw.com/law/caselaw/ussupct.tatro.htm

Cedar Rapids v. Garret F.
http://www.wrightslaw.com/law/caselaw/ussupct.garret.htm

Sacramento City Unified School District v. Rachel H.
http://www.kidstogether.org/right-ed_files/rachel.htm

Grading

Evaluation of successful completion of the course shall consider: a) clinical performance and b) quality of the related clinical assignments. The related clinical assignments are evaluated by the clinical faculty. The precepted clinical experience in the schools and community agencies is evaluated by the student and the preceptor.
**Grading Criteria**

NURS 293D is a Credit/No Credit course. My Sac State and student transcripts will show CR or NC rather than a letter grade.

**Access Grades**

Grades will be posted on SacCT. Students can access these via the MyGrades tool in their SacCT course.

**Course Policies**

1. Students are to meet all course objectives and course requirements in order to receive credit for NURS 293D
2. Students must complete all of the required clinical hours and all the required assignments to review credit for this course
3. Students will collaborate with their preceptor to identify acceptable clinical days and hours
4. Attendance for each weekend’s clinical conference is required. You must notify faculty prior to missing class

**Procedure for Making Up Missed Clinical Conference**

1. Inform your clinical faculty of your need to be gone and specify dates and times of your absence.
2. Read assigned texts/papers for the clinical conference missed. Make notes as to your perceptions and impressions.
3. Arrange for audio taping of the missed clinical conference.
   a. Locate a classmate to audiotape in your absence.
   b. Provide your colleague with recorder, blank tapes, electrical cords, and batteries as needed.
   c. Listen to the tapes and note your perceptions, impressions, and questions.
4. Write a response paper for the missed clinical conference.
   a. Incorporate impressions/perceptions/critique of the readings, the discussion and your application to practice.
   b. There is no specific length to the response paper. However, the paper should be of sufficient length to address 4a above.
   c. Submit the response paper(s), to your clinical faculty member by the second weekend following the missed time, or if you miss Weekend Four by the following Friday.
Termination of Clinical Experience

The agency has the right to terminate a student’s experience in their agency for any practice or behavior that they deem unacceptable. The clinical faculty has the right to terminate a student’s clinical experience for any practice or behavior that is deemed unacceptable. This may include (a) unsafe or unprofessional behavior with clients and/or community members, (b) unprofessional, rude, or disrespectful behavior to any agency staff member or instructional faculty, or (c) any absences without notification of the clinical instructor and agency before the clinical hours start.

In addition, a student may be dismissed from clinical at anytime if it is determined by the instructor and/or clinical preceptor that the student’s clinical performance is not meeting basic school nursing competencies and may pose significant disruption to the agency and/or potential harm to clients.

University Policies

Academic Honesty

Students are expected to be familiar with the University's Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umanual/index.htm).

You should include information about the policy relevant to your course; for example, define what plagiarism is based on the University Policy Manual and the consequences for engaging in this particular behavior. For plagiarism specifically, you may want to include a link to the Library’s Plagiarism Website (http://library.csus.edu/content2.asp?pageID=353).

Reasonable Accommodation Policy

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

University Resources

A number of campus resources and online resources are available to you and can be helpful for completing this course successfully.
Sac State Library

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

Student Computing Labs

Students can use any of the IRT managed student computer labs on campus. Visit the University Labs website (http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

SacCT

SacCT is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on SacCT, you must login from the WebCT Login Page (https://online.csus.edu).

To learn more about SacCT visit the Student Resources webpage (http://www.csus.edu/webct/student/) where you can view online Tutorials, FAQ’s and other help resources.

The descriptions and due dates are subject to change at the discretion of the Instructor.