

School Nurse & Special Teaching Authorization in Health Program Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate **introduces (I)**, **practices (P)**, and **assesses (A)** the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Link to [Commission Approved School Nurse Standards](#)

California State University Fullerton

Rachel McClanahan

rmclanahan@fullerton.edu

Standard	School Nursing Candidate Competencies	NURS 507	NURS 508	NURS 524	NURS 530	NURS 532	NURS 533L	NURS 552
4	Candidates demonstrate the ability to integrate health and wellness concepts in the educational setting to allow students to be in school, healthy, and ready to learn.			PA		IPA IP IPA IPA	PA	
4								
4	primary (disease prevention and health promotion)			IP	IP IPA I	PA	A PA	
4	secondary (health screening, emergency, and acute care)			IP IP IPA IP	I IP		PA PA PA	
4	tertiary (rehabilitative or palliative care)			IP IPA	I	IP	PA PA	

4								
4	promoting school safety, including disaster preparedness			<u>IP</u>		<u>IPA</u> <u>IPA</u>	<u>PA</u>	
4	delivering first aid and emergency care				<u>IPA</u> <u>IP</u>		<u>PA</u> <u>PA</u>	
4	identifying and accessing local community and public health resources		<u>IPA</u>			<u>PA</u>	<u>PA</u> <u>PA</u>	
4	addressing public health issues in the community that may affect schools		<u>IPA</u> <u>IPA</u>		<u>IPA</u>		<u>PA</u> <u>PA</u>	
4	addressing student, family and community mental health and wellness		<u>IPA</u>	<u>I</u> <u>IPA</u>	<u>IPA</u>	<u>IP</u>	<u>PA</u> <u>PA</u>	
4	promoting nutrition and fitness			<u>IP</u>		<u>IPA</u> <u>IPA</u>	<u>PA</u>	
4	addressing specialized healthcare needs of students, including special education students			<u>I</u> <u>IP</u>	<u>I</u> <u>IP</u> <u>IPA</u>		<u>PA</u>	
4	understanding child and adolescent growth and development			<u>I</u> <u>IP</u> <u>IPA</u>			<u>PA</u>	
4	promoting staff wellness					<u>IPA</u>	<u>PA</u>	
4	addressing issues of community and family violence and substance abuse		<u>PA</u>		<u>IPA</u>	<u>IP</u>	<u>PA</u> <u>PA</u>	
4	addressing acute and chronic diseases or conditions within the student population			<u>IP</u>	<u>IIP</u>	<u>IP</u>	<u>PA</u>	<u>PA</u>
6	Candidates have an understanding of the local, state and federal laws and regulations applicable to the practice of school nursing.	<u>IPA</u>				<u>IPA</u> <u>I</u> <u>IPA</u> <u>I</u> <u>IPA</u> <u>IPA</u> <u>IPA</u> <u>IP</u> <u>IP</u> <u>IPA</u>	<u>PA</u> <u>PA</u>	<u>IP</u>

6	Candidates 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.				<u>IP</u> <u>A</u> <u>IP</u> <u>A</u> <u>IP</u> <u>A</u> <u>IP</u> <u>A</u> <u>IP</u> <u>A</u> <u>IP</u> <u>A</u>	<u>IP</u> <u>A</u>	<u>PA</u> <u>PA</u> <u>PA</u> <u>PA</u>	
6	Candidates understand how to apply decision making skills in an ethical manner within situations unique to the school setting.	<u>IP</u> <u>A</u>			<u>IP</u> <u>A</u>		<u>PA</u>	
7	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.			<u>IP</u> <u>A</u>	<u>IP</u> <u>A</u>	<u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u>	<u>PA</u> <u>PA</u> <u>PA</u>	
7	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.	<u>IP</u> <u>A</u>				<u>IP</u>	<u>PA</u>	
7	Candidates demonstrate effective communication, using a variety of supporting technology, with a wide range of audiences including students, staff, parents and community.	<u>IP</u> <u>A</u>		<u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u>		<u>PA</u> <u>IP</u>	<u>PA</u>	
7	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.			<u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u>	<u>IP</u> <u>IP</u> <u>IP</u>	<u>IP</u> <u>IP</u>	<u>PA</u>	
9								
9	State-mandated screenings			<u>IP</u> <u>IP</u> <u>IP</u> <u>IP</u>			<u>PA</u> <u>PA</u> <u>PA</u>	
9	required immunizations and health education				<u>IP</u> <u>A</u>	<u>PA</u>	<u>PA</u>	

9	facilitating access to health care beyond the school setting			IPA		IPA	PA PA	
9	identifying available community health resources			IPA		PA	PA	
9	promoting environmental health and safety			IP		I	PA	
9	exercising leadership when necessary with appropriate other agencies within the community			IPA		PA IP	PA PA	
9	promoting healthy nutrition of students and staff			IP		IPA	PA	
9	providing coordinated health services to better manage limited resources					IPA IPA IPA	PA PA	
9	organizing and implementing the overall school health program					IPA IPA IPA	PA PA	
9	promoting the oral health of students			IPA			PA	
9	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.			PA		IP	PA PA PA PA	
9	Candidates are alert to issues of student attendance and intervene appropriately to promote student attendance.					IPA	IP	PA
9	Candidates demonstrate the ability to provide healthcare services to students and emergency and/or first aid assistance to others in the school setting.					IPA IP	PA	
9	Candidates 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.			IP IPA		IPA IP IPA IPA IP I	PA PA	PA
9	Candidates understand the case management process, and can appropriately apply that process to the school setting.			IPA		I I IPA	PA PA	IPA
9	Candidates understand the process of identifying and responding to the potential spread of communicable disease, and also apply appropriate preventive measures.					IPA IPA	PA	
9	Candidates can effectively manage and implement health screening programs and procedures.			IP IP IPA IPA		IPA IPA IPA	PA PA PA	

9	Candidates assess and appropriately manage acute injuries that occur in the school setting.			<u>IP</u> <u>IPA</u> <u>IPA</u>	<u>IP</u>		<u>PA</u>	
9	Candidates appropriately store, manage, and dispense medications to students, and appropriately document medication administration within the school setting.					<u>IPA</u> <u>IPA</u> <u>IPA</u>	<u>PA</u>	
9	Candidates appropriately identify crisis situations, and provide intervention services.					<u>IPA</u>	<u>PA</u>	
9	Candidates identify and address health-related barriers to learning (e.g., food allergies, asthma, diabetes, seizures, headaches, ADHD).			<u>IP</u>	<u>IP</u> <u>IPA</u>		<u>PA</u> <u>PA</u>	<u>PA</u>
9	Demonstrate the ability to use their professional knowledge and skills to promote the overall health of the school community.	<u>IP</u> <u>IPA</u>				<u>PA</u> <u>PA</u>	<u>PA</u> <u>PA</u> <u>PA</u> <u>PA</u> <u>PA</u>	
9	Candidates advocate appropriately with students, family, community, and others to promote healthy behaviors and lifestyles.	<u>IPA</u>				<u>PA</u> <u>PA</u>	<u>PA</u> <u>PA</u>	
9	Candidates use and model evidence-based health care practices in the delivery of school nursing services.		<u>IPA</u>	<u>I</u> <u>I</u>	<u>I</u> <u>IPA</u>		<u>PA</u>	
9	Candidates can communicate effectively in writing and can make clear oral presentations to a wide variety of audiences. Candidates organize and maintain accurate and complete health records.			<u>I</u> <u>IPA</u>	<u>IPA</u>		<u>PA</u>	
9	Candidates use their time effectively, and manage fiscal and personnel resources prudently.	<u>IPA</u>				<u>IPA</u> <u>IPA</u> <u>IPA</u>	<u>PA</u> <u>PA</u>	
9	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.				<u>I</u>	<u>IPA</u> <u>IPA</u> <u>IPA</u>	<u>PA</u>	
9	Candidates demonstrate the ability to work in a collaborative and collegial manner with others.	<u>IPA</u> <u>PA</u>		<u>IPA</u>	<u>IPA</u>	<u>PA</u>	<u>PA</u>	
The Competencies below are for the Special Teaching Authorization in Health, not offered at CSU Fullerton		N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	Candidates demonstrate how to assess students' academic skills.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	Candidates demonstrate how to develop, implement, reflect on, and evaluate a variety of pedagogical approaches to teaching health, including developing and teaching unit and individual lesson plans and learning objectives that provide equitable access for all students to the health curriculum.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

12	Candidates demonstrate competency in planning, implementing, and evaluating a health education curriculum within the context of a comprehensive school health model.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	Candidates demonstrate competency in facilitating positive health decision-making and health-related positive behaviors among K-12 students.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	personal health	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	basic principles of human nutrition and dietary practices for health and well-being	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	basic principles of growth and development, family life, and human sexuality	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	basic principles of injury and violence prevention as well as safety promotion	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	the mental, physical, and social effects of alcohol, drugs, and tobacco	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	the basic elements of access to appropriate intervention and resources to respond to a health crisis	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	basic principles of environmental health, disease prevention, and risk reduction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	basic principles of consumer health	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Nursing 507 – Advanced Decision-Making: Nursing Issues

Units: 3 Units

Prerequisite/Co-requisites: Admission to School Nursing Credential or Graduate Program

Faculty

Name: Rachel McClanahan
Office:
Phone:
E-mail: rmccланahan@fullerton.edu
Office hours:

Course Description

An advanced analysis of selected professional nursing and healthcare issues. The foundations of critical thinking and decision-making theory will be developed in the context of ethical, legal and public policy considerations. Use of decision making in multidisciplinary health care teams will be applied. Emphasis will be placed on the decision-making process in public policy including analysis of issues affecting the role of nursing within changing healthcare delivery systems. Students will apply content from the course in Discussion Forums and during a presentation to their local representative.

Course Purpose

The purpose of this course is to provide a foundation for leadership in endeavors to address health policy. This introductory course prepares learners to analyze and influence health policy and explores the role of nurses in the creation and modification of health policy.

Course Objectives

Upon completion of the course, the student will be able to:

1. Critically analyze the forces that shape current issues in professional nursing.
2. Utilize decision-making strategies to analyze issues in professional nursing and the changing health care delivery system.
3. Analyze the relationship between theoretical structures of decision-making and empirical data as a basis for professional nursing practice.
4. Evaluate organizational, group and individual decision-making processes/models and apply to strategies for the improvement of clinical practice and patient outcomes.
5. Identify legal and ethical parameters of providing professional nursing care within a variety of health care delivery systems and compare liability decisions from professional, administrative and accreditation perspectives.
6. Describe the economic and social forces affecting health care delivery systems.
7. Discuss reimbursement and payment methods for healthcare financing and describe the impact on care delivery.
8. Analyze the roles of legislators, regulators, executive branch departments, insurance industry and professional/trade organizations in shaping health care and influencing health promotion and disease prevention policies.
9. Delineate strategies to actively influence health promotion initiatives and health care policy.
10. Apply the theory of multidisciplinary teams to health care decision making.
11. Demonstrate collaborative skills in working with a multi-disciplinary health team.

Required Textbooks

Lewenson, S. B. & Truglio-Londrigan, M. (2015). Decision-making in nursing: Thoughtful approaches for leadership (2nd ed.). Jones & Bartlett. ISBN:978-1-284-02617-7

Mason, D. J., Leavitt, J.K. & Chaffee, M. W. (2020). Policy & politics in nursing and healthcare (8th ed.). Saunders. ISBN-13:978-0323554985

Recommended Textbooks and Online Resources

Milstead, J., & Short, N. (2019). Health politics, policy, and law: A nurse's guide (6th ed.). Jones and Bartlett. ISBN-13: 978-1284126372

- Excellent issues of: Journal of Health Policy, Politics and Law. <https://read.dukeupress.edu/jh ppl> Access on this link or the CSUF Library (go to the CSUF Library site, under RESEARCH, select "Find Journals", then enter the journal name under "Title Search"). For Module 4.
- Board of Registered Nursing. (2021). Nursing Practice Act. Please view at <https://www.rn.ca.gov/practice/npa.shtml>
- A great source for articles on ethics and current issues: <https://www.nursingworld.org/ana/>
- Silence kills: The seven crucial conversations® for health care. Located on Canvas
- Frontline's "Sick around the world". <https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/>
- Unnatural causes website: <https://unnaturalcauses.org>
- Movie: "Sicko" by Michael Moore. <https://www.imdb.com/title/tt0386032/>

Library Resources

Here are links for the library, including the APA 7 guide - you may need to log in to the library.

- <https://libraryguides.fullerton.edu/nursing>
- <https://fullerton-libwizard-com.lib-proxy.fullerton.edu/f/CINAHL>
- <https://fullerton.libwizard.com/f/APA7>
- <http://www.library.fullerton.edu/about/guidelines/online-instruction-guidelines.php>

Resources for APA Seventh Edition

- Penn State has an APA quiz that can be used for learning.
- <https://guides.libraries.psu.edu/apaquickguide/quiz>
- Student APA resources: <http://www.apa.org/about/students.aspx>
- Finally, there is also a great FREE tutorial for students who have no previous knowledge of APA style See <https://apastyle.apa.org/instructional-aids>
- Quick online resource: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html
- If you use APA formatting software such as <http://perlla.com>, be aware that it is for formatting references only. Using it does not guarantee you have correctly applied all necessary formatting guidelines in APA. If you use PERRLA, insert your citations first, then write your paper. There are formatting rules about how a reference is cited the second time it is used in a paragraph. This rule is often applied incorrectly by PERRLA users (among others) A handy tutorial for APA can be found at <http://drgwen.com>

Office Hours/Contact

Email is a quick way to contact your on-line instructor. Your instructor may accept text messages, please check with your faculty before you text or use their cell phone number. You can expect a response to emails within 48 hours or less. Assignments are graded and returned within a two-week turn-around time, usually quicker. As assignments are graded, they will be returned to the student through the Canvas Grade Center. Students are advised to check their grades periodically in the Grade Center to track their progress.

Course Format and Outline

This course is divided into modules to be completed over a period of 16 weeks. A module is a unit of course content grouped together. The modules are presented sequentially and should be completed in that order. This course is conducted online and "runs" Monday at 12:00 AM through Sunday at 11:59 PM.

1. Interprofessional Communication & Collaboration
2. Public Policy: Legal Aspects, Regulation, & Professional Standards
3. Economics and Decision-Making in Healthcare
4. Ethical Dilemmas & Ethical Decision-Making
5. Public Policy and the Voice of Nursing
6. Current Issues, Nursing Voice

Methodology

This course uses the Canvas online learning platform. All content will appear as weekly content under a general module theme. A variety of learning activities and assessments will assist the student in meeting the course objectives. They may include audio-visual materials, case studies, reflective writing, discussion, computer-assisted instruction, problem-solving activities, and presentations.

Evaluation

Learning Activities	Module/ Week	Percent of Grade	Maximum Points Possible
Discussion Forum #1 - Interprofessional communication and working with groups.	Module 1	10%	10
Discussion Forum #2 - Ethical dilemmas & decision-making. Case Analysis.	Module 2	15%	15
Discussion Forum #3 - Public policy & influencing policy, Draft legislative brief for visit.	Module 3	10%	10
Discussion Forum #4 - Economics and decision making in healthcare. Group discussion from an economic perspective on the ACA.	Module 4	15%	15
Final Draft Legislative Brief	Module 4	15%	15
Analysis of the legislative visit	Module 5	15%	15
Advocacy Assignment - Analysis of a conference or professional organization.	Module 6	15%	15
Evaluation of yourself and your group members, submitted by each individual student.	Module 6	5%	5
Totals		100%	100

Table 1 Evaluation Table for N507

Grading Policies

School of Nursing Policy for the Graduate Program states that + - designations are assigned for Final Course Grades (with the exception of A+). There are no extra credit options. Grades will not be rounded up (an 89.9999 is still a B+!). A grade of "C" (75) or better is required to pass this course.

Grade	Numerical value
A	93-100
A-	90-92.9
B +	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	75-76.9 (1)
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

Table 2 Grading Scale for N507

Late Assignment/Make-up Policy

Discussion Forums: Discussion forums must be completed on time to receive credit, there are no late discussion forums allowed in this course. No exceptions.

Assignments: Students are expected to submit assignments and discussion forum posts by the time they are due. Non-Discussion assignments submitted after the due date and time (even if it is 12:01am) will receive a deduction of 10% of the total points possible for that assignment for each day the assignment is late (-10% on day 1 late, -20% on day 2 late, -30% on day 3 late). Assignments may be accepted, with penalty as described, up to a maximum of three days late, after which point a zero will be recorded for the assignment.

In the event of an emergency that prevents timely submission of an assignment, students may email the instructor for a waiver of the late submission grade reduction. Requests must be brought to the attention of the professor prior to the due date

The instructor will review the student's rationale for the request and decide based on the merits of the student's appeal. Consideration of the student's total course performance to date will be a contributing factor in the determination. Students should continue to attend class, actively participate, and complete assignments while the response to the request is pending.

Students who are experiencing difficulty in completing coursework should meet with the instructor prior to the due date of an assignment to discuss possible alternatives, options, or solutions.

Malfunctioning computers or printers or lack of internet connection will NOT be accepted as valid reasons for late submissions.

Assignments sent by email will only be accepted under CSUF very special circumstances and only if CSUF announces that there is a problem accessing online classes then email submissions will be accepted. This would be an exceptionally rare occurrence.

Online Course Requirements

Student requirements related to the online format are as follows:

- Access class announcements (all current updates), course syllabus, course documents and discussion forums through Canvas
- Students should check into the course and their University email daily or at a minimum 3 – 5 times per week. All University communications occur via University email. Outside email will not be used and if students do not check University email important messages will be missed that could impact success in this class.
- Use CSUF/Canvas email. Always sign your email and refer to N507 in each email. Respond to faculty e-mail messages to you (e.g., asking clarifying questions, confirmation of assignments due if not noted in Canvas, etc.) within 48 hours.
- Students can expect a reply to emails from the instructor within 24 – 48 hours.
- Participate in all assigned individual, group and class discussion forums: an essential part of your learning and your grade in an online course.
- Be online a minimum of least three times per week. Canvas Engagement provides course statistics, a feature that allows faculty to automatically track the day/time/duration each user logs on and off.
- Inform faculty of any questions or concerns regarding the course's content or their progress in the course.

Participation and Attendance

CSUF School of Nursing recognizes that regular class attendance is essential to student success. Accordingly, all students should be aware of the following:

- Each student is responsible for his or her own attendance and is responsible for communication about that attendance with the instructor.
- Students are responsible for attending and participating in all dimensions of each of their courses.
- It is the responsibility of the student to understand the attendance policy and procedures for each course.
- Students must substantively participate in and contribute to the online classroom. Substantive participation is defined as actively participating in discussion boards, participating in synchronous activities as scheduled and completing all assignments and learning activities, graded and non-graded. Substantive discussion board

participation should include informed responses to other student posts, not merely responses such as, "I agree," or "this is a good idea."

- This is a 3-unit, graduate-level online course. Students are expected to put in sufficient study time to meet the course objectives. Some weeks will require more time than other weeks and so hours spent per week is more of an average rather than a hard and fast rule.
- Students are expected to spend approximately 8 ½ - 10 hours per week, for a sixteen-week course, interacting with course learning resource materials and activities, as well as with the course instructor and/or with other students.
- A student is responsible for any work missed because of absences of any kind. An 'authorized' absence is defined as a serious personal illness; a family emergency (such as serious illness or death involving a member of the immediate family); jury or military duty; and representing the University in athletic, academic, professional, or leadership development pursuits. Authorized absences must be officially documented. The following are examples of non-authorized absences: vacations, leisure pursuits, and personal business.
- Students have the responsibility to check their extracurricular, personal, and work schedules before or upon enrolling in or seeing the syllabus and course schedule. Any foreseeable problems should be discussed with the course instructor before enrolling and no later than the end of the first week of class.

Incomplete Grades

The grade of "I" (incomplete) will only be provided for students who have unforeseen circumstances that prohibit the satisfactory completion of all required work and is requested by the student in advance of the University grading period. University guidelines can be found at: [Grading and Academic Standards](#).

Deadline for Course Withdrawal

The final deadline to withdraw from classes without a grade of 'W' is X/X/XX. The final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons is X/X/XX. If you are considering withdrawing from the course, please discuss this with your faculty advisor and/or course instructor.

Emergency Preparedness

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. In the event of an emergency, please adhere to the guidelines from the [CSUF Emergency Preparedness website](#)

Students with Disabilities

The University requires students with disabilities to register within the first week of classes with the [Office of Disability Support Services \(DSS\)](#), located in GH-101 (Gordon Hall) and at (657) 278 –3112 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions as expressed in the American Nurses Association Code of Ethics for Nurses at all times.

Academic Honesty and Integrity

Academic dishonesty will not be tolerated. The University Catalog provides a detailed description of Academic Dishonesty under 'University Regulations.' The following is a short summary.

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, whether it is intentional or not.

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Link to [CSUF Titan Integrity: Guide to Understanding and Avoiding Academic Dishonesty](#)

Link to [Academic Integrity: A Guide for Graduate Students](#)

Confidentiality

All applicable laws, including FERPA, and University policies concerning privacy and confidentiality are followed. University employees, including Student Employees, will almost inevitably come across or have access to confidential information. It is imperative that this information remains confidential. Cal State Fullerton is in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law that protects the privacy of all student education records.

Standards for Written Work

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, whether it is intentional or not.

Differences between direct and indirect quotes:

Direct quotes: include the exact wording from the source

Indirect quotes: summarize or paraphrase the content from the source.

Punctuation requirements: all word for word quotations must be placed in quotation marks.

Exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g. Washington D.C. is the capital of the U.S.) do not need citation, even if they had to be looked up. Always cite using APA format (7th ed.) for all written work.

Procedures for Resolving Issues

The procedures for resolving issues having to do with student conduct or challenging grades can be found at this link [Procedures for Resolving Issues](#)

Value of Team Building Work

Membership and participation in groups is not only inevitable, it is essential. Human beings have always been people who come together in groups to live, work, and govern. The ability to work effectively with others in groups is highly

valued by the faculty, and it is one of the key characteristics sought after by employers! The profession of nursing and our public value group work and emphasize the importance of nurses collaborating with other health professionals to meet healthcare needs.

The California State University Fullerton Graduate Program Outcomes emphasize the importance of transdisciplinary communication and collaboration and expect students to be competent in leading and working collaboratively in groups.

Policy on Civility

As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars. To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect and care.

[CSUF policy on civility](#). Everyone is treated with respect.

Social Media Network Guidelines and Policy

Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others. Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.

Appropriate Online Behavior

For more information, see the "[Netiquette guidelines](#)"

Online etiquette, often referred to as "netiquette," is essential for life lived in the Internet. As a society, it is oftentimes too easy to use keystrokes as missile attacks against others, and it's oftentimes too easy to mistake someone's keystrokes as personal attacks. Because of those two elements, we will follow these guidelines:

We Honor Our Differences

- Behind every keystroke is a living breathing soul. They have people who count on them, love them, and trust them. They may have a life story different from ours, but it is our duty to the integrity of the classroom environment to keep our classmates safe. Safe from harassment, safe from bullying, safe.
- When differences arise, use the tools we are learning in this course to ask for clarification. Differences can be anything from personal beliefs to questions about truth of assertions.
- When differences do arise, take the time to understand the other point of view. In the process, you may change your viewpoint, or may strengthen your own argument. Either way, the only way to achieve this wisdom and knowledge is to put forth the effort to listen and understand your classmates.
- Find your voice. Speak with clarity and kindness. Always seek the truth. Question everything. Never make enemies, instead, build allies. If you would not say it to their face, do not type it.
- Your voice is not without a name. A server records your every keystroke. Participate with integrity.
- Even if it is housed on a server, this is a college classroom. Please respect the educational setting just as you would a traditional classroom.

We Honor the Craft of Communication (Online Communication in all forms)

- In this class, we are learning how to communicate. We will practice that skill in every dimension during our time together.
- TYPING IN ALL CAPS IS LIKE TO SHOUTING. Do not shout, please.
- Do write a concise subject line for responses within discussion forums. This helps to focus the discussion and allows students to find and follow specific threads (topics) of conversations.

- Do read classmates posts before you comment. Read the whole thread of the discussion before posting your own comments. Add value to the discussion by sharing applicable examples and personal experiences.
- Do review the grading rubric if the discussion forum is part of your overall grade.
- Do not give out personal information or passwords.
- Do not plagiarize. Give credit where credit is due.
- Do avoid offensive comments. Anything obscene, libelous or racist is inappropriate and will be removed by the instructor.
- Speaking fluent sarcasm is a gift many have; however, as of yet, there is no sarcasm font. Be cautious when using humor and sarcasm in an online environment. Insulting your audience will dilute your effectiveness as a communicator.
- When possible, check previous postings for content redundancy.
- Edit and review your online writing before submitting it.
 - LOL, OMG, SMH are perfectly fine when texting; however, this is a college classroom. Write as a college-level student. The same thing with emojis. Use your words.
 - Do be careful about forwarding someone else's email message. That person might not have intended for you to forward it.
 - Don't expect an immediate response from your instructor or another student. The post or message might be sent right away, but the other person might not necessarily read it right away.
 - Do include a subject line that clearly states what your question(s) or request is about (the subject 'question' or 'clarification' are a bit vague).
 - Do ensure your message is brief and succinct. State your request or question within the first sentence or two. You will be more likely to receive a timely response with your message is clear and brief.
 - Know when to use email versus a discussion board. Things to keep in mind:
 - Personal matters = email (i.e., asking instructor a personal question, telling a personal story, etc.)
 - Class matters = discussion boards (i.e., if will benefit at least three other people in the class – i.e. a question about the content or clarification of an assignment)

Technology Requirements and Information

This course will be conducted fully online and will be run on the Canvas learning management system and web conferencing software. First and foremost, you will need to have regular access to a computer and a stable Internet connection, preferably high-speed DSL or Cable. A personal email account is provided by the University and MUST be used by the student. You MUST have an external microphone available for web conferencing sessions (many mobile phones come with an ear bud/mic, this works perfectly!).

In addition, your success in the course will require the following minimum technical/computer abilities:

- Understanding basic computer usage (accessing the internet, opening and switching between applications, etc.)
- Capacity to learn to effectively use new programs including web conferencing software (Adobe Connect/Zoom).
- Using email, sending attachments, retrieving attachments.
- Capacity to use a web browser (Firefox, Google Chrome, etc.), open web pages, search the internet, access email, and work with .pdf files
- Ability to use the word processing Microsoft Word to create, edit, save, retrieve documents, and use and understand the track changes function.
- All submissions must be in .doc or .docx format (submissions in .pdf format will not be accepted)
- Ability to use presentation software such as Microsoft PowerPoint, Slides, Prezi, or Keynote.
- Ability to use Google software such as Chrome and add-ons such as Nimbus, etc.
- If you do not own a computer or if your computer malfunctions during the semester, you will be expected to identify another computer to use. Computers are available at the Public Library.
- You must be comfortable using Canvas, including being able to post and comment on the discussion board, using the quiz/survey tools, accessing content, and submitting assignments.
- I suggest that you save all of your important documents in two places (e.g., on a laptop and on a desktop computer, in a cloud Dropbox/Gdrive, and/or on an external hard drive) to prevent loss.

- Exercise preventative technology use (by saving in multiple places and having a back up plan for technology failure). Technological failures are not accepted as an excuse for missing or late work.

Student Technology Services

The CSUF Student IT Help Desk provides technical support to students for campus related to Titan Online, Campus Portal, Canvas, Campus email, campus software, and wireless connection. Please find the most up-to-date technology information on the Division of Information Technology [Student Technology Services Website](#)

For technical issues please contact the CSUF Student IT Help Desk 657-278-8888 or email StudentITHelpdesk@fullerton.edu

Chat with Student IT:

1. Login to the CSUF Portal <http://my.fullerton.edu>
2. Click on Online IT Help
3. You will be prompted to login once more
4. Once logged initiate a chat by clicking on Live Chat

The School of Nursing Technology resources page provides information about School of Nursing specific technology. Information about obtaining support for externally provided resources, such as Java, Adobe, Silverlight, etc. as well as resources on how to use course technologies and an FAQ, can be found at this [School of Nursing Technology Resources](#) link.

School of Nursing Canvas assistance is available from the School of Nursing Course Manager by calling 657-278-5177 or sending an email to nursingcoursemanager@fullerton.edu

AACN Masters Essentials (old essentials)

The nine Essentials addressed in this document delineate the knowledge and skills that all nurses prepared in master's nursing programs acquire. These Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting.

- Essential I: Background for Practice from Sciences and Humanities
 - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- Essential II: Organizational and Systems Leadership
 - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.
- Essential III: Quality Improvement and Safety
 - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.
- Essential IV: Translating and Integrating Scholarship into Practice
 - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.
- Essential V: Informatics and Healthcare Technologies
 - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.
- Essential VI: Health Policy and Advocacy
 - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.
- Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
- Essential VIII: Clinical Prevention and Population Health for Improving Health
 - Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations
- Essential IX: Master’s-Level Nursing Practice
 - Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

Course Crosswalk

CALIFORNIA STATE UNIVERSITY STUDENT LEARNING OUTCOMES UPS 300.003

CSUF graduates will:

- I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.
- II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.
- III. Communicate clearly, effectively, and persuasively, both orally and in writing.
- IV. Work effectively as a team member or leader to achieve a broad variety of goals.
- V. Evaluate the significance of how differing perspectives and trends affect their communities.
- VI. Recognize their roles in an interdependent global community.

Course Schedule

Weeks begin on Monday and end on Sunday at 2359

Schedule is tentative and subject to modification. Students will be notified as early as possible of any changes.

Weeks	Content/Topic	Learning Activities See assignment instructions and due dates in the Canvas class
Week 1	Introductions Course Overview Begin to examine decision-making Know Yourself: Reflective Decision-Making Looking Back: History and Decision-Making	Review: Syllabus and Canvas course Read: Lewison & Truglio-Londrigan: Preface, Ch. 1 & 2. Read: Silence Kills, Seven Crucial Conversations and The Silent Treatment Look at: Reading and Writing resources (skimming, comprehension, writing) Activities/Assignments: Complete: ‘Kingdomality Personal Preference Profile’ assessment Post your Introduction to share your Kingdomality Personality Profile, and whether you agree with it/or not Groups: Assignment into groups for this course based on geography due to the legislative brief and visit. Group assignments will be posted in a course announcement Begin planning for the Advocacy assignment (written report DUE at the end of the semester in Module 6). This info is presented so you can PLAN AHEAD. The required Advocacy assignment for N507

		gives two options for identifying and discussing the advocacy roles of nurses. See Options 1 and 2 below. Option 1: Attend 1 day of a conference Option 2: Assignment criteria for written paper (no conference attendance)
MODULE 1: Inter-professional Communication and Collaboration Course Objectives 4, 10, 11		
Weeks 2 & 3	Focus of Module: Interprofessional Communication & Collaboration Module Objectives: Use Interprofessional collaboration and decision-making models to analyze group process and communication of a healthcare team or group. Identify one or more strategies for improving decision making, collaboration, or communication of the identified team or group. Demonstrate collaborative skills when working in discussion groups	Read: Lewenson & Truglio-Londrigan, Ch. 5, 8, & 9 Read: Tan et al. (2017) Nurse-Physician Communication Integrative Review, and Fleming, R., & Willgerodt, M. A. (2017). Interprofessional Collaborative Practice and School Nursing: A Model for Improved Health Outcomes. <i>Online Journal of Issues in Nursing</i> , 22(3) Review: Interprofessional Collaboration (IPC) Core Competencies (you will need this for Discussion Forum 1!). View: IPE Lab – IPE eLearning Resources: The Maria Garcia Series Modules 3 and 4 about Teams and Teamwork and Interprofessional Collaboration Review: Module 1 resources Activities/Assignments: Discussion Forum #1 - Analyze interprofessional decision making, collaboration, and communication in a healthcare setting. Post and respond to classmates by due dates
MODULE 2: Ethical Dilemmas and Ethical Decision-Making Course Objectives 2, 3, 4 & 5		
Weeks 4 & 5	Focus of Module: Public Policy: Legal Aspects, Regulation, & Professional Standards Module Objectives Critically analyze an assigned ethical issue Use an ethical decision-making model (DECIDE) to strategize possible solutions, evaluating the coherence of theory and evidence regarding the issue Describe relevant ethical parameters of professional nursing care for the issue, including nursing liability.	Read: Mason text: Ch. 15 & 23 Read: Lewenson/Londrigan: Ch. 3 and skim Ch. 4-7. Read: Two required articles (Decide on model & Ethical Frameworks). They will help you when considering your assigned scenario (Discussion Forum 2). There is a brief summary of key definitions related to ethics, and a link to the Nursing Code of Ethics. If you have not read this before, it is well worth your time. Review: Module 2 resources (Note the Savage article for school nurses) Activities/Assignments: Discussion Forum #2 - Analyze an ethical issue Post and respond to classmates by due dates Groups: Discuss a topic for your group legislative brief and begin to identify the appropriate elected official with whom you would like to meet. The visit must be completed by the due date. It may take several weeks to get an appointment, so don't wait until the last minute!
MODULE 3: Public policy and influencing policy Course Objectives 6, 7, 8, & 9		
Weeks 6, 7, & 8	Module Focus: Economics and Decision-Making in Healthcare Module Objectives:	Read: Mason text: Ch. 4, 7, 41 & 43 Read: The Role of Health Policy Briefs in Public Policy (link in course) Find your state legislator: Use this information in future modules (and may use it for Discussion Forum #3).

	<p>Analyze a health-related issue, including social influences and roles of key influencers (e.g., legislators, social and professional organizations). Utilize decision making, EBP, and/or political strategies to propose a solution to the issue. Use decision making and policy strategies to identify potential partners/coalitions, and how they would help achieve the goal. Demonstrate collaborative skills when working in discussion groups</p>	<p>Review: Module 3 resources (note the web resources that may be of help on Discussion Forum #3)</p> <p>Activities/Assignments: Discussion Forum #3: In the Group Discussion Forum, your group will reach consensus on a nursing or healthcare related issue. Research this issue to 'build a case' to support your group's view on support for the issue. Develop a title page, cover letter, and legislative brief to submit for approval. See course resources for sample legislative briefs. One member of each group will post the <i>draft</i> brief by due date to the Class Discussion Forum.</p> <p>As a reminder, the final legislative brief (including with title page, cover letter and the actual brief document is due by the due date (as part of Module 4). The legislative visit (face to face or virtual) must be completed by the due date.</p>
<p>MODULE 4: Economics and decision making in nursing Course Objectives 6, 7, 8, & 9</p>		
<p>Weeks 9, 10 & 11</p>	<p>Module Focus: Ethical Dilemmas & Ethical Decision-Making</p> <p>Module Objectives: Analyze a current issue that affects professional nurses or health care delivery system, including the economic and social impacts of the issue Discuss the role of a legislator in influencing healthcare policy. Discuss aspects of healthcare financing and impact on care delivery</p>	<p>Read: Mason text: Chs. 16-18 and skim Chs. 19-20. Read: Lewenson/Londrigan: Ch. 10 Read: Healthcare Transformation and the Changing Roles for Nurses View: Healthcare Spending links for the US, California, and Orange County and the Healthier Together Community Health Dashboards. The latter provides values and comparisons for over 300 health, social, and economic indicators. Review: Module 4 resources</p> <p>Activities/Assignments: Discussion Forum #4: Affordable Care Act, how changes have affected care delivery, nursing practice changes, and lobbying issues by due date Carry-over from Module 3: Legislative brief due by the due date</p>
<p>Module 5: Public policy and the voice of nursing Course Objectives 1, 2, & 9</p>		
<p>Weeks 12 & 13</p>	<p>Module Objectives: Analyze the legislative visit and what you learned about the legislative process Discuss the response to the action or solution proposed to the legislator in relation to the legislator's role</p>	<p>Read: Mason text et al: Chs. 44 & 72, and skim Chs. 42, 73 & 74 Read: Lewenson/Londrigan Ch 11 View: the Patton video Visit: the ANA Health Practice and Policy website, and explore at least one of the four levels (health system reform, agencies/regulations, care coordination, health information technology) Review: Module 5 resources</p> <p>Activities/Assignments: Complete Legislative visits by due date Complete the analysis of the Legislative visit (2-3 page paper)</p>
<p>Module 6: Current Issues Objectives 1, 2 & 9</p>		

Weeks 14 & 15	Module Objectives: Analyze the role of a professional organization in health policy/advocacy Discuss recent advocacy efforts of an organization and efficacy of the efforts Provide feedback to team members	Read: Mason et al: Chs. 48, 57 & 74; <i>skim</i> 58 & 59 Read: at least one of the Taking Action examples in Units 4 or 6 Review: Module 6 resources Activities/Assignments: Cast your vote for the most important health policy issues for 2023 Submit advocacy assignment paper (option 1 or 2) by due date Submit the Evaluation of Group Work by due date (be sure to include yourself in the evaluation!)
Week 16	There is no final exam in this class. Complete Course Evaluations Complete Instructor Evaluations	Complete course & instructor evaluations

Table 3: N507 Course Schedule

Appendices – Assignment Descriptions

Discussion Forums

There are four graded Discussion Forums in this class. The Discussion Forum topics, specific instructions, and grading rubrics are in each Discussion Forums.

Purpose

Discussion Forums facilitate communication, critical thinking and problem solving, exchange of ideas, and meaningful learning by offering opportunities to practice key skills and engage in critical thinking about course topics.

Instructions

Submit an initial post(s) responding to the prompt before and responses to peers, per the Discussion Forum instructions, by the due dates listed. Students will not be able to see others' postings until you have posted something of your own.

Some characteristics considered to be part of excellent discussion contributions are outlined below. These characteristics are considered when assessing the quality and level of student participation.

- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Discussion Forum #1: Interprofessional Communication and Collaboration

Worth 10 points

Purpose: The purpose of this Discussion Forum is to analyze interprofessional decision making, collaboration, and communication in a healthcare setting.

Instructions

Step 1: Identify an interprofessional group that you have observed or participated in during the past year in your healthcare setting or work setting. This could be a committee, unit, interprofessional rounds, community engagement/outreach, school board, or another group.

Step 2: In your initial posting, include the following information as well as adherence to the rubric. Cite sources as appropriate.

- Description of the interprofessional group, the setting, and group members.
- Using the Interprofessional Core Competencies (Lewinson, p. 142), what competencies did you see displayed? Give 1-2 examples of each competency (in text, not in rubric).
- Analyze group collaboration and communication (or lack of). Things to consider: Was there a leader or a facilitator? Did team/group members collaborate when discussing issues and making decisions? What communication patterns did you observe (e.g., one-way, two-way, many-way)? Was everyone "speaking the same language?" Were there cultural differences between individuals or professions?
- Based on your analysis, briefly describe 1-2 strategies you read about in this module and how it (they) would have improved the communication or collaboration of members or group.
- Describe any new insights you now have about the group you are discussing.
- Respond to peer posts

Grading Criteria	RATING		
	0	1	2
	either all elements are not present, or they are not fully described. Little or no understanding of group theory/literature is evident.	indicates all elements are present but may be described with less clarity or in less depth; literature/theory support may not be as strong	indicates all elements are present, and described with clarity, demonstrating an understanding of content and with literature support, and excellently written
1. Description of the group			
2. Discussion of phase of development			
3. Described roles of group members			
4. Summary			
5. Format – Word count +/- 250 words, APA, grammar, spelling. Response to classmate(s).			
Total			

Table 4: N507 Discussion Forum #1 Grading Rubric

Discussion Forum #2: Group Discussion – Ethics Case Analysis

Worth 15 points

Purpose: The purpose of this Discussion Forum is to collaborate with team members to analyze and address an ethical issue using advanced decision-making.

Instructions

Assigned groups will be given one grade for critical review and analysis of an ethical issue. Students should begin to review the case and conduct a literature search to examine and address the assigned ethical issue. Group members will address the case and identify important factors related to advanced decision making from an ethical perspective.

1. Discuss and analyze the case citing references, theory and concepts from the course materials.
2. Develop a well-written, concise, thorough post including the following content.
 1. Brief overview of the problem including why it is an ethical issue, relevant facts, who are the individuals involved.

2. What are the alternative actions available from different ethical approaches?
3. Decision making: What decision does your group advise? Why?
4. Conclusion and reflection on decision – how do you think it will turn out? What did your group learn from the process?
5. Choose one person from your group to post your Analysis to the class Discussion Forum #2 area for all students to review.

Grading Criteria	RATING			
	0 elements not present or not described. Lacks understanding of group theory/literature. No literature support	1 either all elements are not present, or they are not fully described. Little understanding of group theory/literature is evident	2 indicates all elements are present but may be described with less clarity or in less depth; literature/theory support may not be as strong	3 indicates all elements are present, and described with clarity, demonstrating an understanding of content and with literature support. Excellently written
1. Overview of the Problem thoroughly discussed including background of issues significant to the case				
2. Review of literature and references to course materials				
3. Incorporation of ethical issues including ethical theory (Utilitarianism, Deontology, other) and the ANA code of ethics.				
4. Discussion of relevant advanced decision-making areas relevant to ethics				
5. Reflection and conclusion				
Up to 3 points may be deducted for formatting, grammar, spelling, and responses to peers, etc.				
Total				

Table 5: N507 Discussion Forum #2 Grading Rubric

Discussion Forum #3: Group Discussion – Legislative Brief Draft Development

Worth 10 points

Purpose: The purpose of this Discussion Forum is to collaborate with team members to reach consensus on a nursing or healthcare related issue and develop a draft legislative brief document.

Students will develop a written Legislative Policy Brief utilizing a current issue or chosen state or federal bill. A policy brief is a short document providing findings and recommendations to an audience who may not be experts in an area of interest which serves to give policy advice. Nurse leaders can utilize a legislative/policy brief to explain a perceived problem to an administrator, constituents, and/or legislators. A policy brief provides a quick snapshot of the problem or the issue and a solution.

Instructions

In the Group Discussion Forum, your group will reach consensus on a nursing or healthcare related issue. Then, you will research this issue to ‘build a case’ to support your group’s view on support for the issue. As a group you will develop a

draft legislative brief with a title page (1 page), cover letter/executive summary (1 page), the brief with discussion of the issue (1-2 pages, no more than 2 pages), reference list (in APA format).

Understand your audience, describe the urgency of the issue, provide sufficient background on the issue, include statistics to support your argument, keep it focused on the main issue, avoid jargon.

Choose one person from your group to post your developed Brief to the class Discussion Forum #3 area for all students to review.

Each student will respond to at least one posts with suggestions for improvements or changes (please respond so that everyone’s brief receives some feedback). The instructor will provide private feedback for further development. Instructor feedback must be incorporated into the final document.

Grading Criteria	Possible points	Group earned
Cover letter Uses business format, clearly identifies the issue with a short summary Explain how the issue will be a benefit. Short paragraphs and/or short bullet list. condenses the essence of the brief down to a few sentences.	4	
Body of the Brief Document Problem is clearly stated, and relevance is described Analysis of the issue is presented Evaluation of decision alternatives, including opposing point of view, is presented A proposed resolution to the issue is suggested by the group. This will be in support of existing legislation or proposed new legislation A succinct concluding summary is provided to the brief	6	
Format and References Title page includes identified elected representative, identifies the students who prepared the document. Both cover letter and brief are professional in appearance, and without grammatical or spelling errors. Reference list is in correct APA format. Up to 3 points may be deducted for formatting		
TOTAL	10	

Table 6: N507 Discussion Forum #3 Grading Rubric

Discussion Forum #4: Economic perspective and Group reflection of ACA HC Model

Worth 15 points

Purpose: The purpose of this Discussion Forum is to collaborate with team members to reach consensus on a nursing or healthcare related issue and develop a draft legislative brief document.

Instructions

In assigned groups, respond to the following questions:

- How have changes in ACA reimbursement guidelines affected how care is delivered?
- Describe what your individual practice is like under the Affordable Care Act. What affect did the ACA have on the nursing profession compared to the past state?
- What are professional organizations and lobbyists identifying as key issues for the future under our new Administration?
- Choose one person from your group to post your Analysis to the class Discussion Forum #4 area for all students to review.

Grading Criteria	Points possible	Group earned
Provide a summary of responses with evidence (minimum of 3 citations) to support responses.	5	
Shares information from an economic perspective addressing ACA's impact on the issue in each question	5	
Reflect on their learning from this module's readings, resources, and experience with ACA. Identify any trends that emerged from the group process from newly acquired knowledge and skills RE: the legislative process and legislative advocacy for American healthcare.	5	
Up to 3 points may be deducted for formatting, grammar, spelling, and responses to peers, etc.		
Total	15	

Table 7: N507 Discussion Forum #4 Grading Rubric

Final Legislative Brief

Worth 15 points

Purpose: This activity provides an opportunity for students to engage in healthcare advocacy by analyzing a nursing issue and developing a focused legislative brief about the issue to inform an elected official. The student (in groups) will then visit (face to face or virtually, depending on the preference of the elected official) the elected official to discuss the issue and advocate for the identified solution. Often students wish to advocate at a higher level but lack the knowledge and skills to do so. This assignment provides the experience (and confidence) in one's ability to influence healthcare issues and policy (have a "voice").

Instructions: Use the feedback from your peers and faculty (from the discussion board) to write the final draft of your group's brief. One member of each group will submit the final legislative brief as a single document. The brief is composed of (this is the same as Discussion Forum #3):

- A cover letter (no more than one page) to the elected official, as an introduction of your group and the topic of the brief.
- The brief itself (1-2 pages, no more than 2 pages):
 - Clearly state the issue and why this issue is important and needs the elected official's attention. Include pertinent research to support your ideas as appropriate.
 - Present an analysis of both sides of the issue and why the legislator should support your view.
 - State how you would like an elected official to respond to the issue.
 - A succinct summary/conclusion.
- References (does not count toward the page count of the brief)

Your faculty will review the brief and either approve it or return it for additional revisions. Faculty MUST approve the legislative brief prior to visiting the legislator. Be sure to allow enough time for needed revisions when making legislative visit appointments.

Grading Criteria	Possible points	Group earned
Cover letter Uses business format, clearly identifies the issue with a short summary Explain how the issue will be a benefit. Short paragraphs and/or short bullet list. condenses the essence of the brief down to a few sentences.	4	
Body of the Brief Document Problem is clearly stated, and relevance is described Analysis of the issue is presented Evaluation of decision alternatives, including opposing point of view, is presented	6	

A proposed resolution to the issue is suggested by the group. This will be in support of existing legislation or proposed new legislation A succinct concluding summary is provided to the brief		
Incorporates Feedback Final draft clearly incorporates feedback provided by peers and instructor	2	
Format and References Title page includes identified elected representative, identifies the students who prepared the document. Both cover letter and brief are professional in appearance, and without grammatical or spelling errors. Reference list is in correct APA format.	3	
TOTAL	15	

Table 8: N507 Final Legislative Brief Grading Rubric

Analysis of Legislative Visit

Worth 15 points

Purpose: This activity provides an opportunity for students to reflect on their experience and learning gained from meeting with an elected official.

Instructions: In this 2 – 3 page paper, discuss the brief you presented to your elected official and your visit. This is an individual assignment.

Include in the paper:

- who you met with
- who attended and who spoke (summarize what each person said)
- what was the experience like?
- information about what action or solution your group proposed and how this was received by the legislator
- reflect on what you learned about the legislative process and advocacy

Grading Criteria	Points possible
Student provides a summary of their brief with supporting information to build the case	3
Student shares information about the visit and the experience, and how the brief was received	5
Student reflected on their own learning from the experience, including what they learned about the legislative process and legislative advocacy	5
Title page and reference list is in correct APA format	2
Total points possible	15

Table 9: N507 Analysis of Legislative Visit Grading Rubric

Advocacy Assignment

Worth 15 points

Purpose: This is an opportunity to look closely at how a professional nursing group or organization is involved in health policy and healthcare advocacy on a local, state, or national level. Professional nursing organizations are the voice of nurses. Individually and collectively, they identify key issues of practicing nurses and the clients they serve, and act to influence healthcare practices and policy. This assignment provides structure for students to explore and analyze advocacy efforts of a professional nursing organization. It may also provide a pathway for participation in the organization.

There are two options for completing this assignment: 1) attend an approved conference or 2) analyze a professional nursing organization. As the approved conferences are typically in the early part of the semester, students are encouraged to select one of the two options as soon as possible (and gain permission for conference attendance option as soon as possible).

Final paper should be no more than six pages.

Use items in lists below as section headers for the paper (section headers are required)

Option 1 Conference Attendance Instructions

During the conference you attended, you were to interview a member of the organization about the role of the organization in the profession, in healthcare, and in policy development. Read the examples of questions (below) and take notes as this interview is a part of the grading rubric.

On return, the assignment is to develop a paper (conference report) describing your experiences and learning (see complete assignment and grading criteria below). Consider preparing your paper as soon as possible after attending the conference...although not due until Module 6. Prepare your notes/paper while still fresh in your mind.

Report of Conference Attendance:

- Report of Conference Attendance: Provide proof of 1 day participation (you may attend as many days as you wish, only one day needs to be documented for this assignment). Discuss the different sessions and highlights of each attended, the people/speakers involved, and role of the organization in the profession and health care policy.
- Interview with a member: Sample questions include 1) how did the member come to join the organization, 2) their level of involvement, 3) time commitment, 4) what benefits do they perceive for themselves and to the profession? Include any other information that you found interesting or pertinent.
- Integration/Conclusions: Form some conclusions. What did you learn from this? Discuss your understanding of how the activity relates to course content, application of concepts/issues learned in the course. Include how learning from this experience can apply to your own future actions.

Grading Criteria	Points possible	Points earned
Content: Provides a clear and comprehensive report of experience, includes all sessions attended, names and titles of people met, discussion of the role of organization in the profession, health care and policy.	4	
Interview during conference attendance: Provides a thorough description of the interview/discussion with a member of the organization. Include information such as: how did the member come to join the organization, their level of involvement, time commitment, what benefits do they perceive to themselves and to the profession?	4	
Transfer of knowledge: Demonstrates understanding of how the activity relates to course content and makes application of concepts/issues learned in the course to learning from the ACNL (or other) organizational visit. Includes how learning from this experience can apply to future actions.	3	
Depth of discussion: Demonstrates, throughout paper, reflection, questioning, and elaboration. Provides adequate depth for instructor to understand student's experience. May draw own conclusions. Identifies areas of questions.	3	
Format and length: Correct grammar, spelling, word usage. Paper is well organized with activities completed and all elements of topic included. Long enough to cover topic, without being long winded or redundant. This paper should be in APA (including section headings). Does NOT have to include citations (but if you <u>do</u> cite something, you still must reference appropriately!)	1	

Total	15	
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Table 10: N507 Option #1 Advocacy Assignment Grading Rubric

Option 2 Professional Organization Exploration Instructions

You can find a list of nursing organizations at <https://nurse.org/orgs.shtml>

Identify (name and web site) and describe one professional nursing organization. Include the mission and goals of the organization

- identify at least two types of advocacy the organization performs,
- describe one recent (within the last 3 years) example of each type of advocacy and identify the focus, level (local, state, national), and activities used to advocate for the issue and
- identify the outcome of the advocacy for each example; and
- describe two ways in which you as a member can be involved in the organization's advocacy efforts identified, and what outcome it would help the organization achieve

Grading Criteria	Points possible	Student earned
Identifies the professional nursing organization and gives website	1	
Describes mission and goals of the organization	1	
Identifies and discuss two types of advocacy the organization performs	4	
Describes one recent (last three years) example of each type of advocacy (focus, level (local, state, national) activities	4	
Identifies the outcome of the advocacy for each example	3	
Describes two ways in which to be involved and potential benefits to organization	3	
Format and length: Correct grammar, spelling, word usage. Paper is well organized with activities completed and all elements of topic included. Long enough to cover topic, without being long winded or redundant. This paper should be in APA (including section headings). Does NOT have to include citations (but if you <u>do</u> cite something, you still must reference appropriately!)	1	
	15	

Table 11: N507 Option #2 Advocacy Assignment Grading Rubric

Evaluation of Group Work

Worth 5 points

Purpose: Provide feedback to group members regarding their communication and collaboration skills. A leadership core competency is the ability to give and receive constructive feedback to team members about their performance. This assignment demonstrates how well the student is able to meet the course objective of collaborating effectively.

Instructions: List your name and your group member's names on the form and assign a score to each group member based on your experiences in working with that person throughout the class. Add the points up for each group member, then divide by 5 to calculate the score

GRADING CRITERIA Rank each student in your group, including yourself, with their initials in the appropriate column	Always- without fail (4)	Usually (3)	Sometime s (2)	Rarely (1)	Never (0)
1. Participated in meetings/discussions of team.					

2. Contributions were substantial and meaningful					
3. Demonstrated respect for others and their views in the discussions and all team activities					
4. Honored group norms					
5. Was a reliable team member, completing fair amount of assignment.					
Your name: _____ Score _____ Student Name: _____ Score _____ Student Name: _____ Score _____ Student Name: _____ Score _____ Student Name: _____ Score _____ Student Name: _____ Score _____ Grading Score: 3.6-4.0 = 5%, 3.0-3.5 = 3%, < 3.0 = 0%					

Table 12: N507 Self and Group Evaluation

Nursing 508 – Advanced Nursing Practice: Vulnerable Populations

Units: 3 Units

Prerequisite/Co-requisites: NURS 502, NURS 505B, or Admission into School Nurse Credential Program

Faculty

Name: Rebecca Bodan, PhD, FNP

Office:

Phone:

Email: rbodan@fullerton.edu

Office hours:

Name: Rachel McClanahan, DNP, RN, NCSN, CNE

Office:

Phone:

Email: rmclanahan@fullerton.edu

Office hours:

Course Catalog Description

This course applies the epidemiological model to analyze the health risk factors that place populations at risk for health conditions and to plan nursing interventions to promote health and prevent disease.

Course Objectives

Upon completion of the course, the student will be able to:

1. Compare and contrast various theories defining population vulnerability.
2. Analyze health problems of vulnerable populations using the epidemiological model.
3. Apply the concept of risk to identify health risk factors of vulnerable populations, set priorities, and plan nursing strategies to modify risk factors.
4. Demonstrate cultural diversity competence in providing advanced nursing care to vulnerable populations.
5. Evaluate community resources available to meet the needs of vulnerable populations, identify gaps, and make recommendations to improve health care.
6. Utilize research findings and selected theories to promote the health of vulnerable populations.

Required Textbook

de Chesnay, M., & Anderson, B. (2020). *Caring for the Vulnerable* (5th ed.). Jones & Bartlett.

Methodology

This course uses the Canvas online learning platform. A variety of learning activities and assessments will assist the student in meeting the course objectives. They include but are not limited to directed readings, independent learning activities, internet-based activities, lectures/presentations, online discussions, written assignments, and real-time video conferences.

Evaluation

Learning Activities	Percent of Grade	Maximum Points Possible
Discussion Forums (2 @ 5 points/ea.)	10	10
Health Literacy Certificate	2.5	5
Trauma-Informed Care Training Course	2.5	5
Vulnerable Population Presentation	40	40
Presentation Participation Discussion/Forum (2 @ 2.5 points/ea.)	5	5

Assignment of Choice (Literature Circle or Advocacy Project)	25	25
Reflection Paper	15	15
Totals	100%	100

Table 1 Methods of Assessment for N508

Grading Policies

School of Nursing Policy for the Undergraduate Program states that there are no extra credit options. No grades are rounded up. A grade of “C” (73) or better is required to pass this course. Any grade that falls below a “C” will not be acceptable for credit, and the student will need to repeat the course. This may interrupt the progression of study toward graduation.

Grade	Numerical value
A	93-100
A-	90-92.9
B +	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	75-76.9
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

Table 2 Grading Scale for N508

Attendance

This course is conducted online, and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**. This is a 3-unit, graduate-level online course. You are expected to put in sufficient study time to meet the course objectives. Some weeks will require more time than other weeks, and so hours spent per week is more of an average rather than a hard and fast rule.

To be successful, based on this ‘Carnegie’ formula, students should expect to be online/working on or in class 6 to 9 hours per week.

The Carnegie formula assumes that for a ‘lecture’ class, one unit is considered one hour of ‘lecture’ class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in the classroom and should expect six hours of homework and study per week. The total semester hours are calculated by multiplying the weekly hours by 16. You should expect to spend 48 hours of lecture/in-class time and 96 hours of homework over the course of 16 weeks (for a total of 144 hours).

Make-up Policy

Discussion Forums: Discussion forums must be completed on time to receive credit, there are no late discussion forums allowed in this course. No exceptions.

Students are expected to submit assignments by the time they are due. Assignments submitted after the due date and time (even if it is one minute after the due date/time) will receive a deduction of 10% of the total points possible for that assignment for each day the assignment is late, up to three days, after which it will receive a zero (e.g., an assignment due on Sunday at midnight that is submitted on Monday will receive a 10% deduction of the total points possible, if submitted on Tuesday it will receive a deduction of 20% of the total points possible, if submitted on Wednesday it will receive a deduction of 30% of the total points possible, if submitted on Thursday or beyond, it will receive zero points.)

In the event of an emergency that prevents timely submission of an assignment, students should email the instructor for

an extension on the due date. Requests must be brought to the attention of the professor prior to the due date, but not within the hour that an assignment is due (e.g., if an assignment is due at midnight, students should request an extension prior to 11pm). Upon request for an extension, the instructor will review each student's rationale and decide based on the merits of the student's appeal. Consideration of the student's total course performance to date will be a contributing factor in the determination. Students should continue to attend class, actively participate, and complete assignments while the response to the request is pending.

Assignments sent by email will only be accepted under CSUF very special circumstances and only if CSUF announces that there is a problem accessing online classes then email submissions will be accepted. This would be an exceptionally rare occurrence.

Students who are experiencing difficulty in completing coursework should contact the instructor prior to the due date of an assignment to discuss possible alternatives, options, or solutions.

Malfunctioning computers or printers or lack of internet connection will NOT be accepted as valid reasons for late submissions.

Incomplete Grades

The grade of "I" (incomplete) will only be provided for students who have unforeseen circumstances that prohibit the satisfactory completion of all required work and is requested by the student in advance of the University grading period. University guidelines can be found at: [Grading and Academic Standards](#).

Deadline for Course Withdrawal

The final deadline to withdraw from classes without a grade of 'W' is 9/XX/XX. The final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons. If you are considering withdrawing from the course, please discuss this with your faculty advisor and/or course instructor.

Emergency Preparedness

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. In the event of an emergency, please adhere to the guidelines from the [CSUF Emergency Preparedness website](#)

Students with Disabilities

The University requires students with disabilities to register within the first week of classes with the [Office of Disability Support Services \(DSS\)](#), located in GH-101 (Gordon Hall) and at (657) 278-3112 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Academic Dishonesty

Academic dishonesty will not be tolerated. The University *Catalog* and the *Class Schedule* provide a detailed description of Academic Dishonesty under 'University Regulations.' The following is a short summary. Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than

those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited. This course uses the Turnitin website.

Full details of [CSUF policy on academic dishonesty](#)

Standards for Written Work

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, **whether it is intentional or not.**

Differences between direct and indirect quotes:

Direct quotes: include the exact wording from the source

Indirect quotes: summarize or paraphrase the content from the source.

Punctuation requirements: **all** word for word quotations **must** be placed in quotation marks.

Exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g., Washington D.C. is the capital of the U.S.) do not need citation, even if they had to be looked up. Always cite using APA format (7th ed.) for all written work.

Value of Team Building Work

Membership and participation in groups is not only inevitable, it is essential. Human beings have always been people who come together in groups to live, work, and govern. The ability to work effectively with others in groups is highly valued by the faculty, and it is one of the key characteristics sought after by employers! The profession of nursing and our public value group work and emphasize the importance of nurses collaborating with other health professionals to meet healthcare needs.

The California State University Fullerton MSN Program Outcomes emphasize the importance of transdisciplinary communication and collaboration and expect students to be competent in leading and working collaboratively in groups.

Policy on Civility

As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect and care.

Tape recorders, laptop computers, tablets are allowed at the discretion of the faculty. Cell phones must be turned off during the scheduled class, unless being used for a class activity. Texting is **not** permitted. All papers and course-related documents must be stored prior to testing.

[CSUF policy on civility](#). **Everyone is treated with respect.**

Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions as expressed in the American Nurses Association Code of Ethics for Nurses at all times.

Social Media Network Guidelines and Policy

Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others.

Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.

Appropriate Online Behavior

See [Netiquette guidelines](#)

Writing in ALL CAPS or large font is not acceptable

We Honor Our Differences

- Behind every keystroke is a living breathing soul. They have people who count on them, love them, and trust them. They may have a life story different from ours, but it is our duty to the integrity of the classroom environment to keep our classmates safe. Safe from harassment, safe from bullying, safe.
- When differences arise, use the tools we are learning in this course to ask for clarification. Differences can be anything from personal beliefs to questions about truth of assertions.
- When differences do arise, take the time to understand the other point of view. In the process, you may change your viewpoint, or may strengthen your own argument. Either way, the only way to achieve this wisdom and knowledge is to put forth the effort to listen and understand your classmates.
- Find your voice. Speak with clarity and kindness. Always seek the truth. Question everything. Never make enemies, instead, build allies. If you would not say it to their face, do not type it.
- Your voice is not without a name. A server records your every keystroke. Participate with integrity.
- Even if it is housed on a server, this is a college classroom. Please respect the educational setting just as you would a traditional classroom.

We Honor the Craft of Communication (Online Communication in all forms)

- In this class, we are learning how to communicate. We will practice that skill in every dimension during our time together.
- TYPING IN ALL CAPS IS LIKE TO SHOUTING. Do not shout, please.
- Do write a concise subject line for responses within discussion forums. This helps to focus the discussion and allows students to find and follow specific threads (topics) of conversations.
- Do read classmates posts before you comment. Read the whole thread of the discussion before posting your own comments. Add value to the discussion by sharing applicable examples and personal experiences.
- Do review the grading rubric if the discussion forum is part of your overall grade.
- Do not give out personal information or passwords.
- Do not plagiarize. Give credit where credit is due.
- Do avoid offensive comments. Anything obscene, libelous or racist is inappropriate and will be removed by the instructor.
- Speaking fluent sarcasm is a gift many have; however, as of yet, there is no sarcasm font. Be cautious when using humor and sarcasm in an online environment. Insulting your audience will dilute your effectiveness as a communicator.
- When possible, check previous postings for content redundancy.
- Edit and review your online writing before submitting it.
 - LOL, OMG, SMH are perfectly fine when texting; however, this is a college classroom. Write as a college-level student. The same thing with emojis. Use your words.
 - Do be careful about forwarding someone else's email message. That person might not have intended for you to forward it.

- Don't expect an immediate response from your instructor or another student. The post or message might be sent right away, but the other person might not necessarily read it right away.
- Do include a subject line that clearly states what your question(s) or request is about (the subject 'question' or 'clarification' are a bit vague).
- Do ensure your message is brief and succinct. State your request or question within the first sentence or two. You will be more likely to receive a timely response with your message is clear and brief.
- Know when to use email versus a discussion board. Things to keep in mind:
 - Personal matters = email (i.e., asking instructor a personal question, telling a personal story, etc.)
 - Class matters = discussion boards (i.e., if will benefit at least three other people in the class – i.e. a question about the content or clarification of an assignment)
- Writing in large font is not acceptable

Confidentiality

All applicable laws, including FERPA, and University policies concerning privacy and confidentiality are followed. University employees, including Student Employees, will almost inevitably come across or have access to confidential information. It is imperative that this information remains confidential. Cal State Fullerton follows the Family Education Rights and Privacy Act (FERPA) of 1974. FERPA is a federal law that protects the privacy of all student education records.

Procedures for Resolving Issues

The procedures for resolving issues having to do with student conduct or challenging grades can be found at this link [Procedures for Resolving Issues](#)

Technology Requirements & Information

Please find the most up-to-date technology information on the [CSUF Information Technology website](#)

- For technical issues please contact the, CSUF Student Help Desk 657-278-8888
- School of Nursing Canvas assistance is available from the Course Manager 657-278-5177
- In the event of Canvas technical issues, please send your assignment to your course faculty via email.

Please note: Students who do not use their university email account will miss important information.

This course will be conducted fully online and will be run on the Canvas learning management system and web conferencing software. First and foremost, you will need to have regular access to a computer and a stable Internet connection, preferably high-speed DSL or Cable. A personal email account is provided by the University and **MUST** be used by the student. You **MUST** have a video camera that will be used during synchronous zoom meetings.

In addition, your success in the course will require the following minimum technical/computer abilities:

- Understanding basic computer usage (accessing the internet, opening and switching between applications, etc.)
- Capacity to learn to effectively use new programs including web conferencing software (Zoom).
- Using email, sending attachments, retrieving attachments.
- Capacity to use a web browser (Firefox, Google Chrome, etc.), open web pages, search the internet, access email, and work with .pdf files.
- Use Firefox or Google Chrome, **DO NOT** use Safari
- Ability to use the word processing Microsoft Word to create, edit, save, retrieve documents, and use and understand the track changes function.
- All submissions **must** be in .doc or .docx Word format (submissions in .pdf or 'pages' format will not be accepted)
- Ability to use presentation software such as Microsoft PowerPoint or Google Slides.
- Ability to use Google software such as Docs, Sheets, Forms and add-ons such as Nimbus, Bitmoji, etc.
- If you do not own a computer or if your computer malfunctions during the semester, you will be expected to identify another computer to use.
- You must be comfortable using Canvas, including being able to post and comment on the discussion board, using the quiz/survey tools, accessing content, and submitting assignments.
- I suggest that you save all of your important documents in two places (e.g., on a laptop and on a desktop computer,

in a cloud Dropbox/Google Drive, and/or on an external hard drive) to prevent loss. You have FREE cloud storage via your student portal.

- Exercise preventative technology use (by saving in multiple places and having a backup plan for technology failure). Technological failures are not accepted as an excuse for missing or late work.

Office Hours/Contact

Email is a quick way to contact me. You can expect a response within 48 hours or less (with exception of weekend/holidays). Assignments are graded and returned within a two-week turn-around time (usually much quicker than that). As assignments are graded, they will be returned to the student through the Canvas Grade Center. Students are advised to check their grades periodically in the Grade Center to track their progress.

Course Schedule

Week	Topic	Readings, Website/Resources	Learning Activities
1	Orientation to course; defining vulnerable populations and health disparities	<ul style="list-style-type: none"> ○ deChesney & Anderson, Chapters 1-3 ○ 2021 National Academies Press: The Future of Nursing (2020-2030) Charting a Path to Achieve Health Equity ○ 2019 Income inequality and racial disparities in pregnancy-related mortality in the US ○ 2016 Pediatric Asthma Health Disparities- Race, Hardship, Housing, and Asthma in a National Survey ○ California Health Care Foundation on health equity. ○ UC Davis Center for reducing health disparities ○ CA Department of Public Health race and ethnicity data on COVID19 	<ul style="list-style-type: none"> ▪ Complete readings as assigned ▪ Listen to recorded lecture ▪ Participate in the VP Presentations topic Padlet ▪ Sign up for a presentation topic
2	Application of Vulnerable Population models; public policy and Vulnerable Populations; Epidemiological model; concept of risk;	<ul style="list-style-type: none"> ○ deChesney/Anderson, Ch 7 ○ Examine websites and articles related to models for improving community health: Mobilizing for Action through Planning and Partnerships (MAPP), Aday model, Model of Vulnerability, Public health nursing model, IOM Social Ecological Model, Epidemiological Model ○ Perspectives on Vulnerability using Emic and etic approaches 	<ul style="list-style-type: none"> ▪ Complete readings as assigned ▪ Listen to recorded lecture ▪ Watch the video: Unseen Enemies ▪ Participate in Discussion Forum #1: discuss and apply models and frameworks used for studying and understanding vulnerable populations ▪ Sign up for choice assignment (literature circle or advocacy project) ▪ Select book for literature circle if that is your choice
3	Health Literacy	<ul style="list-style-type: none"> ○ DeChesney/Anderson, Ch 4 & 5 	<ul style="list-style-type: none"> ▪ Complete readings as assigned ▪ Listen to recorded lecture ▪ Watch "Are you Confused About Health Information? You're Not Alone" Dr. Lisa Fitzpatrick TEDxMidAtlantic

			<ul style="list-style-type: none"> ▪ Watch three Health Literacy videos from University of North Carolina (UNC) ▪ Complete the free online health literacy course and submit certificate
4	Implicit Bias	<ul style="list-style-type: none"> ○ Select from and read articles on Implicit Bias 	<ul style="list-style-type: none"> ▪ Watch the UCLA series of Implicit Bias Videos ▪ Watch the Implicit Bias videos posted in the Canvas class ▪ Complete the Implicit Bias test ▪ Participate in the Voice Thread discussion forum on Implicit Bias ▪ Each group must schedule a time to meet with course faculty week 4 or 5 to discuss presentations
5	Poverty	<ul style="list-style-type: none"> ○ Explore and read the articles and resources in Canvas related to poverty and health 	<ul style="list-style-type: none"> ▪ Listen to recorded lecture ▪ Participate in Discussion Forum #2: discuss the impact poverty has on the overall health and health outcomes of the given population, use the literature to support observations, discuss how might these concerns be mitigated
6	Trauma Informed Care	<ul style="list-style-type: none"> ○ deChesnay & Anderson, Ch 22 ○ Explore and read/watch articles, videos, and resources in Canvas related to Trauma Informed Care 	<ul style="list-style-type: none"> ▪ Listen to recorded lecture ▪ Complete the free online Trauma Informed Care course “Becoming ACEs Aware in California” and submit certificate
7	Motivational Interviewing	<ul style="list-style-type: none"> ○ Explore and read/watch articles, videos, and resources in Canvas related to Motivational Interviewing 	<ul style="list-style-type: none"> ▪ Watch the Presentations and Resources lecture ▪ Watch the Presentations Assignment walk-through ▪ Watch the Advocacy Project walk-through ▪ Watch the Literature Circle assignment walk-through
8	Group Vulnerable Population Presentation Preparation Time	<ul style="list-style-type: none"> ○ Continue to catch up on readings from the previous weeks ○ Group Project Directed 	<ul style="list-style-type: none"> ▪ Work in your groups on your Vulnerable Population Presentation
9-13	Group Vulnerable Population Presentations Due – Discussions based on presentation topics	<ul style="list-style-type: none"> ○ Continue to catch up on readings from the previous weeks ○ Complete and submit presentations 	<ul style="list-style-type: none"> ▪ Submit your Group Vulnerable Population Presentation material. ▪ View classmate’s presentation ▪ Participate in live conversation or presentation discussion forum posts (depending on format of the class/instructor direction)

14	Literature Circle Presentations	<ul style="list-style-type: none"> ○ Continue to catch up on readings from the previous weeks ○ Complete and submit presentations 	<ul style="list-style-type: none"> ▪ 'Choice' Assignments due
15	Course reflection Course evaluations	<ul style="list-style-type: none"> ○ Complete and submit reflection paper 	<ul style="list-style-type: none"> ▪ Reflection Paper due ▪ Group evaluations due
16	Finals Week		No Class

Table 3 Weekly Schedule for N508

Assignment Guidelines

Discussion Forums

Grade: 2 @ 5 pts (10 pts)

Due: Weeks 2 & 5

Instructions:

For each Discussion Forum, the initial posting is due by Wednesday, and two responses to classmates' postings must be completed by Sunday of the discussion week. Late postings and "I agree" postings will not be graded.

The following are the criteria for Discussion Forum entries:

Entries/discussions are substantive and demonstrate original thought.

Entries are referenced with scholarly material.

Postings *analyze* and *apply* information from the presentation or other required materials for the week.

At least three substantive postings are made during the week (one initial posting, two responses).

Summarize the discussion in your initial posting thread (so be sure to go back to your own DF by Sunday evening to summarize).

All postings are submitted on time (late postings will not be graded).

Grading criteria for Discussion Forums:

- 5 = Entries for the week meet all criteria.
- 4 = Entries for the week meet 5 of 6 criteria.
- 3 = Entries for the week contain 4 of the 6 criteria.
- 2 = Entries for the week contain 2 or 3 of the criteria.
- 1 = Entries for the week contain 1 of the criteria
- 0 = Posted after the forum closes, not meeting any criteria, "I agree" responses, or no entry.

Vulnerable Populations Presentation

Purpose: To contribute to the learning process by preparing and conducting one class/seminar session during the semester. Let the content and your teaching/learning strategies guide your use of time.

Grade: 40 points

Directions	Details
Chose the topic	Post your ideas for Vulnerable Population presentation topics to the Padlet linked to within the course. You will work in small groups of 2-3. Final group assignments will be made by the end of week 1 or middle of week 2.
Content of the presentation	Detailed description below. Presentation should be recorded, approximately one hour in length.
Field Visit	Each student should visit a community agency serving your Vulnerable Population. Each student should locate a different agency. Agencies should be directly related to your topic. Do not visit agencies that you work for or have visited for another course. Obtain faculty approval before your visit.

Learning objectives and outline	Identify 2-4 learning objectives for the presentation and the content you will present to meet those objectives. Develop a detailed, 2-3 page outline, that identifies the content you will provide to meet the objectives. The outline should be thorough, concise, and well-organized. Learning objectives must be listed at the beginning of the outline and in the presentation. Submit to your instructor one week prior to the presentation.
Topic related article	Share one key article that focuses on the Vulnerable Population that you think your classmates will find useful. Provide a PDF of the article.
Presentation forum (see participant expectations below)	Lead a live discussion on Zoom (with instructor) that addresses relevant points of your presentation and/or create a discussion forum question related to your presentation and monitor the forum. You should be prepared for the discussion with key questions or ideas to facilitate the discussion.
References	The reference list (APA format) should include all references used to prepare your presentation. Submit to your instructor one week prior to the presentation.

Table 4 Vulnerable Populations Presentation Directions N508

	Presentation Components
In depth investigation of the topic	In depth investigation using assigned readings and a thorough literature search. Sources should be scholarly, credible, and current (<6 years old). Sources will include peer reviewed manuscripts; textbooks; professional websites; and relevant lay media (e.g., newspaper, podcasts, videos) which can add context to the data.
Describe the Vulnerable Population	Define the Vulnerable Population; does race or ethnicity play a role in this Vulnerable Population, and in what way (e.g., mass incarceration of African American men in the US); other cultural factors (e.g., increase in cancer risk among LGBTQ individuals; language barriers among non-English speaking immigrants); how does SES impact the Vulnerable Population (think wealth/ poverty; education; profession; etc.); is there an impact based on geography (e.g., rural, urban, suburban, variance by country or state). Include both the emic (lived experience from members of the population) and etic perspective (from perspective of observer/researcher; statistics, etc.).
Use a Vulnerable Population model	Chose a Vulnerable Population model, or other population-based model discussed this semester. Apply this model to the Vulnerable Population, being sure to address the following: dominant health issues of the population (e.g., among homeless, heart disease often occurs far sooner compared to those who have stable housing); health disparities (e.g., access to health care among rural residents; increase in morbidity and mortality among African American women with Breast cancer) within the population; any associated genetic or genomic issues (e.g., impact of environmental stressors; substance abuse, etc.)
Identify health risk factors	Identify health related risk factors for the given Vulnerable Population. Examples of health risk factors include increase risk for homelessness among survivors of intimate partner violence; early mortality among homeless adults; higher risk of heart disease for those who have had a major depressive episode. Include priorities for care; include any current programs/research that are successfully modifying risk factors and improving health for the Vulnerable Population.
Implicit Bias	Discuss any potential for implicit bias as it relates to the population (e.g., poor pain management in African Americans with sickle cell disease has been attributed to implicit bias).
Nursing strategies (e.g., trauma informed care; motivational interviewing)	Discuss any culturally competent nursing strategies that are currently being used or published in the literature to address the needs of the population.
Community Resources and Health Literacy	Identify local community resources to meet the needs of the Vulnerable Population and how they can be used to improve the health of the population. Consider both their

	strengths and weaknesses and any gaps in services to the population. Discussion should address health literacy considerations for the agencies that were visited as part of the field visit (literature given out to clients, websites, etc.); the discussion of available resources should go beyond the field visits.
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Table 5 Vulnerable Populations Presentation Components N508

Content	Points Possible	Points Achieved
Group Components		
Command of subject: Each component of the presentation is covered succinctly and in depth and supported by the literature. Topic description is thorough and put into context; model choice is relevant and integrated; health risks; interventions and community resources addressed.	20	
Outline: Includes learning objectives; Concise; Thorough; Organized	2	
References: Depth/breadth; Quality/currency; Documentation as appropriate (i.e., both within presentation and as separate list); Correct APA; Submission of appropriate article in PDF format	5	
Group Total	27	
Individual Components		
Presentation Skills*: Preparedness; Organization; Met learning objectives; Clarity; Creativity; Quality & helpfulness of materials	8	
Field Visit: Completed and discussed within presentation, including strengths and weaknesses, along with recommends of how to interact with agency (for the Vulnerable Population served)	3	
Self-Evaluation*: Thoughtfulness; Outcomes; Lessons learned; Learning objectives met; Future modifications	2	
Individual Total	13	
Total Score	40	

Table 6 Vulnerable Populations Presentation Rubric N508

Presentation Participation Forum

Purpose: Analyze and discuss health problems, interventions, and resources for vulnerable populations.

Grade: 2 @ 2.5 points each (5 points possible)

Due: Weeks: 9-13 for student presentations (chose 4 student presentations to respond to, not including your own.)

Instructions:

1. Each student will participate in at least two presentation forums (not counting the one in which your group presents and leads).
2. While we encourage everyone to attend a 'live' discussion to fulfill this requirement and engage with classmates and faculty, there will be a Discussion Forum available for those who are not able to attend. In the event only one student is participating in the discussion forum, we will replace with a question prompt followed by a one-page written response.
3. Grading criteria:
 - o Live discussions: students who attend the full presentation and meaningfully participate in the conversation (i.e., asking pertinent questions, providing examples and experiences, not simply agreeing or disagreeing) will receive full credit.
 - o Discussion Forums: students who are unable to attend live discussions will participate in a discussion forum. The criteria for the discussion forum will be the same as the 'normal' discussion forums (see above), however, each presentation related discussion forum will be worth 2.5 (not 5) points.
 - o One Page responses: In the event only one student needs to participate in the discussion forum, a prompt will be posted and a one page, single spaced, response to the prompt will be required. Full credit

will be given when the student posts on time, uses two or more references, write in a scholarly manner, and provides a concise, thoughtful response (including analysis and application of concepts) as it relates to the Vulnerable Population and prompt. Responses posted late will not be graded.

Choice Assignments

Students will choose to participate in either the Literature Circles OR write an Advocacy Project paper.

Grade: 25 points

Due: Week 14

Literature Circle

Purpose: The purpose of this assignment is social collaboration to enhance personal meaning making related to Vulnerable Populations. A literature circle is a student-led discussion group that reads the same book.

Overview: Each student prepares for the discussion by taking a different “role” (Director, Literary Luminary, etc.) that helps facilitate the discussion (roles detailed in the Literature Circle folder on Canvas). Students select a different role for each meeting. Literature Circle groups meet online (using video conferencing) three times during the semester, for 50-60 minutes, to discuss readings. Meeting times must be pre-arranged so the instructor can attend meetings. The group will give a short presentation of key elements of their discussion to classmates at the end of the semester. More information about Literature Circles and role sheets are in the Literature Circle folder on Canvas.

- Instructions:**
1. Form a group of 2-3 students and select a book from the list below by Week 2. If there is more than one Literature Circle, each group must select a different book.
 2. The group will meet three times during the semester for 50-60 minutes. We enjoy attending these meetings with you and hearing your ideas! Please coordinate dates/times with your faculty as the faculty will attend meetings.
 3. Students must select a different role for each meeting; however, each meeting must have a Discussion Director. Complete a role template (in the Literature Circle folder in Canvas) and post it in the Literature Circle Discussion Forum. While you can add to it before the meeting, these role sheets give group members time to review your ideas prior to the meeting.
 4. The Discussion Director, not the faculty, will lead the meeting.
 5. Each member is expected to participate equally in the meeting by sharing experiences, knowledge, information from readings or other sources, thoughts, ideas, etc. This sharing creates the richness of these discussions!
 6. The group will prepare a narrated presentation for the rest of the class; therefore, all meetings must be completed by Week 9.
 - a. Each member must contribute substantially to the presentation but need not necessarily have an active verbal role in the presentation.
 - b. See grading rubric (below) for elements to include in the presentation (more info on presentations is in the Literature Circle folder in Canvas)

Book Choices, Non-Fiction:

1. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures by Anne Fadiman (1997, 2012) – ISBN: 978-0374533403
2. Mama Might Be Better Off Dead: The Failure of Health Care in Urban America by Laurie Kaye Abraham (1993, 2019) – ISBN: 978-0226623702
3. The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music by Steve Lopez (2008) – ISBN: 978-03099155062
4. The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them by Erin Gruwell (1999, 2019) – ISBN: 978-0385494229
5. The Center Cannot Hold: My Journey Through Madness by Elyn Saks (2008) – ISBN: 978-1401309442
6. The Immortal Life of Henrietta Lacks by Rebecca Skloot (2011) – ISBN: 9781400052189
7. Trafficked: My Story of Surviving, Escaping, and Transcending Abduction into Prostitution by Sophie Hayes (2013) – ISBN: 978-0007438884

8. Black Man in a White Coat: A Doctor's Reflections on Race and Medicine by Damon Tweedy (2016) – ISBN: 978-1250105042
9. Five Days at Memorial: Life and Death in a Storm-Ravaged Hospital by Sheri Fink (2016) – ISBN: 978-0307718976
10. The Death Gap: How Inequality Kills by David Ansell (2019) – ISBN: 978-0226641669
11. In Pain: A Bioethicist's Personal Struggle with Opioids by Travis Rieder (2020) – ISBN: 978-0062854650
12. Maid: Hard Work, Low Pay, and a Mother's Will to Survive by Stephanie Land (2020) – ISBN: 978-0316505093

Book Choices, Fiction:

1. PUSH by Sapphire 1997
2. There There by Tommy Orange 2018
3. The Water Dancer by Ta-Nehisi Coates 2019

Literature Circle Final Presentation Rubric

Content	Points Possible	Points Achieved
1. Provides overview of the author's point of view: purpose, background, research base, and major ideas/assumptions of the book	1	
2. Identifies group's reflections on the collaborative process: areas of consensus and disagreement, how individual perspectives shaped shared meaning, feelings and insights, overall reaction to the literature circle.	3	
3. Summarizes how the book informed the group's awareness/understanding of Vulnerable Population issues r/t the topic	3	
4. Discusses the practical applications of the experience and readings to the practices of group members	3	
5. Clarity: key points are easily understood; the presentation is organized, fluid, and coherent. Conclusions are based on evidence and follow from the evidence that is cited.	2	
6. Relevance: content is linked to course content	4	
7. Depth and breadth: shows understanding of the complexities of the issues, research, and ideas presented in the book. Covers the scope of the content	3	
8. Peer Evaluation points	3	
9. Scholarliness of presentation	3	
Total Points Possible:	25	

Table 7 Literature Circle Final Presentation Rubric N508

Literature Circle Peer Evaluation				
Complete one for each group member, <i>including yourself</i>				
<u>Your name:</u>				
<u>Name of Group Member you are rating:</u>				
Criterion	Seldom/ Never (0)	Some of the time (.2)	Most of the time (.4)	Always (.6)
The group member attended all meetings and was well prepared for each meeting				
The group member's contribution was substantive, thoughtful, and included details that helped others understand the readings				

The group member was respectful of other's ideas and opinions				
The group member related readings to course-related texts or readings				
The group member's contributions enhanced the quality of the discussions				
Total Possible = 3 pts				

Table 8 Literature Circle Peer Evaluation N508

Advocacy Project

Purpose: The purpose of the assignment is to appreciate the role of the advanced practice nurse as an advocate for a vulnerable population.

Overview: In a no more than 8-page paper (excluding title page, references, appendices, and tables), develop a hypothetical mini-grant proposal to support a health care project for a vulnerable population, one that addresses a health disparity for that group. You may complete this project as an individual or in a small group of 2 or 3 students.

Emphasis is placed on the development of skills that combine the technical aspects of grant seeking with the analytical skills of social planning and creative, persuasive discussion. Examples of proposals are expansion of present services, funding an additional role for practice, a health event, outreach, increasing cultural competence of staff, etc. Here is an opportunity to show off your talents of creative persuasion!

Advocacy Project Grading Rubric

Content	Points Possible	Points Achieved
1. Identification of Need. Include demographics, incidence/prevalence, barriers to accessing needed care, and cultural disparities. Support with references.	5	
2. Project description. How will this project address the given disparity? Describe the community health model (one studied this semester) the project is based on. Support with references.	5	
3. Goals of the project, including specific outcomes. Support with references.	2	
4. Timeline of project.	1	
5. Identification of collaborative partners: Include existing programs/organizations that might collaborate with you.	1	
6. Sustainability: Describe how the project will continue after the funding ends.	1	
7. Barriers: Discuss any barriers to project implementation. How might you address these barriers? Support with references.	3	
8. Budget: Requires a general statement about predicted costs for the proposed project.	2	
9. Scholarliness of presentation (Includes use of APA guidelines, correct use of English grammar, and spelling)	5	
Total Points Possible:	25	

Table 9 Advocacy Project Rubric N508

Reflection Paper

Grade: 15 points

Due: Week 15

Purpose: To reflect on what you have learned this semester and its relevance to your nursing practice. Reflection is a unique form of writing. The content of your writing is based on what **you** think and how **you** integrate ideas. Thus, there

should be depth, connections, evidence of understanding of course work, and broad integration of ideas. Reflection is NOT just a description of what you did or read or wrote. Instead, it is thinking about what you learned from completing the course activities.

Some suggestions when writing:

1. Summarize your understanding CONCISELY and in your own words,
2. Support your ideas with examples from your own experience/practice
3. Draw your own tentative conclusions and / or applications
4. Identify and ask remaining questions.

Identify one or more important concepts you learned from this course and how you will apply the concept(s) in your practice (if not working, think of a setting you would love to work in!). What is one thing related to cultural competence you would like to learn in the future and why?

Write a no more than 3 page, APA, double-spaced reflection. Citations and references are NOT required; however, if you cite a source, you must give a reference. Include a title page (title page and reference page, if used, do not count toward page limit)

Reflection Grading Rubric

Grading Criteria for Reflections (25% each)-	C Work	B Work	A Work
Reflection: Clearly ties personal knowledge, own perspective and experiences into the paper. Clearly draws relationship between self, readings and other learning. Includes how you will apply this learning to future actions.	Needs improvement – elements of criterion not fully met or are missing.	Good. All elements of criterion are met.	Excellent work – all elements in criterion completed at highest level or exceeded expectations
Transfer of knowledge: Writer demonstrates understanding of content and makes application of concepts/issues learned in the course to own life and/or career.	Needs improvement – elements of criterion not fully met or are missing.	Good. All elements of criterion are met.	Excellent work – all elements in criterion completed at highest level or exceeded expectations
Depth of discussion: Thoughtful in-depth discussion and elaboration. May agree or disagree, or may question elements and conclusions from readings or class. My draw own conclusions. Identifies areas of questions.	Needs improvement – elements of criterion not fully met or are missing.	Good. All elements of criterion are met.	Excellent work – all elements in criterion completed at highest level or exceeded expectations
Format and length: Covers topic concisely. Long enough to cover topic, without being long winded or redundant.	Needs improvement – elements of criterion not fully met or are missing.	Good. All elements of criterion are met.	Excellent work – all elements in criterion completed at highest level or exceeded
Total Possible - 15 pts			

Table 10 Reflection Grading Rubric N508

Peer Evaluation Form

Peer Evaluation				
Student names _____				
Vulnerable Population Presentation Topic/Title _____				
Rating of the group's presentation (circle)	Poor	Average	Good	Excellent
1. Ability to communicate pertinent information:				
a. Content is current and relevant to assignment, learning objectives, and Vulnerable Populations	1	2	3	4
b. Has a good depth of information about chosen aspects of Vulnerable Populations, including supportive material (statistics, etc.)	1	2	3	4
<u>Comments:</u>				
2. Utilized an effective presentation style: The presentation is				
a. Well-organized, easy to follow:	1	2	3	4
b. Good pace and voice level (easy to hear)	1	2	3	4
c. Utilizes varied methods of presenting information	1	2	3	4
d. Engages interest of audience:	1	2	3	4
<u>Comments:</u>				
3. Presented in a scholarly manner:				
a. Research-based:	1	2	3	4
b. Conceptual complexity is evident:	1	2	3	4
<u>Comments:</u>				
4. Utilized media appropriately:				
a. Slides or other media are visually interesting	1	2	3	4
b. Media contributes to understanding of Vulnerable Populations (e.g., slides not "crammed" with information, videos are relevant and contribute to understanding)	1	2	3	4
<u>Comments:</u>				
5. Presented appropriately to target audience:				
a. Level of presentation is appropriate:	1	2	3	4
b. Content is geared to target audience:	1	2	3	4
c. Handouts give substantive information about community resources and use for the Vulnerable Populations.	1	2	3	4
d. Discussion was professional, engaging, and promoted further thought as it relates to the topic and your practice				
<u>Comments:</u>				
OVERALL RATING:	1	2	3	4

Table 11 Peer Evaluation N508

CALIFORNIA STATE UNIVERSITY STUDENT LEARNING OUTCOMES UPS 300.003

CSUF graduates will:

- I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.

- II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.
- III. Communicate clearly, effectively, and persuasively, both orally and in writing.
- IV. Work effectively as a team member or leader to achieve a broad variety of goals.
- V. Evaluate the significance of how differing perspectives and trends affect their communities.
- VI. Recognize their roles in an interdependent global community.

AACN ESSENTIALS OF MASTER'S EDUCATION IN NURSING, 2012 (old essentials)

Essential VIII: Clinical Prevention and Population Health for Improving Health

1. Globally, the burden of illness, communicable disease, chronic disease conditions, and subsequent health inequity and disparity, is borne by those living in poverty and living in low-income and middle-income countries. Similarly, in the U.S. population, health disparities continue to affect disproportionately low-income communities, people of color, and other vulnerable populations.
2. Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.
3. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.
4. Advance equitable and efficient prevention services, and promote effective population-based health policy through the application of nursing science and other scientific concepts.
5. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

Nursing 524 – Advanced Health Assessment: Ambulatory Pediatrics

Units: 3 Units

Prerequisite/Co-requisites: Admission to school nursing program or permission of instructor

Faculty

Name: Jennifer Lasley, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Amanda Lorenzen, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Rachel McClanahan, DNP, RN, NCSN, CNE
School Nurse Credential Program Coordinator

Office: EC-169A & Virtual

Phone:

E-mail: rmccclanahan@fullerton.edu

Office hours:

Zoom Link:

Course Description

This advanced health assessment course focuses on the knowledge and skills required to conduct a pediatric health history and physical assessment appropriate to the age of the child/adolescent and based on the nature of the exam. Emphasis includes the collection, analysis, and application of health/physical assessment data on children within the school environment, as related to the role of the school nurse.

Course Purpose:

The purpose of this course is to prepare the students to perform an effective health assessment by gathering subjective and objective data, completing a health history, incorporate cultural competence and cultural care, and using effective communication skills. Client interview techniques will be learned and improved, ensuring student's ability to gather relevant information about student health.

Course Objectives

Upon completion of the course, the student will be able to:

1. Explain how the age of the child influences the health assessment, including the approach to the patient, the components and sequence of the exam, and the use of appropriate age specific strategies to conduct a successful health assessment visit
2. Use therapeutic conversation to carry out comprehensive health assessments of children including pertinent history taking and physical examination
3. Use current research and theory to integrate cultural, gender, environmental, and developmental variables in the planning, implementation, and interpretation of pediatric assessments
4. Apply current research and evidence-based nursing when performing pediatric assessments
5. Incorporate age-appropriate health promotion, anticipatory guidance, and family advocacy as part of comprehensive health assessment and education

6. Evaluate the collected health assessment data as a basis for determining a plan of nursing care to assist the client in attaining or maintaining an optimal state of wellness and ability to access education
7. Differentiate normal, normal variations and abnormal health assessment findings affecting children/adolescents
8. Develop beginning skills in the differential diagnosis of common children's health problems
9. Present assessment findings verbally and in writing in an organized, complete, succinct manner using appropriate terminology and format

School Nurse Services Credential Program Description:

The School Nurse Services Credential program curriculum is based on the American Association of Colleges of Nursing's (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education*, and learning outcomes are mapped to the 10 Domains, Competencies, and Sub-Competencies for Advanced-level Nursing Education specified by the AACN.

The pedagogy for this program is geared to adult learners who come with a strong clinical focus and expertise. School nurses positively influence the health, well-being, academic success, and lifelong achievement of individual students, families, communities, and school district faculty and staff. School nurses work to reduce health related barriers to learning. Well-prepared school nurses are critical to the health of our society.

The unique and specialized role of the school nurse necessitates a strong educational foundation in health care delivery, care coordination, leadership and management, health education, research, and theory, that enables practice with significant autonomy and skill, and the ability to adapt as needed to address complex and changing conditions in the healthcare and education systems.

The School Nurse Services Credential program provides quality advanced practice education that emphasizes development of safe and effective school health care providers for a diverse population of children and families through acquisition of knowledge and skills that are commensurate with current evidence.

Philosophy, Conceptual Framework

The School Nurse Credential Program's structure is provided by the [National Association of School Nurses' \(NASN\) Framework for 21st Century School Nursing Practice™](#), which includes the student-centered, non-hierarchical principles of Standards of Practice, Public/Community Health, Care Coordination, Leadership, and Quality Improvement. School health/school nursing is an integral component of the Centers for Disease Control and Prevention and the Association for Supervision and Curriculum Development's (2014) [Whole School, Whole Community, Whole Child model](#).

School Nurse Services Credential Program Outcomes

Upon completion of this program, nurses will be able to

1. Apply advanced school nursing knowledge, skills, and attitudes in delivering developmentally and socioculturally appropriate care to students and families.
2. Use the direct and indirect roles and functions of school nursing practice in implementing interventions to promote health, prevent illness, and improve the health of students, families, and the school community.
3. Coordinate health services to assure the health and safety needs and classroom modifications necessary to resolve or reduce barriers to learning to support student achievement.
4. Implement collaborative approaches to care that enhance practice and support health and learning outcomes for students.
5. Examine local, state, and federal laws and policies and their application to decision-making processes in the educational setting.
6. Integrate scholarly inquiry, including evidence-based practice, theory, and research, to identify clinical problems and solutions, improve decision-making, and health outcomes.
7. Use leadership, management, supervision, and education competencies to create an environment that fosters safety, health, and learning for the students.
8. Demonstrate the efficient use of human, community, and technological resources in designing, organizing, and implementing an effective school health program.

Required Textbooks

- American Nurses Association & National Association of School Nurses. (2022). *School nursing: Scope and standards of school nursing practice* (4th ed.). Authors.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.
- Chiocca, E. M. (2020). *Advanced pediatric assessment* (3rd ed.). Lippincott.
- Selekman, J., Shannon, R., & Yonakaitis, C. (Eds.) (2019). *School nursing: a comprehensive text* (3rd ed.). F.A. Davis Company.

Recommended Textbooks

- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Author

Other Books/Resources for Practice (Optional)

- Bobonavich, M. & Nolan, M. (2015). *Dermatology for advanced practice clinicians*. Wolters Kluwer.
- Wolff, K., Saavedra, A., Roh, E., & Johnson, R. (2017). *Fitzpatrick's color atlas and synopsis of clinical dermatology* (8th ed.). McGraw Hill

Course Format and Outline:

This course is divided into 2 modules to be completed over a period of 16 weeks. The modules are presented sequentially and should be completed in that order. This course is conducted online and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**.

7. Subjective Data Collection
8. Objective Data Collection

Methodology

This course uses the Canvas online learning platform. All content will appear as weekly content under a general module theme. A variety of learning activities and assessments will assist the student in meeting the course objectives. They include audio-visual materials, case studies, reflective writing, discussion, computer-assisted instruction, problem-solving activities, and presentations.

Evaluation

Learning Activities	Week(s)	Percent of Grade	Maximum Points Possible
'Check your knowledge' Quizzes (not graded)	1, 6, 9, 11, 12, 13, 14	-	-
Synchronous Zoom classes (attendance required)	4, 6, 11, 13	-	-
Smiles for Life Child Oral Health Course & CDC HEADS UP Clinicians Course (3 points each)	9, 14	6%	6
Discussion Forums (2 @ 5 points each)	1, 9	10%	10
Cultural Care Assignment	3	5%	5
Developmental Screening (1 @ 5 pts)*	3	5%	5
Mental Health Training Intervention for Health Providers in Schools (MH-TIPS) – 3 Modules @ 3 point each	5, 6, 7	9%	9
Health History Assessment & Write-up*	5	20%	20
Behavioral Screening (1 @ 5 pts)*	6	5%	5
Differential Diagnosis Clinical Decision-Making Assignment	11	5%	5
Case Presentations	13	15%	15

Physical Examination Demonstration*	14 or 15	15%	15
Child Abuse Training and Scavenger Hunt	15	5%	5
Totals		100%	100

Table 1 Methods of Assessment for N524/*indicates an essential assignment where an 83% must be achieved via rubric grading

Grading Policies

School of Nursing Policy for the Graduate Program states that + - designations are assigned for Final Course Grades (with the exception of A+). There are no extra credit options. Grades will not be rounded up. A grade of “B” (83) or better is required to pass this course.

Grade	Numerical value
A	93-100
A-	90-92.9
B +	87-89.9
B	83-86.9 (1)
B-	80-82.9
C+	77-79.9
C	75-76.9
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

Table 2 Grading Scale for N524

(1) Minimum grade to pass concentration and project courses is 83%

Late Assignment/Make-up Policy

Students are expected to submit assignments by the time they are due. Assignments submitted after the due date and time (even if it is 12:01am) will receive a deduction of 10% of the total points possible for that assignment for each day the assignment is late up to three days (-10% on day 1 late, -20% on day 2 late, -30% on day 3 late, 0 points on day 4 late). Assignments will be accepted, with penalty as described, up to a maximum of three days late, after which point a zero will be recorded for the assignment.

Non-graded participation activities are due during the week assigned (Sunday midnight). Late completion of non-graded participation assignments will not be counted. There is no late or make-up participation work allowed.

In the event of an emergency that prevents timely submission of an assignment, students may email the instructor for a waiver of the late submission grade reduction. Requests must be brought to the attention of the professor prior to the due date

The instructor will review the student’s rationale for the request and decide based on the merits of the student’s appeal. Consideration of the student’s total course performance to date will be a contributing factor in the determination. Students should continue to attend class, actively participate, and complete assignments while the response to the request is pending.

Assignments sent by email will only be accepted under CSUF very special circumstances and only if CSUF announces that there is a problem accessing online classes then email submissions will be accepted. This would be an exceptionally rare occurrence.

Students who are experiencing difficulty in completing coursework should meet with the instructor prior to the due date of an assignment to discuss possible alternatives, options, or solutions.

Malfunctioning computers or printers or lack of internet connection will NOT be accepted as valid reasons for late submissions.

Essential Assignments

Essential assignments are indicated in the [Evaluation Table](#) with an asterisk*. Students must earn an 83% to pass the assignment (graded using the rubric). If an 83% is not achieved, students will be allowed to revise and resubmit their assignment within five days of receiving their graded assignment back from the instructor. Upon resubmissions, the highest score students can earn is 90%.

Online Course Requirements:

Student requirements related to the online format are as follows:

1. This course is conducted online and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**.
2. Students should check into the course and their University email daily or at a minimum 3 – 5 times per week. All University communications occur via University email. Many students dislike using the University email system because it requires login to the Portal, however, outside email will not be used and if students do not check University email important messages will be missed that could impact success in this class.
3. Students can expect a reply to emails from the instructor within 24 – 48 hours.

Participation and Attendance:

CSUF School of Nursing recognizes that regular class attendance is essential to student success. Accordingly, all students should be aware of the following:

- Each student is responsible for his or her own attendance and is responsible for communication about that attendance with the Instructor.
- Students are responsible for attending and participating in all dimensions of each of their courses.
- It is the responsibility of the student to understand the attendance policy and procedures for each course.
- Students must substantively participate in and contribute to the online classroom. Substantive participation is defined as actively participating in discussion boards, participating in synchronous activities, and completing all assignments and learning activities, graded and non-graded. Substantive discussion board participation should include informed responses to other student posts, not merely responses such as, "I agree," or "this is a good idea."
- This is a 3-unit, graduate-level online course. Students are expected to put in sufficient study time to meet the course objectives. Some weeks will require more time than other weeks and so hours spent per week is more of an average rather than a hard and fast rule.
- Students are expected to spend approximately 8½ - 10 hours per week, for a sixteen-week course, interacting with course learning resource materials and activities, as well as with the course instructor and/or with other students.
- A student is responsible for any work missed as a result of absences of any kind. An 'authorized' absence is defined as a serious personal illness; a family emergency (such as serious illness or death involving a member of the immediate family); jury or military duty; and representing the University in athletic, academic, professional, or leadership development pursuits. Authorized absences must be officially documented. The following are examples of non-authorized absences: vacations, leisure pursuits, and personal business.
- Students have the responsibility to check their extracurricular, personal, and work schedules before or upon enrolling in or seeing the syllabus and course schedule. Any foreseeable problems should be discussed with the course instructor before enrolling and no later than the end of the first week of class.

Incomplete Grades

The grade of “I” (incomplete) will only be provided for students who have unforeseen circumstances that prohibit the satisfactory completion of all required work and is requested by the student in advance of the University grading period. University guidelines can be found at: [Grading and Academic Standards](#).

Deadline for Course Withdrawal

The final deadline to withdraw from classes without a grade of 'W' is 9/X/XX. The final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons is 11/XX/XX. If you are considering withdrawing from the course, please discuss this with your faculty advisor and/or course instructor.

Emergency Preparedness

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. In the event of an emergency, please adhere to the guidelines from the [CSUF Emergency Preparedness website](#)

Students with Disabilities

The University requires students with disabilities to register within the first week of classes with the [Office of Disability Support Services \(DSS\)](#), located in GH-101 (Gordon Hall) and at (657) 278 –3112 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests, or examinations.

Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions as expressed in the American Nurses Association Code of Ethics for Nurses at all times.

SON Diversity, Equity, and Inclusion Commitment

We, as the School of Nursing, are committed to creating a learning experience for students that supports diversity of thoughts, perspectives, and experiences. We honor individual identities along a number of dimensions, including but not limited to race, ethnicity and national origins, gender and gender identity, sexuality, disability, socioeconomic status, opinion and religion. The learning environment shall foster a sense of belonging and be safe for all students to share their unique perspectives and experiences and interact in a meaningful and respectful manner.

We, as the School of Nursing, are mindful of the historical implicit and structural biases in society and in our profession and include diverse experiences and perspectives in the understanding of course content specifically and nursing in general. We, as faculty and staff, assert the importance of life-long learning and to this end we embrace students as partners in the process.

Academic Honesty and Integrity

Academic dishonesty will not be tolerated. The University Catalog provides a detailed description of Academic Dishonesty under 'University Regulations.' The following is a short summary.

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, ***whether it is intentional or not.***

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined

below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Link to [CSUF Titan Integrity: Guide to Understanding and Avoiding Academic Dishonesty](#)

Link to [Academic Integrity: A Guide for Graduate Students](#)

Confidentiality

All applicable laws, including FERPA, and University policies concerning **privacy and confidentiality** are followed. University employees, including Student Employees, will almost inevitably come across or have access to confidential information. It is imperative that this information remains confidential. Cal State Fullerton is in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law that protects the privacy of all student education records.

Standards for Written Work

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, **whether it is intentional or not**.

Differences between direct and indirect quotes:

Direct quotes: include the exact wording from the source

Indirect quotes: summarize or paraphrase the content from the source.

Punctuation requirements: **all** word for word quotations **must** be placed in quotation marks.

Exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g., Washington D.C. is the capital of the U.S.) do not need citation, even if they had to be looked up. Always cite using APA format (7th ed.) for all written work.

Procedures for Resolving Issues

The procedures for resolving issues having to do with student conduct or challenging grades can be found at this link [Procedures for Resolving Issues](#)

Value of Team Building Work

Membership and participation in groups is not only inevitable, it is essential. Human beings have always been people who come together in groups to live, work, and govern. The ability to work effectively with others in groups is highly valued by the faculty, and it is one of the key characteristics sought after by employers! The profession of nursing and our public value group work and emphasize the importance of nurses collaborating with other health professionals to meet healthcare needs.

The California State University Fullerton Graduate Program Outcomes emphasize the importance of transdisciplinary communication and collaboration and expect students to be **competent in leading and working collaboratively in groups**.

Policy on Civility

As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect and care.

Tape recorders, laptop computers, tablets are allowed at the discretion of the faculty. Cell phones must be turned off during the scheduled class, unless being used for a class activity. Texting is **not** permitted. All papers and course-related documents must be stored prior to testing.

[CSUF policy on civility](#). Everyone is treated with respect.

Social Media Network Guidelines and Policy

Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others. **Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.**

Appropriate Online Behavior

For more information, see the "[Netiquette guidelines](#)"

Online etiquette, often referred to as "netiquette," is essential for life lived in the Internet. As a society, it is oftentimes too easy to use keystrokes as missile attacks against others, and it's oftentimes too easy to mistake someone's keystrokes as personal attacks. Because of those two elements, we will follow these guidelines:

We Honor Our Differences

- Behind every keystroke is a living breathing soul. They have people who count on them, love them, and trust them. They may have a life story different from ours, but it is our duty to the integrity of the classroom environment to keep our classmates safe. Safe from harassment, safe from bullying, safe.
- When differences arise, use the tools we are learning in this course to ask for clarification. Differences can be anything from personal beliefs to questions about truth of assertions.
- When differences do arise, take the time to understand the other point of view. In the process, you may change your viewpoint, or may strengthen your own argument. Either way, the only way to achieve this wisdom and knowledge is to put forth the effort to listen and understand your classmates.
- Find your voice. Speak with clarity and kindness. Always seek the truth. Question everything. Never make enemies, instead, build allies. If you would not say it to their face, do not type it.
- Your voice is not without a name. A server records your every keystroke. Participate with integrity.
- Even if it is housed on a server, this is a college classroom. Please respect the educational setting just as you would a traditional classroom.

We Honor the Craft of Communication (Online Communication in all forms)

- In this class, we are learning how to communicate. We will practice that skill in every dimension during our time together.
- TYPING IN ALL CAPS IS LIKE TO SHOUTING. Do not shout, please.
- Do write a concise subject line for responses within discussion forums. This helps to focus the discussion and allows students to find and follow specific threads (topics) of conversations.
- Do read classmates posts before you comment. Read the whole thread of the discussion before posting your own comments. Add value to the discussion by sharing applicable examples and personal experiences.
- Do review the grading rubric if the discussion forum is part of your overall grade.
- Do not give out personal information or passwords.

- Do not plagiarize. Give credit where credit is due.
- Do avoid offensive comments. Anything obscene, libelous or racist is inappropriate and will be removed by the instructor.
- Speaking fluent sarcasm is a gift many have; however, as of yet, there is no sarcasm font. Be cautious when using humor and sarcasm in an online environment. Insulting your audience will dilute your effectiveness as a communicator.
- When possible, check previous postings for content redundancy.
- Edit and review your online writing before submitting it.
 - LOL, OMG, SMH are perfectly fine when texting; however, this is a college classroom. Write as a college-level student. The same thing with emojis. Use your words.
 - Do be careful about forwarding someone else's email message. That person might not have intended for you to forward it.
 - Don't expect an immediate response from your instructor or another student. The post or message might be sent right away, but the other person might not necessarily read it right away.
 - Do include a subject line that clearly states what your question(s) or request is about (the subject 'question' or 'clarification' are a bit vague).
 - Do ensure your message is brief and succinct. State your request or question within the first sentence or two. You will be more likely to receive a timely response with your message is clear and brief.
 - Know when to use email versus a discussion board. Things to keep in mind:
 - Personal matters = email (i.e., asking instructor a personal question, telling a personal story, etc.)
 - Class matters = discussion boards (i.e., if will benefit at least three other people in the class – i.e. a question about the content or clarification of an assignment)

Technology Requirements and Information

This course will be conducted fully online and will be run on the Canvas learning management system and web conferencing software. First and foremost, you will need to have regular access to a computer and a stable Internet connection, preferably high-speed DSL or Cable. A personal email account is provided by the University and MUST be used by the student. You MUST have an external microphone available for web conferencing sessions (many mobile phones come with an ear bud/mic, this works perfectly!).

In addition, your success in the course **will require the following minimum technical/computer abilities:**

- Understanding basic computer usage (accessing the internet, opening and switching between applications, etc.)
- Capacity to learn to effectively use new programs including web conferencing software (Zoom).
- Using email, sending attachments, retrieving attachments.
- Capacity to use a web browser (Firefox, Google Chrome, etc.), open web pages, search the internet, access email, and work with .pdf files
- Ability to use the word processing Microsoft Word to create, edit, save, retrieve documents, and use and understand the track changes function.
- All submissions must be in .doc or .docx format (submissions in .pdf format will not be accepted)
- Ability to use presentation software such as Microsoft PowerPoint, Google Slides, Prezi, or Keynote.
- Ability to use Google software such as Chrome and add-ons, etc.
- If you do not own a computer or if your computer malfunctions during the semester, you will be expected to identify another computer to use. Computers are available at the Public Library.
- You must be comfortable using Canvas, including being able to post and comment on the discussion board, using the quiz/survey tools, accessing content, and submitting assignments.
- I suggest that you save all of your important documents in two places (e.g., on a laptop and on a desktop computer, in a cloud Dropbox/Gdrive, and/or on an external hard drive) to prevent loss.
- Exercise preventative technology use (by saving in multiple places and having a back up plan for technology failure). Technological failures are not accepted as an excuse for missing or late work.

Student Technology Services

The CSUF Student IT Help Desk provides technical support to students for campus related to Titan Online, Campus Portal, Canvas, Campus email, campus software, and wireless connection. Please find the most up-to-date technology information on the Division of Information Technology [Student Technology Services Website](#)

For technical issues please contact the CSUF Student IT Help Desk 657-278-8888 or email StudentITHelpdesk@fullerton.edu

Chat with Student IT:

5. Login to the CSUF Portal <http://my.fullerton.edu>
6. Click on **Online IT Help**
7. You will be prompted to login once more
8. Once logged initiate a chat by clicking on **Live Chat**

The School of Nursing Technology resources page provides information about School of Nursing specific technology. Information about obtaining support for externally provided resources, such as Java, Adobe, Silverlight, etc. as well as resources on how to use course technologies and an FAQ, can be found at this [School of Nursing Technology Resources](#) link.

School of Nursing Canvas assistance is available from the School of Nursing Course Manager by calling 657-278-5177 or sending an email to nursingcoursemanager@fullerton.edu

Office Hours/Contact

Email is a quick way to contact your on-line instructor. Your instructor may accept text messages, please check with your faculty before you text or use their cell phone number. You can expect a response to emails within 48 hours or less. Assignments are graded and returned within a two-week turn-around time, usually quicker. As assignments are graded, they will be returned to the student through the Canvas Grade Center. Students are advised to check their grades periodically in the Grade Center to track their progress.

Course Schedule

Weeks begin on Monday and end on Sunday at 2359.

Schedule is tentative and subject to modification. Students will be notified as early as possible of any changes.

WEEKLY SCHEDULE				
Wk	Date	Content /Topic	Learning Activities	Readings
Module 1: Subjective Data Collection				
1		Introduction to the course Course overview; review of syllabus; Foundations of Assessment Communicating with Children & Families	<ul style="list-style-type: none"> • Add a profile picture • Post an Introduction • Take a low-stakes, 6 question Kahoot! Pre-Test • Watch mini-lecture videos: Health Assessment overview, Assessment and Levels of Prevention, Assessment and Developmental Theory, Assessment and Professionalism, Communication Basics, Developmental Screening • Examine the Anticipatory Guidance & Preventative Pediatric Screening/Assessment Resources (Bright Futures, CDC, Developmental Assets) • Post to Discussion Forum #1: discuss current practices in your district in 	<ul style="list-style-type: none"> • Chiocca - Ch 1, 2, & 3 • Selekman et al., pg 182: Box 10-4 (Assessment Checklist), pg 192: Box 10-9 (IEP School Nurse Report) • Yonkaitis, C. F., & Shannon, R. A. (2017). The role of the school nurse in the special education process Part 1: Student identification and evaluation. NASN School Nurse, 32(3)

			comparison to the evidence-based subjective data collection methods learned to this point in the class	
2		Subjective data collection Family Assessment & Environmental Assessment	<ul style="list-style-type: none"> • Watch mini-lecture videos: Environmental Assessment, Family Assessment • Examine the Environmental and Family Assessment resources • Perform and write-up a Developmental Screening (or do this in week 3) 	<ul style="list-style-type: none"> • Chiocca Ch 4 (skip page 75 "Constructing a Genogram" section) • Selekman et al. ppg 244-246: Box 12-1 Calgary Family Assessment Model (CFAM) Assessment Categories/Questionnaire • Harvey, P., & Dokken, D. (2014). Validation: A family-centered communication skill. <i>Family Matters</i>, 40(3). 143-147. • Marks, K. P. & LaRosa, A. C. (2012). Understanding developmental screening measures. <i>Pediatrics in Review</i>, 33(10). 448-458.
3		Subjective data collection Safety & Injury Risk Assessment Providing Culturally Sensitive Care	<ul style="list-style-type: none"> • Examine the Cultural and Safety Assessment resources • Complete the U.S. Department of Health and Human Services Culturally Competent Nursing Care: A Cornerstone of Caring course and submit certificate • Perform and write-up a Developmental Screening (if not done in week 2) 	<ul style="list-style-type: none"> • Chiocca Ch 5 & 7 • Selekman et al. Ch 13 –pages 261-262 Cultural Standards and Regulations + Boxes 13-1 & 13-2, ppg 272-275 Culturally Congruent School Nursing Practice + Figure 13-6, Table 13-2, & Box 13-3
4		Subjective data collection Health History & Nutritional Status Assessment Anticipatory Guidance & Health Promotion	<ul style="list-style-type: none"> • Watch mini-lecture videos: Health History, Nutrition Assessment, History of the Present Illness • Examine the Preventative Healthcare, Nutrition, and History Assessment Tools and Resources (Bright Futures) • Perform and write-up a Health History Assessment (do this in weeks 4 or 5, due week 5) • Attend Synchronous Class – Health History taking discussion 	<ul style="list-style-type: none"> • Chiocca Ch 6 & 10 • Selekman et al. Ch 19 – ppg 427-428 "HEALTH HISTORY" section; Ch 11 – ppg 211-214 "Nutritional Needs" section; Ch 27 – ppg 634 - 637 "ASSESSING CHILDREN IN THE SCHOOL SETTING" section
5		Subjective data collection Assessment of Mental Health and Welfare	<ul style="list-style-type: none"> • Explore the School Health Assessment and Performance Evaluation System (SHAPE) website • Complete the Depression Screening in Adolescents for School Nurses Training • Explore the H.E.A.D.S.S. Psychosocial Interview Assessment information • Complete the MH-TIPS Foundation for Practice Lessons • Perform a Behavioral Assessment (do this in week 5 or 6, due week 6) 	<ul style="list-style-type: none"> • Chiocca Ch 23 • Selekman et al. Ch 31 • Bright Futures - History, Observation, and Surveillance – Child and Adolescent Depression, ppg 3 - 7

			<ul style="list-style-type: none"> • Perform and write-up a Health History Assessment (do this in weeks 4 or 5, due week 5) 	
Module 2: Objective Data Collection				
6		Pediatric Physical Assessment Differential Diagnosis	<ul style="list-style-type: none"> • Watch mini-lecture videos: Physical Examination, Take the Physical Examination lecture post-test • Complete MH-TIPS Skills & Practice I Lessons • Perform and write-up a Behavioral Assessment (do this in week 5 or 6, due week 6) • Practice system assessment skills on students at your school/district • Attend Synchronous class – physical exam discussion 	<ul style="list-style-type: none"> • Chiocca Ch 8 & 26 • Riley, D. (2014). The art of a pediatric exam. Nurse Practitioner, 39(6).
7		Integumentary System	<ul style="list-style-type: none"> • Watch mini-lecture videos: Intro to Dermatology: Describing Lesions • Complete MH-TIPS Skills & Practice II Lessons • Practice system assessment skills on students at your school/district • Look ahead case presentation assignment • Stop, Start, Continue Mid-Term Evaluation 	<ul style="list-style-type: none"> • Chiocca Ch 12 • Selekman et al. Ch 18 • Jakubowski, T. L. (2015). Rashes in school. Can they stay, or should they go?. NASN School Nurse, 39(6).
8		Head, Neck, Regional Lymph; Ears & Hearing Assessment	<ul style="list-style-type: none"> • Watch mini-lecture videos: Assessment of the Head, Neck, Regional Lymph, Ears and Hearing, Clinical Anatomy of the Ear, Pathophysiology of Middle Ear Infections, Diagnosis of Ear Problems, Otoscope Examination, How to perform a pediatric Physical Examination of the Head, Neck, and Lymph • Practice system assessment skills on students at your school/district • Stop, Start, Continue Mid-Term Evaluation 	<ul style="list-style-type: none"> • Chiocca Ch 13 & 14 • Selekman et al. Ch 16 Read 'Ear Problems' (pp. 342-345), 'Foreign Body in the Ears' (pp. 345-346), and 'Neck Problems' (pp. 348-349); Ch. 29 Read 'Hearing Loss/Deafness & Hearing Devices' (pp. 703-706) • Robarge, D., & Pontius, D. J. (2019). The child with a hearing loss: Implications for school nursing practice. NASN School Nurse. • Winston-Gerson, R., & Sabo, D. L. (2016). Hearing loss detection in schools and early childcare settings: An overview of school-age hearing screening practices. NASN School Nurse.
9		Face, Nose, Oral Cavity Eyes & Vision Assessment	<ul style="list-style-type: none"> • Watch mini-lecture videos: Examination of the Mouth and Pharynx, Pediatric Disorders of the Eyes 	<ul style="list-style-type: none"> • Chiocca Ch 15 & 16 • Selekman et al. Ch 16 Read 'Eye Problems' (pp. 340-342), 'Foreign Body in the Eyes' (pp. 345-346),

			<ul style="list-style-type: none"> • Take the Face, Nose, Oral Cavity, Eyes, Vision knowledge check quiz • Examine the Oral Health Assessment Articles and Resources • Take the Complete Smiles for Life Child Oral Health Course • Discussion Forum #2: discuss health screening policies and practices locally and in comparison to the literature/readings and national findings • Synchronous meeting: Vision Screening Lecture • Practice system assessment skills on students at your school/district 	<p>'Mouth and Throat Problems' (pp. 346-349)</p> <ul style="list-style-type: none"> • Selekman et al. Ch 14 Read 'Vision Screening' (pp. 293-300). • Parts 1 – 5 “An Eye on Vision – 20 Questions About Vision Screening and Eye Health”
10	Lungs & Thorax, Regional Lymph	<ul style="list-style-type: none"> • Watch mini-lecture videos: Respiratory System, Assessment, Breath Sounds, Differential Diagnosis • Complete the Differential Clinical Decision-Making Assignment (complete week 10 or 11, due week 11) • Practice system assessment skills on students at your school/district 	<ul style="list-style-type: none"> • Chiocca Ch 17 • Selekman et al. Ch 16 Read 'Chest-Related Problems: Cough' (pp. 349-350) 	
11	Cardiovascular System	<ul style="list-style-type: none"> • Watch mini-lecture videos: Assessment of the Cardiovascular System, Pediatric Cardiovascular problems: Defects, Chest Pain, Syncope, Sudden Cardiac death, Long QT Syndrome, Listen to Cardiac Sounds • Cardiovascular System Check Your Understanding Quiz • Submit Differential Diagnosis Clinical Decision-Making Assignment • Practice system assessment skills on students at your school/district • Attend Synchronous class – focus on differential diagnosis 	<ul style="list-style-type: none"> • Chiocca Ch 18 • Selekman et al. Ch 16 Read 'Chest-Related Problems: Chest Pain' (pp. 350-351) 	
12	Abdomen & Regional Lymph Assessment	<ul style="list-style-type: none"> • Watch mini-lecture videos: Abdominal Assessment, Learn Pediatrics Gastrointestinal Exam • Practice system assessment skills on students at your school/district • GI/GU/Reproduction Assessment 'Check your Knowledge' Quiz 	<ul style="list-style-type: none"> • Chiocca Ch 19 & 20 (pp. 433-441 + all Boxes and Tables, except Table 20.3, focus on subjective assessment of the GU and Reproductive system) • Selekman et al. Ch 16 'GASTROINTESTINAL PROBLEMS' (pp. 352-356) and 'GENITOURINARY/GYNECOLOGICAL PROBLEMS' (pp. 357-359) • Olympia, R. P., & Brady, J. (2016). School nurses on the front lines of 	

				<p>medicine: An adolescent female student with severe abdominal pain. NASN School Nurse</p> <ul style="list-style-type: none"> Lucas, C., Brady, J., & Olympia, R. P. (2020). School nurses on the front lines of health care: "Sticks & stones" may hurt more than your students' bones: A guide to the recognition of bullying in your schools. NASN School Nurse
13		Musculoskeletal System	<ul style="list-style-type: none"> Watch mini-lecture videos: Musculoskeletal System Assessment, Musculoskeletal Exam Read through the Musculoskeletal Case Study Musculoskeletal System Check Your Understanding Quiz Attend Synchronous class - Small Groups Case Presentations (submit presentation documents and evaluation) Case Presentations Due Practice system assessment skills on students at your school/district 	<ul style="list-style-type: none"> Chiocca Ch 21 Selekman et al. Ch 16 Read 'JOINT AND BONE PAIN' (pp. 363-364) Jakubowski, T., & Perron, T. (2014). Does school scoliosis screening make the grade?. NASN School Nurse.
FALL BREAK				
14		Neurologic System Physical Exam Demonstration	<ul style="list-style-type: none"> Watch mini-lecture videos: Neurologic System Assessment, Learn Pediatrics Neuro Exam, Examine the University of Utah Neuro Assessment website, Examine the Head Injury/TBI resources Practice system assessment skills on students at your school/district Complete & Submit Physical Examination Demonstration (week 14 or 15) Neurologic System Assessment 'Check your Understanding' Quiz CDC HEADS UP Clinicians Course Due 	<ul style="list-style-type: none"> Chiocca Ch 22 Selekman et al. Ch 16 Read 'NEUROLOGICAL PROBLEMS' (pp. 359-362) Obst, B., & Roesler, M. (2017). Hidden devices in the school setting: What the nurse needs to know about hunts. NASN School Nurse.
15		Child Abuse and Neglect Physical Exam Demonstration	<ul style="list-style-type: none"> Complete & Submit Physical Examination Demonstration (week 14 or 15) Examine Child Abuse articles Child Abuse Assignment Due 	<ul style="list-style-type: none"> Chiocca Ch 24 Selekman et al. Ch 33 Read 'CHILD ABUSE' (pp. 805-814).
16		Course Evaluations	Final Exam week (No final exam in this class)	

Table 3 Weekly Schedule N524

Appendices

Assignment Information (Specific Instructions and rubrics can be found in the Canvas class)

Course Activities

There are graded and non-graded activities and assignments posted each week of the semester. Course participation refers to completion of non-graded assignments and attendance at Zoom or on-campus classes. Each item is due during the week it is assigned (the Sunday of the week it was assigned). Late completion of non-graded participation assignments will not be counted. There is no late or make-up participation work allowed, because this is like coming to class and participating.

Purpose

- Attendance at Zoom classes and on-campus classes and participation in all online activities and assignments, graded and non-graded, are required and necessary to accomplish the learning objectives for this course.

Discussion Forums

For this assignment, students will complete the assigned readings and course learning activities. Students will be provided with discussion prompts based on the topic and concepts being studied in the class. Students will evaluate course materials and consider their own practice, comparing current practice with tools, strategies, and practices described in the literature. The discussion will include conclusions, impressions, and recommendations for changes in practice. Students will post their individual response in the assigned Discussion Forum in Canvas and respond to at least 2 other students. See instructions and rubric posted in Canvas.

Purpose

- Discussion forums provide opportunity for communication, brainstorming, exchanging ideas and meaningful learning. Being asynchronous, they allow for interactions at times convenient to the student and allow time to prepare thoughtful responses. They provide opportunity for a variety of viewpoints and perspectives while practicing key skills of critical thinking and theory analysis.

Smiles for Life Child Oral Health Course

This course addresses the prevalence, etiology, and consequences of early childhood caries (ECC). Clinicians will learn to assess risk factors, recognize the various stages of ECC, and counsel patients on preventive techniques. Additionally, this module will discuss common oral developmental issues in children such as teething, eruption hematomas, and non-nutritive sucking.

Purpose

- The purpose of this online course is to provide school nurses with critical information about the consequences, etiology, and prevalence of dental caries through childhood and the ability to recognize the stages of early childhood caries, assess a child's risk of developing caries, and discuss prevention interventions, and offer appropriate guidance to children and families.

CDC HEADS UP Clinicians Course

School nurses provide leadership/case management/care coordination with the school health team to manage students with concussion. School nurses should have the healthcare knowledge and skills to provide concussion prevention education to parents/guardians, students, and school staff; identify suspected concussions; and help guide students as they return to academics/learning, physical activities, and sports.

Purpose

- The purpose of this training is to learn the evidence-based recommendations outlined in the CDC Pediatric mTBI Guideline and practical strategies for school nurses to integrate these recommendations into their practice.

Differential Diagnosis Clinical Decision-Making Assignment

As often the only healthcare providers in schools, school nurses must utilize patient medical history, physical assessments and clinical reasoning skills to establish differential diagnoses and develop school-based care plans for the best health outcomes. Differential diagnosis is the creation of a list of suspected diseases to guide the school nurse in making appropriate clinical decisions and referrals.

Purpose

- The purpose of this assignment is to provide school nurse credential students an opportunity to learning how to construct a differential diagnosis by using the problem-solving process to distinguish similarly presenting diseases and medical conditions.

Cultural Care Training

Students will complete Course 1 of the Department of Health and Human Services Culturally Competent Nursing Care: A Cornerstone of Caring course. This course provides students a better understanding of the importance of culturally and linguistically appropriate services (CLAS) as a strategy for improving quality of care to diverse populations.

Purpose

- As healthcare disparities among cultural minority groups persist in our country, culturally and linguistically appropriate services (CLAS) are increasingly recognized as an important strategy for improving quality of care to diverse populations. The purpose of this assignment is to learn strategies and tools for delivering culturally and linguistically competent, patient-centered care nursing care in all settings.

Developmental and Behavioral Screenings

Developmental and Behavioral screenings are short surveys/questionnaires/tests that help school nurses and other health care providers to see if a child is learning and performing skills at a level and time when he or she should, or if a child might be experiencing symptoms related to a mental health or behavioral disorder. Students will perform one developmental and one behavioral assessment on a child from their school or per the assignment instructions.

*Essential Assignment, 83% score required

Purpose

- The purpose of this assignment is to demonstrate the ability to administer, score, and interpret standardized developmental and behavioral screening tools for use in school nursing practice, to create a plan for care at school and referral for an assessment, and to reflect on the experience of using a standardized tool.

Mental Health Training for Health Providers in Schools (MH-TIPS)

Students will complete the National Association of School Nurses and Center for School Mental Health MH-TIPS training modules. Module 1: Foundation for Practice – covers core content in the areas of therapeutic interactions, referrals, resources, and handling mental health crises. Module 2: Skills & Practice I – provides education on cognitive behavioral therapy (CBT), depressed mood, anxiety, disruptive behavior, and trauma exposure. Module 3: Skills & Practice II – covers the following skills: cognitive coping, activity scheduling, relaxation, problem solving, behavior management consultation, and goal setting, with an additional chapter on prescribing psychotropic medications to children and adolescents.

Purpose

- The purpose of completing these training modules is to enhance competence in promoting student mental health and managing the needs of students with or at risk for emotional and behavioral difficulties that may interfere with learning.

Health History Assessment

A comprehensive health history is conducted by the school nurse for a child who is being evaluated for an initial IEP, 504, or for a child in the school district with a health condition that will need a health care plan. It is important to have this information for yourself and for the school staff to guide your care of this child. *Essential Assignment, 83% score required.

Purpose

- The purpose of this assignment is to give you experience in conducting a comprehensive health history and writing your findings in a document that is organized and easy to read and to evaluate your learning about subjective data collection.

Case Presentations

Student groups of 2 – 3 will take a case from their place of work that involves a current student health-related issue or problem (an episodic or long-term/chronic health issue). Students should use an actual situation that they are currently or have been directly involved in. However, if this is not possible students should ask colleague nurses to suggest a case or situation. Students will prepare an oral presentation, with PowerPoint or Google Slides, of the case for the group, including follow-up discussion/critical thinking questions to engage participants.

Purpose

- The purpose of this assignment is for students to learn how to summarize a clinically significant case history, identify current needs and unresolved issues as well as to present it orally for peer consultation and feedback.

Physical Examination Demonstration

An accurate physical examination requires an organized and systematic approach using the techniques of inspection, palpation, percussion, and auscultation. The student will perform a focused, system physical examination on a child (preferred), classmate, willing friend, or family member. The student will describe variations in technique, approach, and age-specific strategies used for a successful pediatric assessment. This exam is performed without the aid of a written guideline or notes, and the system is unknown to the student until the assessment begins. *Essential Assignment, 83% score required.

Purpose

- The purpose of this assignment is to demonstrate the proper technique for performing a physical examination of a body system for a pediatric patient in the school setting.

Child Abuse Training & Scavenger Hunt Report

Students will complete a mandated reporter training course that provides an overview of the California Child Abuse & Neglect Reporting Act (Satisfies the requirements of AB 1432). The School Personnel training focuses on specific situations and concerns related to the evaluation and reporting of child abuse by school personnel. Students will also identify reporting procedures in their own work setting.

Purpose

- As mandated reporters and experts in health assessment, school nurses must use their training to understand the laws around mandated reporting, indicators of possible child abuse or neglect, how to talk to children about suspected abuse and make a report, what happens after a report is filed, and special issues related to child abuse reporting in the school environment.

Synchronous Zoom Classes

Synchronous learning is learning in real-time with the course instructor leading the discussion, encouraging active participation in the learning material. At times, guest speakers will be invited and students will be placed into breakout rooms for small group discussion and collaboration.

Purpose

- The purpose of these sessions is to allow an opportunity for school nurse credential students to engage with course material and peers, allowing for collaboration with co-learners, and be able to ask questions and receive answers on-the-spot.

AACN *The Essentials*: Core Competencies for Professional Nursing

The School Nurse Credential Program learning outcomes were derived from the CSUF School of Nursing mission and philosophy statements and reflect current educational and professional standards, including *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). The Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting. Key Domains, Competencies, and Sub-Competencies for Advanced-level Nursing Education covered in this class include:

Domain 1: Knowledge for Nursing Practice

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

- Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
 - Sub-Competencies: 1.2g Apply a systematic and defensible approach to nursing practice decisions, 1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.
- Competency: 1.3 Demonstrate clinical judgment founded on a broad knowledge base.
 - Sub-Competency: 1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.

Domain 2: Person-Centered Care

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

- Competency: 2.2 Communicate effectively with individuals.
 - Sub-Competency: 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.
- Competency: 2.3 Integrate assessment skills in practice.
 - Sub-Competency: 2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.
- Competency: 2.4 Diagnose actual or potential health problems and needs.
 - Sub-Competencies: 2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process, 2.4g Integrate advanced scientific knowledge to guide decision making.
- Competency: 2.5 Develop a plan of care.
 - 2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.

Domain 5: Quality and Safety

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

- Competency: 5.2 Contribute to a culture of patient safety.
 - Sub-Competency: 5.2j Evaluate emergency preparedness system-level plans to protect safety.

Domain 6: Interprofessional Partnerships

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- Competency: 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
 - Sub-Competency: 6.1k Provide expert consultation for other members of the healthcare team in one's area of practice.

Domain 9: Professionalism

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

- Competency: 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.

- Sub-Competency: 9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate.

Domain 10: Personal, Professional, and Leadership Development

Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

- Competency: 10.3 Develop capacity for leadership.
 - Sub-Competency: 10.3n Participate in the evaluation of other members of the care team.

Course Crosswalk

CALIFORNIA STATE UNIVERSITY STUDENT LEARNING OUTCOMES

UPS 300.003

CSUF graduates will:

- VII. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.
- VIII. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.
- IX. Communicate clearly, effectively, and persuasively, both orally and in writing.
- X. Work effectively as a team member or leader to achieve a broad variety of goals.
- XI. Evaluate the significance of how differing perspectives and trends affect their communities.
- XII. Recognize their roles in an interdependent global community.

Nursing 530 – School Nurse Specialist I

Units: 3 Units

Prerequisite/Co-requisites: Graduate Status, Credential Program Status, Consent of Instructor

Faculty

Name: Jennifer Lasley, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Amanda Lorenzen, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Rachel McClanahan, DNP, RN, NCSN, CNE
School Nurse Credential Program Coordinator

Office: EC-169A

Phone:

E-mail: rmccclanahan@fullerton.edu

Office hours:

Zoom Link:

Course Catalog Description

Advanced theory and practice of school nursing, emphasizing the health care provider role of the school nurse with children of varying ages, including those with special needs and learning disabilities.

Course Purpose

The purpose of this course is to prepare the students to apply the standards of school nursing practice to the coordination and delivery of health care for students from preschool through grade twelve, to develop professional leadership skills to advance school nursing practice, and to advance school nursing knowledge through professional development and research.

Course Objectives

Upon completion of the course, the student will be able to:

1. Describe the historical foundations for school nursing practice
2. Critique theories and models of school nursing practice and apply them to the educational setting
3. Formulate a professional understanding of the unique role and functions of the school nurse
4. Analyze and interpret legal and ethical aspects of school nursing practice
5. Apply the nursing process and principles of public health nursing to provide school nursing services for children with acute and chronic health conditions and those receiving special education services
6. Examine, evaluate, and apply research relevant to school nursing practice
7. Construct a culturally sensitive individualized health care plan

School Nurse Services Credential Program Description

School nurses positively influence the health, well-being, academic success, and lifelong achievement of individual students, families, communities, and school district faculty and staff. School nurses work to reduce health related barriers to learning. Well-prepared school nurses are critical to the health of our society.

The unique and specialized role of the school nurse necessitates a strong educational foundation in health care delivery, care coordination, leadership and management, health education, research, and theory, that enables practice with significant autonomy and skill, and the ability to adapt as needed to address complex and changing conditions in the healthcare and education systems.

The School Nurse Services Credential program provides quality advanced practice education that emphasizes development of safe and effective school health care providers for a diverse population of children and families through acquisition of knowledge and skills that are commensurate with current evidence.

Philosophy, Conceptual Framework

The School Nurse Credential Program's structure is provided by the [National Association of School Nurses' \(NASN\) Framework for 21st Century School Nursing Practice™](#), which includes the student-centered, non-hierarchical principles of Standards of Practice, Public/Community Health, Care Coordination, Leadership, and Quality Improvement. School health/school nursing is an integral component of the Centers for Disease Control and Prevention and the Association for Supervision and Curriculum Development's (2014) [Whole School, Whole Community, Whole Child model](#).

School Nurse Services Credential Program Outcomes

Upon completion of this program, nurses will be able to

1. Apply advanced school nursing knowledge, skills, and attitudes in delivering developmentally and socioculturally appropriate care to students and families.
2. Use the direct and indirect roles and functions of school nursing practice in implementing interventions to promote health, prevent illness, and improve the health of students, families, and the school community.
3. Coordinate health services to assure the health and safety needs and classroom modifications necessary to resolve or reduce barriers to learning to support student achievement.
4. Implement collaborative approaches to care that enhance practice and support health and learning outcomes for students.
5. Examine local, state, and federal laws and policies and their application to decision-making processes in the educational setting.
6. Integrate scholarly inquiry, including evidence-based practice, theory, and research, to identify clinical problems and solutions, improve decision-making, and health outcomes.
7. Use leadership, management, supervision, and education competencies to create an environment that fosters safety, health, and learning for the students.
8. Demonstrate the efficient use of human, community, and technological resources in designing, organizing, and implementing an effective school health program.

School Nurse Services Credential Program Description:

The School Nurse Services Credential program curriculum is based on the American Association of Colleges of Nursing's (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education*, and learning outcomes are mapped to the 10 Domains, Competencies, and Sub-Competencies for Advanced-level Nursing Education specified by the AACN.

The pedagogy for this program is geared to adult learners who come with a strong clinical focus and expertise. School nurses positively influence the health, well-being, academic success, and lifelong achievement of individual students, families, communities, and school district faculty and staff. School nurses work to reduce health related barriers to learning. Well-prepared school nurses are critical to the health of our society.

The unique and specialized role of the school nurse necessitates a strong educational foundation in health care delivery, care coordination, leadership and management, health education, research, and theory, that enables practice with significant autonomy and skill, and the ability to adapt as needed to address complex and changing conditions in the healthcare and education systems.

The School Nurse Services Credential program provides quality advanced practice education that emphasizes development of safe and effective school health care providers for a diverse population of children and families through acquisition of knowledge and skills that are commensurate with current evidence.

Required Textbooks

American Nurses Association & National Association of School Nurses. (2022). *School nursing: Scope and standards of school nursing practice* (4th ed.). Authors.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Selekman, J., Shannon, R., & Yonakaitis, C. (Eds.) (2019). *School nursing: a comprehensive text* (3rd ed.). F.A. Davis Company.

Recommended Textbooks

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Author

Will, S. I. S., Arnold, M. J., & Zaiger, D. S. (2017). *Individualized healthcare plans for the school nurse*. Sunrise River Press.

Course Format and Outline

This course is divided into weekly modules to be completed over a period of 16 weeks. The modules are presented sequentially and should be completed in that order. This course is conducted online and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**.

Methodology

This course uses the Canvas online learning platform. All content will appear as weekly content under a general module theme. A variety of learning activities and assessments will assist the student in meeting the course objectives. They include audio-visual materials, case studies, reflective writing, discussion, computer-assisted instruction, problem-solving activities, and presentations.

Evaluation

Learning Activities	Week(s)	Percent of Grade	Maximum Points Possible
Synchronous Zoom classes (attendance required)	3, 5, 7, 14	-	-
Minor Consent and Confidentiality for Sexual Health Services in California: A Training for Clinical Settings	4	5%	5
Evidence-Based Practice Report	4	15%	15
California Laws Pertaining to School Health Worksheet	5	10%	10
Discussions (3 @ 5 points each)	1, 6, 12	15%	15
Elevator Speech	7	10%	10
Immunization and Public Health Modules (2.5 points each)	8, 10	5%	5
Website Evaluation	9	10%	10
Skill-Based Approach to Managing Chronic Health Conditions in Schools Training	11	5%	5
School Health Concern Management Packet and Presentation*	14	25%	25

Totals		100%	100
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Table 1 Methods of Assessment for N530/*indicates an essential assignment where an 83% must be achieved via rubric grading

Grading Policies

School of Nursing Policy for the Graduate Program states that + - designations are assigned for Final Course Grades (with the exception of A+). **There are no extra credit options.** Grades will not be rounded up. A grade of “B” (83) or better is required to pass this course.

Grade	Numerical value
A	93-100
A-	90-92.9
B +	87-89.9
B	83-86.9 (1)
B-	80-82.9
C+	77-79.9
C	75-76.9
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

Table 2 Grading Scale for N530

(1) Minimum graduate pass for concentration and project courses is 83%

Late Assignment/Make-up Policy

Students are expected to submit assignments by the time they are due. Assignments submitted after the due date and time (even if it is 12:01am) will receive a deduction of 10% of the total points possible for that assignment for each day the assignment is late (-10% on day 1 late, -20% on day 2 late, -30% on day 3 late, 0 points on day 4 late). Assignments will be accepted, with penalty as described, up to a maximum of three days late, after which point a zero will be recorded for the assignment.

In the event of an emergency that prevents timely submission of an assignment, students may email the instructor for a waiver of the late submission grade reduction. Requests must be brought to the attention of the professor prior to the due date

Non-graded participation activities are due during the week assigned (Sunday midnight). Late completion of non-graded participation assignments will not be counted. There is no late or make-up participation work allowed.

The instructor will review the student’s rationale for the request and decide based on the merits of the student’s appeal. Consideration of the student’s total course performance to date will be a contributing factor in the determination. Students should continue to attend class, actively participate, and complete assignments while the response to the request is pending.

Assignments sent by email will only be accepted under CSUF very special circumstances and only if CSUF announces that there is a problem accessing online classes then email submissions will be accepted. This would be an exceptionally rare occurrence.

Students who are experiencing difficulty in completing coursework should meet with the instructor prior to the due date of an assignment to discuss possible alternatives, options, or solutions.

Malfunctioning computers or printers or lack of internet connection will NOT be accepted as valid reasons for late

submissions.

Essential Assignments

Essential assignments are indicated in the [Evaluation Table](#) with an asterisk*. Students must earn an 83% to pass the assignment (graded using the rubric). If an 83% is not achieved, students will be allowed to revise and resubmit their assignment within five days of receiving their graded assignment back from the instructor. Upon resubmissions, the highest score students can earn is 90%.

Online Course Requirements

Student requirements related to the online format are as follows:

1. This course is conducted online and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**.
2. Students should check into the course and their University email daily or at a minimum 3 – 5 times per week. All University communications occur via University email. Many students dislike using the University email system because it requires login to the Portal, however, outside email will not be used and if students do not check University email important messages will be missed that could impact success in this class.
3. Students can expect a reply to emails from the instructor within 24 – 48 hours.

Participation and Attendance

CSUF School of Nursing recognizes that regular class attendance is essential to student success. Accordingly, all students should be aware of the following:

- Each student is responsible for his or her own attendance and is responsible for communication about that attendance with the Instructor.
- Students are responsible for attending and participating in all dimensions of each of their courses.
- It is the responsibility of the student to understand the attendance policy and procedures for each course.
- Students must substantively participate in and contribute to the online classroom. Substantive participation is defined as actively participating in discussion boards, participating in synchronous activities, and completing all assignments and learning activities, graded and non-graded. Substantive discussion board participation should include informed responses to other student posts, not merely responses such as, "I agree," or "this is a good idea."
- This is a 3-unit, graduate-level online course. Students are expected to put in sufficient study time to meet the course objectives. Some weeks will require more time than other weeks and so hours spent per week is more of an average rather than a hard and fast rule.
- Students are expected to spend approximately 8 ½ - 10 hours per week, for a sixteen-week course, interacting with course learning resource materials and activities, as well as with the course instructor and/or with other students.
- A student is responsible for any work missed as a result of absences of any kind. An 'authorized' absence is defined as a serious personal illness; a family emergency (such as serious illness or death involving a member of the immediate family); jury or military duty; and representing the University in athletic, academic, professional, or leadership development pursuits. Authorized absences must be officially documented. The following are examples of non-authorized absences: vacations, leisure pursuits, and personal business.
- Students have the responsibility to check their extracurricular, personal, and work schedules before or upon enrolling in or seeing the syllabus and course schedule. Any foreseeable problems should be discussed with the course instructor before enrolling and no later than the end of the first week of class.

Incomplete Grades

The grade of “I” (incomplete) will only be provided for students who have unforeseen circumstances that prohibit the satisfactory completion of all required work and is requested by the student in advance of the University grading period. University guidelines can be found at: [Grading and Academic Standards](#).

Deadline for Course Withdrawal

The final deadline to withdraw from classes without a grade of 'W' is 9/6/22. The final deadline to withdraw from classes with a grade of 'W' for serious and compelling reasons is 11/10/22. If you are considering withdrawing from the course, please discuss this with your faculty advisor and/or course instructor.

Emergency Preparedness

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University's emergency response procedures. In the event of an emergency, please adhere to the guidelines from the [CSUF Emergency Preparedness website](#)

Students with Disabilities

The University requires students with disabilities to register within the first week of classes with the [Office of Disability Support Services \(DSS\)](#), located in GH-101 (Gordon Hall) and at (657) 278-3112 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions as expressed in the American Nurses Association Code of Ethics for Nurses at all times.

SON Diversity, Equity, and Inclusion Commitment

We, as the School of Nursing, are committed to creating a learning experience for students that supports diversity of thoughts, perspectives, and experiences. We honor individual identities along a number of dimensions, including but not limited to race, ethnicity and national origins, gender and gender identity, sexuality, disability, socioeconomic status, opinion and religion. The learning environment shall foster a sense of belonging and be safe for all students to share their unique perspectives and experiences and interact in a meaningful and respectful manner.

We, as the School of Nursing, are mindful of the historical implicit and structural biases in society and in our profession and include diverse experiences and perspectives in the understanding of course content specifically and nursing in general. We, as faculty and staff, assert the importance of life-long learning and to this end we embrace students as partners in the process.

Academic Honesty and Integrity

Academic dishonesty will not be tolerated. The University Catalog provides a detailed description of Academic Dishonesty under 'University Regulations.' The following is a short summary.

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, ***whether it is intentional or not.***

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an

instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Link to [CSUF Titan Integrity: Guide to Understanding and Avoiding Academic Dishonesty](#)

Link to [Academic Integrity: A Guide for Graduate Students](#)

Confidentiality

All applicable laws, including FERPA, and University policies concerning privacy and confidentiality are followed. University employees, including Student Employees, will almost inevitably come across or have access to confidential information. It is imperative that this information remains confidential. Cal State Fullerton is in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law that protects the privacy of all student education records.

Standards for Written Work

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, **whether it is intentional or not**.

Differences between direct and indirect quotes:

Direct quotes: include the exact wording from the source

Indirect quotes: summarize or paraphrase the content from the source.

Punctuation requirements: **all** word for word quotations **must** be placed in quotation marks.

Exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g. Washington D.C. is the capital of the U.S.) do not need citation, even if they had to be looked up. Always cite using APA format (7th ed.) for all written work.

Procedures for Resolving Issues

The procedures for resolving issues having to do with student conduct or challenging grades can be found at this link [Procedures for Resolving Issues](#)

Value of Team Building Work

Membership and participation in groups is not only inevitable, it is essential. Human beings have always been people who come together in groups to live, work, and govern. The ability to work effectively with others in groups is highly valued by the faculty, and it is one of the key characteristics sought after by employers! The profession of nursing and our public value group work and emphasize the importance of nurses collaborating with other health professionals to meet healthcare needs.

The California State University Fullerton Graduate Program Outcomes emphasize the importance of transdisciplinary communication and collaboration and expect students to be **competent in leading and working collaboratively in groups**.

Policy on Civility

As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect, and care.

Tape recorders, laptop computers, tablets are allowed at the discretion of the faculty. Cell phones must be turned off during the scheduled class, unless being used for a class activity. Texting is **not** permitted. All papers and course-related documents must be stored prior to testing.

[CSUF policy on civility](#). Everyone is treated with respect.

Social Media Network Guidelines and Policy

Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others.

Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.

Appropriate Online Behavior

For more information, see the "[Netiquette guidelines](#)"

Online etiquette, often referred to as "netiquette," is essential for life lived on the Internet. As a society, it is oftentimes too easy to use keystrokes as missile attacks against others, and it's oftentimes too easy to mistake someone's keystrokes as personal attacks. Because of those two elements, we will follow these guidelines:

We Honor Our Differences

- Behind every keystroke is a living breathing soul. They have people who count on them, love them, and trust them. They may have a life story different from ours, but it is our duty to the integrity of the classroom environment to keep our classmates safe. Safe from harassment, safe from bullying, safe.
- When differences arise, use the tools we are learning in this course to ask for clarification. Differences can be anything from personal beliefs to questions about the truth of assertions.
- When differences do arise, take the time to understand the other point of view. In the process, you may change your viewpoint, or may strengthen your own argument. Either way, the only way to achieve this wisdom and knowledge is to put forth the effort to listen and understand your classmates.
- Find your voice. Speak with clarity and kindness. Always seek the truth. Question everything. Never make enemies, instead, build allies. If you would not say it to their face, do not type it.
- Your voice is not without a name. A server records your every keystroke. Participate with integrity.
- Even if it is housed on a server, this is a college classroom. Please respect the educational setting just as you would a traditional classroom.

We Honor the Craft of Communication (Online Communication in all forms)

- In this class, we are learning how to communicate. We will practice that skill in every dimension during our time together.
- TYPING IN ALL CAPS IS LIKE TO SHOUTING. Do not shout, please.
- Do write a concise subject line for responses within discussion forums. This helps to focus the discussion and allows students to find and follow specific threads (topics) of conversations.
- Do read classmates' posts before you comment. Read the whole thread of the discussion before posting your own comments. Add value to the discussion by sharing applicable examples and personal experiences.
- Do review the grading rubric if the discussion forum is part of your overall grade.

- Do not give out personal information or passwords.
- Do not plagiarize. Give credit where credit is due.
- Do avoid offensive comments. Anything obscene, libelous, or racist is inappropriate and will be removed by the instructor.
- Speaking fluent sarcasm is a gift many have; however, as of yet, there is no sarcasm font. Be cautious when using humor and sarcasm in an online environment. Insulting your audience will dilute your effectiveness as a communicator.
- When possible, check previous postings for content redundancy.
- Edit and review your online writing before submitting it.
 - LOL, OMG, SMH are perfectly fine when texting; however, this is a college classroom. Write as a college-level student. The same thing with emojis. Use your words.
 - Do be careful about forwarding someone else's email message. That person might not have intended for you to forward it.
 - Don't expect an immediate response from your instructor or another student. The post or message might be sent right away, but the other person might not necessarily read it right away.
 - Do include a subject line that clearly states what your question(s) or request is about (the subject 'question' or 'clarification' are a bit vague).
 - Do ensure your message is brief and succinct. State your request or question within the first sentence or two. You will be more likely to receive a timely response if your message is clear and brief.
 - Know when to use email versus a discussion board. Things to keep in mind:
 - Personal matters = email (i.e., asking the instructor a personal question, telling a personal story, etc.)
 - Class matters = discussion boards (i.e., if will benefit at least three other people in the class – i.e. a question about the content or clarification of an assignment)

Technology Requirements and Information

This course will be conducted fully online and will be run on the Canvas learning management system and web conferencing software. First and foremost, you will need to have regular access to a computer and a stable Internet connection, preferably high-speed DSL or Cable. A personal email account is provided by the University and **MUST** be used by the student. You **MUST** have an external microphone available for web conferencing sessions (many mobile phones come with an ear bud/mic, this works perfectly!).

In addition, your success in the course **will require the following minimum technical/computer abilities:**

- Understanding basic computer usage (accessing the internet, opening, and switching between applications, etc.)
- Capacity to learn to effectively use new programs including web conferencing software (Zoom).
- Using email, sending attachments, retrieving attachments.
- Capacity to use a web browser (Firefox, Google Chrome, etc.), open web pages, search the internet, access email, and work with .pdf files
- Ability to use the word processing Microsoft Word to create, edit, save, retrieve documents, and use and understand the track changes function.
- All submissions must be in .doc or .docx format (submissions in .pdf format will not be accepted)
- Ability to use presentation software such as Microsoft PowerPoint, Google Slides, Prezi, or Keynote.
- Ability to use Google software such as Chrome and add-ons, etc.
- If you do not own a computer or if your computer malfunctions during the semester, you will be expected to identify another computer to use. Computers are available at the Public Library.
- You must be comfortable using Canvas, including being able to post and comment on the discussion board, using the quiz/survey tools, accessing content, and submitting assignments.
- I suggest that you save all of your important documents in two places (e.g., on a laptop and on a desktop computer, in a cloud Dropbox/Gdrive, and/or on an external hard drive) to prevent loss.
- Exercise preventative technology use (by saving in multiple places and having a back up plan for technology failure). Technological failures are not accepted as an excuse for missing or late work.

Student Technology Services

The CSUF Student IT Help Desk provides technical support to students for campus related to Titan Online, Campus Portal, Canvas, Campus email, campus software, and wireless connection. Please find the most up-to-date technology information on the Division of Information Technology [Student Technology Services Website](#)

For technical issues please contact the CSUF Student IT Help Desk 657-278-8888 or email StudentITHelpdesk@fullerton.edu

Chat with Student IT:

1. Login to the CSUF Portal <http://my.fullerton.edu>
2. Click on **Online IT Help**
3. You will be prompted to login once more
4. Once logged initiate a chat by clicking on **Live Chat**

The School of Nursing Technology resources page provides information about School of Nursing specific technology. Information about obtaining support for externally provided resources, such as Java, Adobe, Silverlight, etc. as well as resources on how to use course technologies and an FAQ, can be found at this [School of Nursing Technology Resources](#) link.

School of Nursing Canvas assistance is available from the School of Nursing Course Manager by calling 657-278-5177 or sending an email to nursingcoursemanager@fullerton.edu

Office Hours/Contact

Email is a quick way to contact your on-line instructor. Your instructor may accept text messages, please check with your faculty before you text or use their cell phone number. You can expect a response to emails within 48 hours or less. Assignments are graded and returned within a two-week turn-around time, usually quicker. As assignments are graded, they will be returned to the student through the Canvas Grade Center. Students are advised to check their grades periodically in the Grade Center to track their progress.

Course Schedule

Weeks begin on Monday and end on Sunday at 2359.

Schedule is tentative and subject to modification. Students will be notified as early as possible of any changes.

WEEKLY SCHEDULE				
Wk	Date	Content /Topic /Objectives	Readings	Learning Activities
1		<p>Foundations for practice</p> <ul style="list-style-type: none">• Articulate the expectations of learners in this class (syllabus review and course orientation)• Create an introduction and meet peers• Become familiar with the library's services and collections, with the basic functions of the library website including how to get started with library	<ul style="list-style-type: none">• Selekman et al. (2019). Historical perspectives of school nursing. School nursing: A comprehensive text (3rd ed., pp. 2-13) – Chapter 1• Selekman et al. (2019). Historical perspectives of school nursing. School nursing: A comprehensive text (3rd ed., pp. 17-28) – Chapter 2• Bergren, M. D. (2017). School nursing and population health: Past, present, and future. Online Journal of Issues in Nursing, 22(3).	<ul style="list-style-type: none">• Review the Syllabus and note the assignment and activity due dates• Participate in the Introductions Map Activity• Explore the CSUF Library Nursing resources web page, Explore the CSUF Library APA resources web page.• Complete the Library Orientation SPARK Tutorials and submit proof of completion• Post to the School Nursing Past, Present, Future Discussion Forum

	<p>research, and how to get help from a librarian</p> <ul style="list-style-type: none"> • Become familiar with how to properly use the APA 7th Edition style and formatting guide • Discuss the historical basis for school nursing, its evolution, and current issues 		
2	<p>Evidence-Based Practice Frameworks & Models – School Nurse Framework, ESSA, WSCC, etc.</p> <ul style="list-style-type: none"> • Explain how selected theories/conceptual frameworks/models can be used to enhance school nursing practice • Investigate best evidence for a current clinical problem that might be improved by using research knowledge • Perform a self-assessment of school nurse competencies 	<p><u>FRAMEWORKS/MODELS</u></p> <ul style="list-style-type: none"> • Maughan, E. D., Duff, C., & Wright, J. (2016). Using the framework for 21st-century school nursing practice in daily practice. NASN School Nurse. • Galemore, C. A., Bowlen, B., Combe, L. G., Ondeck, L., & Porter, J. (2016). Whole school, whole community, whole child-Calling school nurses to action. NASN School Nurse. <p><u>EVIDENCE-BASED PRACTICE</u></p> <ul style="list-style-type: none"> • Maughan, E. D., & Yonkaitis, C. F. (2017). What does evidence-based practice even mean? Get a CLUE. NASN School Nurse. • Maughan, E. D., & Yonkaitis, C. F. (2017). Finding the best evidence to support care of students with chronic conditions. CLUE#2 acquire. NASN School Nurse. • Maughan, E. D., & Yonkaitis, C. F. (2018). What does the evidence say is best for your student? CLUE#3: Appraise. NASN School Nurse. • Yonkaitis, C. F., & Maughan, E. D. (2018). Evidence-based practice. Making the research relevant to your situation-CLUE 4: Apply. NASN School Nurse. 	<ul style="list-style-type: none"> • Watch the Frameworks and Evidence-Based Practice Lectures • Participate in the EBP Question Padlet to share ideas. • Begin to develop Evidence-Based Practice (EBP) Report for School Nursing Practice

3	Standards of Practice Professional Advocacy	<ul style="list-style-type: none"> • Show how aspects of the Scope and Standard of School Nursing Practice and Role of the School Nurse are applied in practice • Categorize primary, secondary, and tertiary preventive measures used to meet the needs of students • Describe how nurses can use their voice for advocacy of the specialty of school nursing 	<ul style="list-style-type: none"> • Selekman et al. (2019). Standards of school nursing practice. School nursing: A comprehensive text (3rd ed., pp. 31-48) – Chapter 3 • American Nurses Association & National Association of School Nurses. (2022). School nursing: Scope and standards of school nursing practice (4th ed.). Author <p>Look at school nurse competencies for each of the Standards of Practice (Standards 1 - 6, pages 43 - 60) and the Standards of Professional Performance for School Nursing (Standards 7 - 18, pages 61 - 86) - note the additional competencies for RNs who hold or will go on for a terminal degree (MSN/DNP/PhD, etc.).</p> <p>Digital</p> <ul style="list-style-type: none"> • Bergren, M. D. (2011). Promote thyself. NASN School Nurse. <p>^this article is older but contains information that can still inform the actions of self-advocacy.</p> <ul style="list-style-type: none"> • Resha, C., & Lambert, D. (2014). School nurses breaking the sounds of silence through advocacy. NASN School Nurse. • Maughan, E. D., Johnson, K. H., & Engelke, M. K. (2017). School nursing becoming credible and visible. NASN School Nurse. <p>note the innovative ideas for professional self-promotion and advocacy</p>	<ul style="list-style-type: none"> • Watch the School Nursing Practice & Roles video lectures, parts 1-3 • Watch the Levels of Prevention and Social Determinants videos • Test your knowledge of the Levels of Prevention by taking the Quiz • Make connections between the readings and lectures and your practice by posting to the 'One Sentence Answer' Forum. • Continue to work on your Evidence-Based Practice report • Attend Synchronous Class – focus on Scope & Standards of Practice, complete reflection of learning
4	Legal issues related to school nursing practice	<ul style="list-style-type: none"> • Examine the legal structure and foundation for school nursing practice, including federal laws, state laws, nursing 	<ul style="list-style-type: none"> • Selekman et al. (2019). The law and school nursing practice. School nursing: A comprehensive text (3rd ed., pp. 136-151) – Chapter 8 <- skim/read along with the legal lecture 	<ul style="list-style-type: none"> • Explore the HIPAA/FERPA flowchart for decision-making and the quick reference California Minor Consent and Confidentiality Laws table in this week's module • Complete the Minor Consent and Confidentiality for Sexual

		<p>regulations, and legislative mandates.</p> <ul style="list-style-type: none"> ● Determine the level of implementation of California laws pertaining to school health in local districts. ● Recognize ethical concepts related to school nursing practice. 	<ul style="list-style-type: none"> ● American Nurses Association & National Association of School Nurses. (2022). School nursing: Scope and standards of school nursing practice (4th ed.). Authors <ul style="list-style-type: none"> ● read pages 5-6 “Development and Function of School Nursing Standards,” ● read pages 10-16 “The What of School Nursing” through “Art of School Nursing,” ● read pages 27-40 “Professional School Nurses: The Who of School Nursing” through “Summary of the Scope of School Nursing Practice” (includes the provisions from the Code of Ethics) ● Gudeman, R. (2018). HIPAA or FERPA? A Primer on Sharing School Health Information in California (2nd ed.). National Center for Youth Law. https://youthlaw.org/wp-content/uploads/2018/10/2018.10.23-HIPAAorFERPA-California.pdf ● Savage, T. A. (2017). Ethical issues in school nursing. <i>Online Journal of Issues in Nursing</i>, 22(3). 	<p>Health Services in California: A Training for Clinical Settings. Takes 45-60 min to complete.</p> <ul style="list-style-type: none"> ● Watch the Legal Lecture, A brief overview of the legal framework surrounding school nursing practice (37 min.), and listen to the Legal Podcast, Legal Issues Every School Nurse Needs to Know (10 min.), posted in this week's module. ● Download, complete, and submit the California Laws Pertaining to School Health Worksheet district/self-evaluation tool for evaluating district practices (due week 5) ● To extend learning and apply concepts, comment on how you would handle an ethical situation in your school (mini Discussion) ● After completing the readings and activities for the week, check your knowledge with the 'Test your knowledge' quiz ● Submit final Evidence Based Practice (EBP) Report
5		<p>Federal laws protecting children in schools</p> <ul style="list-style-type: none"> ● Discuss the role of the school nurse as a special education Individual Education Plan (IEP) and 504 Plan team member ● Determine appropriate assessment tools/forms in the evaluation of a child for possible placement in a special education program. ● Differentiate between the different levels and 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Federal laws protecting students with disabilities. <i>School nursing: A comprehensive text</i> (3rd ed., pp. 154-170) – Chapter 9 ● Yonkaitis, C. F., & Shannon, R. A. (2017). The role of the school nurse in the special education process part 1: Student identification and evaluation. <i>NASN School Nurse</i>, 32(3), 178-184. ● Shannon, R. A. & Yonkaitis, C. F. (2017). The role of the school nurse in the special education process part 2: 	<ul style="list-style-type: none"> ● Watch the SPED Evaluations Lectures, parts 1 - 4, the 504 Plans Lectures, parts 1 & 2, and the 'Related Services' Lecture ● Explore the IDEA, 504, ADA Comparison Chart ● Take the Special Education/504 Plan quiz to test your knowledge ● Watch the Finding your Voice Lecture and complete the four Padlets to share information ● Begin to explore the development of your Elevator Speech.

		types of services provided in Special Education programs and the role of the nurse in determining placement and school nurse involvement in those programs.	Eligibility Determination and the Individualized Education Program. NASN School Nurse, 32(4), 249-254.	<ul style="list-style-type: none"> ● Attend Synchronous class – focus on School/Health laws and ethics ● California Laws Pertaining to School Health Worksheet Assignment Due
6		<p>Health and Education plans</p> <ul style="list-style-type: none"> ● Discuss the School Nurse role in case management (Care Coordination) for students with health needs. ● Explain the similarities and differences between an emergency plan, a health care plan, a 504 plan, and an IEP and when each is used. ● Discuss the use of care plans in school nurse practice. 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Health and education plans for students with special healthcare needs. School nursing: A comprehensive text (3rd ed., pp. 172-198) – Chapter 10 ● Galemore, C. A., & Sheetz, A. H. (2015). IEP, IHP, and Section 504 primer for new school nurses. NASN School Nurse ● Karsting, K. (2012). How can individualized healthcare plans be used most effectively?. NASN School Nurse <p>this article is older but still a great overview of the basics of care planning for school nurses.</p>	<ul style="list-style-type: none"> ● Examine NASN's Model for School Nurse-Led Case Management (SNLCM) ● Watch the SNLCM Lectures ● Explore the SNLCM Resources ● Complete Case Management Padlets to share ideas ● Complete the Care Plan Discussion - Discuss the use of care plans for students in your district.
7		<p>Common Health Complaints</p> <ul style="list-style-type: none"> ● Health Disparities ● Describe acute health concerns among children of various grades and settings and the role of the school nurse in providing care. ● Describe common injuries, treatment, and prevention methods for student-athletes. ● Explain what health disparities are and ways to minimize them to create a system that is more equality-based. 	<ul style="list-style-type: none"> ● Selekman et al. (2019) Health issues related to physical activity and athletics. School nursing: A comprehensive text (3rd ed., pp. 367-396) – Chapter 17 ● Selekman et al. (2019) Students with common health complaints. School nursing: A comprehensive text (3rd ed., pp. 335-364) – Chapter 16 	<ul style="list-style-type: none"> ● Attend the Synchronous class to present Elevator speeches ● Listen to The Future of Nursing podcast, Episode 1, and explore associated documents. Then, post to the Padlet to share ideas. ● Complete the CDC's Determinants of Health online training. (This course will give you a solid understanding of factors related to the health of a population.) ● Record your Elevator Speech and post it and your written script/notes.
8		<p>Health Promotion & Disease Prevention, Public Health Practice</p> <ul style="list-style-type: none"> ● Critically examine current immunization 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Health promotion and screenings for school-age children. School nursing: A comprehensive text (3rd ed., pp. 282-308) – 	<ul style="list-style-type: none"> ● Health Promotion and Disease Prevention check your understanding Quiz

	<p>issues and laws and the role of the school nurse in assuring compliance</p> <ul style="list-style-type: none"> ● Examine the role of the school nurse in communicable disease prevention, monitoring, and outbreak control ● Identify concepts and models related to health promotion by school nurses in schools 	<p>Chapter 14 Selekman et al. (2019). Disease prevention in schools. School nursing: A comprehensive text (3rd ed., pp. 313-332) – Chapter 15</p>	<ul style="list-style-type: none"> ● Watch the Calling the Shots video & Submit your one comment take-away ● Examine the Shots for Schools Website. ● Complete the Online Immunization Modules Assignment ● Continue to work on your Website Evaluation assignment
9	<p>Chronic Health Conditions Allergies</p> <ul style="list-style-type: none"> ● Explain the role of the school nurse in managing chronic health conditions common to preschool, school-age, children, and adolescents. 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Students with chronic conditions. School nursing: A comprehensive text (3rd ed., pp. 480-498) – Chapter 21 ● Selekman et al. (2019). Students with allergies. School nursing: A comprehensive text (3rd ed., pp. 500-520) – Chapter 22 	<ul style="list-style-type: none"> ● Examine the Sample Food Allergy Action Plan and NASN Allergy Resources ● Complete the Managing Chronic Health Conditions in Schools Training. Instructions, resources, and links are in the Week 9 module (due week 11) ● Submit Website Evaluation assignment
10	<p>Diabetes Respiratory conditions</p> <ul style="list-style-type: none"> ● Explain the role of the school nurse in managing children with respiratory conditions (including Asthma) and Diabetes in the educational setting 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Students with chronic respiratory conditions: Asthma and cystic fibrosis. School nursing: A comprehensive text (3rd ed., pp. 523-540) – Chapter 23 ● Selekman et al. (2019). Students with diabetes. School nursing: A comprehensive text (3rd ed., pp. 575-600) – Chapter 25 	<ul style="list-style-type: none"> ● Watch a snippet of the 'Creation and Implementation of SAMPRO: A School-based Asthma Management Program' video and download the toolkit resources to use in your district. ● Listen to/Watch Diabetes Videos and Examine the links to Diabetes resources ● Explore the Diabetes Care Tasks at School: What Key Personnel Need to Know An 18-module training curriculum from the American Diabetes Association ● Public Health Modules Assignment Due
11	<p>Seizures and Epilepsy Overweight & Obesity</p> <ul style="list-style-type: none"> ● Explain the role of the school nurse in managing children with seizures and epilepsy in the educational setting ● Discuss the role of the school nurse in caring 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Students with seizures and epilepsy. School nursing: A comprehensive text (3rd ed., pp. 652-669) – Chapter 28 ● Selekman et al. (2019) Students who are overweight. School nursing: A 	<ul style="list-style-type: none"> ● Watch the lecture on Evidence-Based Seizure Guidelines for School Nurses. ● Examine the Obesity Resources and download the Change Talk app and practice Motivational Interviewing skills.

		for children who are overweight in the educational setting	<p>comprehensive text (3rd ed., pp. 627-648) – Chapter 27</p> <ul style="list-style-type: none"> ● Lepkowski, A. (2018). School nursing evidence-based clinical practice guideline: Students with seizures and epilepsy. National Association of School Nurses 	<ul style="list-style-type: none"> ● Managing Chronic Health Conditions in Schools Training due ● Begin to plan for completing the School Health Concern (Chronic Health Condition) Management Packet and Presentation assignment
12		<p>Neurodevelopmental disorders</p> <ul style="list-style-type: none"> ● Discuss the role of the school nurse in the assessment and in-school management of students with suspected intellectual and neurodevelopmental disorders. 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Students with neurodevelopmental disorders: Intellectual Disabilities and Autism. School nursing: A comprehensive text (3rd ed., pp. 603-624) – Chapter 26 ● Hyman, S. L., Levy, S. E., & Myers, S. M. (2020). Identification, evaluation, and management of children with autism spectrum disorder [Clinical Report]. Pediatrics, 145(1). 	<ul style="list-style-type: none"> ● Watch two short videos about the Nursing Care of Children with Developmental Disabilities. ● Explore the CDC's Autism Spectrum Disorder website ● Participate in the Week 12 School Nurses & Autism Spectrum Disorder discussion. ● Continue to work on the School Health Concern (Chronic Health Condition) Management Packet and Presentation assignment
13		<p>Attention Disorders and Specific Learning Disorders</p> <ul style="list-style-type: none"> ● Discuss the role of the school nurse in the assessment and in-school management of students with Attention Disorders & Specific Learning Disorders 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Students with attention deficit-hyperactivity disorder and specific learning disorders. School nursing: A comprehensive text (3rd ed., pp. 549-571) – Chapter 24 ● AlAzzam, M., Suliman, M., & AlBashtawy, M. (2016). School nurses' role in helping children with attention-deficit/hyperactivity disorder. NASN School Nurse. ● Lucas, C., Mahler, K., Tierney, C. D., & Olympia, R. P. (2019). School nurses on the front lines of health care: How to help students with autism spectrum disorder navigate a meltdown in school. NASN School Nurse. 	<ul style="list-style-type: none"> ● Watch the Emotion Management lecture ● Post one new idea/strategy that you learned and intend to find out more about or use in your practice to the Padlet after watching the lecture ● Continue to work on the School Health Concern Management Packet (Chronic Condition Toolkit) and Presentation assignment.
FALL BREAK				
14		<p>Other Chronic Conditions & Students using Medical Technology</p> <ul style="list-style-type: none"> ● Explain the role of the school nurse in managing students 	<ul style="list-style-type: none"> ● Selekman et al. (2019). Students with other chronic conditions. School nursing: A comprehensive text (3rd ed., pp. 673-717) – Chapter 29 	<ul style="list-style-type: none"> ● Attend Synchronous Class - Present Chronic Condition Toolkit, submit Chronic Condition Toolkit ● Watch the How to Record Using Zoom tutorial to

		with chronic health conditions and those supported by medical technology.	<ul style="list-style-type: none"> ● Selekman et al. (2019). Students supported by medical technology. <i>School nursing: A comprehensive text</i> (3rd ed., pp. 721-739) – Chapter 30 ● Roesler, M. A., & Obst, B. (2020). Assessing a student with a rare disease. <i>NASN School Nurse</i>. ● McCabe, E. M. (2020). School nurses' role in self-management, anticipatory guidance, and advocacy for students with chronic illness. <i>NASN School Nurse</i>. 	<p>prepare your recorded presentation.</p> <ul style="list-style-type: none"> ● Submit School Health Concern Management Packet (Chronic Condition Toolkit) and Presentation assignment.
15		Prepare for Practicum class N533L	No assigned readings	<ul style="list-style-type: none"> ● Upload your toolkit items into a google drive for your peers to access and use in their practice ● Complete the N533L School Nurse Practicum survey ● List two people who you have identified as potential preceptors using the provided form ● Post to the Competency Discussion Board ● Provide feedback on your impressions of this course
16		<ul style="list-style-type: none"> ● Course Evaluations 	No Final Exam	

Table 3 Weekly Schedule N530

Appendices

Assignment Information (Specific Instructions can be found in the Canvas class)

Discussion Forums

For this assignment, students will complete the assigned readings and course learning activities. Students will be provided with discussion prompts based on the topic and concepts being studied in the class. Students will evaluate course materials and consider their own practice, comparing current practice with tools, strategies, and practices described in the literature. The discussion will include conclusions, impressions, and recommendations for changes in practice. Students will post their individual response in the assigned Discussion Forum in Canvas and respond to at least two other students. See instructions and rubric posted in Canvas. See Specific Discussion Topics in Schedule.

Purpose

- Discussion forums provide opportunities for communication, brainstorming, exchanging ideas and meaningful learning. Being asynchronous, they allow for interactions at times convenient to the student and allow time to prepare thoughtful responses. They provide opportunity for a variety of viewpoints and perspectives while practicing key skills of critical thinking and theory analysis.
- meet standards and competencies by the end of the program.

California Laws Pertaining to School Health Worksheet

School communities are governed by state and federal laws that impact many areas of education. Students will receive a worksheet with a list of laws that they will encounter in their practice. Using the provided worksheet, students will determine whether laws are implemented in the district, how the implementation is confirmed, who is responsible, and which are a priority for development, revision, and/or investigation.

Purpose

- The purpose of this assignment is to build on the competency in understanding school law as it relates to the duties and responsibilities of school nurses as a key component of preparedness for the position.

Evidence Based Practice Report

To best meet the school health needs of children, school nurses must keep abreast of the current relevant scientific literature. The purpose of this assignment is to explore the extent of pediatric, public health, nursing, school health and education literature and resources to inform school nurse evidence-based approaches toward reducing learning barriers for children with special healthcare needs or toward promoting the health of school communities.

Purpose

- The purpose of this assignment is to build competency in searching electronic library databases, school nurse literature, and EBP resources and websites specific to school-age children and school communities, systematically collecting of EBP information, and synthesizing EBP data and information to understand the implications for evidence-based school nursing practice

Immunization and Public Health Modules

You Call the Shots is an interactive, web-based immunization training course. It consists of a series of modules that discuss vaccine-preventable diseases and explain the latest recommendations for vaccine use. Orientation to Public Health is a web-based course that provides learners with a basic understanding of the mission and functions of public health.

Purpose

- School nurses provide primary level prevention, which includes promoting immunizations. Understanding vaccine preventable diseases and the latest recommendations for vaccine use is key to providing health promotion. School nurses serve as the professional link between the education sector and public health; therefore, a working understanding of the functions of the public health system is key.

Synchronous Zoom Classes

Synchronous learning is learning in real-time with the course instructor leading the discussion, encouraging active participation in the learning material. Sessions may include guest speakers and breakout rooms for small group discussion and collaboration.

Purpose

- The purpose of these sessions is to allow an opportunity for school nurse credential students to engage with course material and peers, allowing for collaboration with co-learners, and be able to ask questions and receive answers on-the-spot.

Minor Consent and Confidentiality for Sexual Health Services in California: A Training for Clinical Settings

Provides overview of California laws impacting minors and their access to confidential sexual health services, and the role of clinical providers, practices, and healthcare systems in ensuring these protections. Participants are given an opportunity to test their own knowledge related to California minor consent and confidentiality laws and learn about resources to support implementation of these laws in a clinical setting.

Purpose

- Training provides key information for school nurses to improve confidence in responding to minor consent and confidentiality concerns in their work with teens.

Elevator Speech

An elevator speech is a quick synopsis of your background and experience. An elevator speech is usually short enough to present during a brief elevator ride. Making public communication and education about school nursing should be an integral part of school nursing work. School nurses should work to communicate in ways that highlight the school nurses' knowledge rather than virtues.

Purpose

- The purpose of this assignment is for the school nurse credential student to develop a short speech/pitch that paints a picture, highlights school nurse work, uses facts and statistics, and an anecdote or story. To be effective agents, we must always have 2 or 3 types of elevator speeches or anecdotes at the ready.

Website Evaluation

The multi-faceted role and the acuity of care delivered by school nurses is often misunderstood. The common narrative is that the school nurse functions to hand out Band-Aids and ice packs. School nurses can change the conventional description of school nursing in their communities by using a web site or social media.

Purpose

- The purpose of this assignment is for students to evaluate school websites for content related to school nurses and research the steps necessary for developing a web page.

Skill-Based Approach to Managing Chronic Health Conditions in Schools Training

Interactive online NASN Learning program for school nurses to apply the NASN Framework for 21st Century School Nursing Practice™ to the management of chronic health conditions in schools.

Purpose

- Provides foundational skills for school nurses in managing chronic health conditions.

School Health Concern Management Packet and Presentation

Students will be assigned a school health concern commonly seen in children in the school setting. For the assigned health concern, students will prepare a "packet" of materials that could be used by a school nurse in the development of a culturally sensitive IHP and management of the child's care/case and present their packet to the class.

Purpose

- The purpose of this assignment is to use the nursing process, the scope and standards of practice and the cultural awareness to construct a culturally sensitive Individual Health Plan (IHP) for a child with a health concern in the educational setting.

AACN The Essentials: Core Competencies for Professional Nursing

The School Nurse Credential Program learning outcomes were derived from the CSUF School of Nursing mission and philosophy statements and reflect current educational and professional standards, including *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). The Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting. Key Domains, Competencies, and Sub-Competencies for Advanced-level Nursing Education covered in this class include:

Domain 1: Knowledge for Nursing Practice

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

- Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines
 - Sub-Competency: 1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.
- Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
 - Sub-Competencies: 1.2g Apply a systematic and defensible approach to nursing practice decisions, 1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.
- Competency: 1.3 Demonstrate clinical judgment founded on a broad knowledge base.
 - Sub-Competency: 1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.

Domain 2: Person-Centered Care

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

- Competency: 2.1 Engage with the individual in establishing a caring relationship.
 - Sub-Competencies: 2.1d Promote caring relationships to effect positive outcomes, 2.1e Foster caring relationships.
- Competency: 2.2 Communicate effectively with individuals.
 - Sub-Competencies: 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences, 2.2h Design evidence-based, person-centered engagement materials, 2.2j Facilitate difficult conversations and disclosure of sensitive information.
- Competency: 2.3 Integrate assessment skills in practice.
 - Sub-Competency: 2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.
- Competency: 2.4 Diagnose actual or potential health problems and needs.
 - Sub-Competencies: 2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process, 2.4g Integrate advanced scientific knowledge to guide decision making.
- Competency: 2.5 Develop a plan of care.
 - Sub-Competencies: 2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care, 2.5j Develop evidence-based interventions to improve outcomes and safety, 2.5k Incorporate innovations into practice when evidence is not available.
- Competency: 2.6 Demonstrate accountability for care delivery.
 - Sub-Competencies: 2.6g Promote delivery of care that supports practice at the full scope of education, 2.6i Apply current and emerging evidence to the development of care guidelines/tools.
- Competency: 2.9 Provide care coordination.
 - Sub-Competency: 2.9g Develop strategies to optimize care coordination and transitions of care.

Domain 4: Scholarship for the Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

- Competency: 4.2 Integrate best evidence into nursing practice.
 - Sub-Competency: 4.2f Use diverse sources of evidence to inform practice.

Domain 6: Interprofessional Partnerships

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- Competency: 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.

- Sub-Competencies: 6.1j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships, 6.1k Provide expert consultation for other members of the healthcare team in one's area of practice.

Domain 9: Professionalism

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

- Competency: 9.2 Employ participatory approach to nursing care.
 - Sub-Competency: 9.2k Model professional expectations for therapeutic relationships.
- Competency: 9.5 9.5 Demonstrate the professional identity of nursing.
 - 9.5f Articulate nursing's unique professional identity to other interprofessional team members and the public.
- Competency: 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.
 - Sub-Competency: 9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate.

Domain 10: Personal, Professional, and Leadership Development

Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

- Competency: 10.3 Develop capacity for leadership
- Sub-Competencies: 10.3n Participate in the evaluation of other members of the care team, 10.3q Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive.

Course Crosswalk

CALIFORNIA STATE UNIVERSITY STUDENT LEARNING OUTCOMES UPS 300.003

CSUF graduates will:

- I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.
- II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.
- III. Communicate clearly, effectively, and persuasively, both orally and in writing.
- IV. Work effectively as a team member or leader to achieve a broad variety of goals.
- V. Evaluate the significance of how differing perspectives and trends affect their communities.
- VI. Recognize their roles in an interdependent global community.

Nursing 532 – School Nurse Specialist II

Units: 3 Units

Prerequisite: Graduate Program Status

Faculty

Name: Jennifer Lasley, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Amanda Lorenzen, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Rachel McClanahan, DNP, RN, NCSN, CNE
School Nurse Credential Program Coordinator

Office: EC-169A

Phone:

E-mail: rmccclanahan@fullerton.edu

Office hours:

Zoom Link:

Course Catalog Description

Advanced practice role of school nurses focusing on program-level issues. Management, coordination, resource utilization, advocacy, health care policy, and communication with school staff, educators, administrators, clients, and families within school districts.

Course Purpose

The purpose of this course is to prepare the students to apply the standards of school nursing practice to the coordination and delivery of health care for students from preschool through grade twelve, to develop professional leadership skills to advance school nursing practice, and to advance school nursing knowledge through professional development and research.

Course Objectives

Upon completion of the course, the student will be able to:

1. Articulate the comprehensive role for nursing in the schools, including the role of the nurse as leader, manager, coordinator and provider of care, health educator, health counselor, collaborator, interdisciplinary team member, and researcher.
2. Evaluate the role for nursing practice in the schools consistent with state statutory regulations, contemporary health issues of children and adolescents, standards of care, and directions for specialty practice in nursing and current trends in public education.
3. Evaluate nursing practice in schools consistent with contemporary health issues in community/public health nursing perspectives.
4. Analyze the adaptive responses of the family, the school, the larger community, and the nurse to various physical, emotional, social, economic, environmental, legal, and political stressors.
5. Apply theoretical concepts and research from nursing, the behavioral, and social sciences to school nursing practice.
6. Apply the national school nursing specialty standards of professional performance to practice.

7. Compare and contrast the past, present and future role of schools in the provision of health care as part of the larger health care delivery system.
8. Delineate the challenges for nurses entering the world of public education.
9. Outline program management competencies and responsibilities of the school nurse.

School Nurse Services Credential Program Description

School nurses positively influence the health, well-being, academic success, and lifelong achievement of individual students, families, communities, and school district faculty and staff. School nurses work to reduce health related barriers to learning. Well-prepared school nurses are critical to the health of our society.

The unique and specialized role of the school nurse necessitates a strong educational foundation in health care delivery, care coordination, leadership and management, health education, research, and theory, that enables practice with significant autonomy and skill, and the ability to adapt as needed to address complex and changing conditions in the healthcare and education systems.

The School Nurse Services Credential program provides quality advanced practice education that emphasizes development of safe and effective school health care providers for a diverse population of children and families through acquisition of knowledge and skills that are commensurate with current evidence.

Philosophy, Conceptual Framework

The School Nurse Credential Program's structure is provided by the [National Association of School Nurses' \(NASN\) Framework for 21st Century School Nursing Practice™](#), which includes the student-centered, non-hierarchical principles of Standards of Practice, Public/Community Health, Care Coordination, Leadership, and Quality Improvement. School health/school nursing is an integral component of the Centers for Disease Control and Prevention and the Association for Supervision and Curriculum Development's (2014) [Whole School, Whole Community, Whole Child model](#).

Required Textbooks

- American Nurses Association and National Association of School Nurses. (2022). School nursing: Scope and standards of practice (4th ed.). Author.
- American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Author.
- Selekman, J., Shannon, R., & Yonakaitis, C. (Eds.) (2019). School nursing: A comprehensive text (3rd ed.). F. A. Davis Company.

Recommended Textbooks

- Meeks, L., Heit, P., & Page, R. (2019). Comprehensive school health education (9th ed.). McGraw-Hill

Course Format and Outline

This course is divided into 3 modules to be completed over a period of 16 weeks. The modules are presented sequentially and should be completed in that order. This course is conducted online and "runs" Monday at 12:00 AM through Sunday at 11:59 PM.

MODULE 1: School Nurse Role Exploration & Development

- The Student's Family
- The School Nurse's Role as a Health Educator – competence shown in 533L
- Assessment and Planning in Health Programs
- The School Nurse's Role in the Policy Process (builds on 530)
- Collaboration with Community Partners

MODULE 2: Students in Crisis

- Students with Mental/Behavioral Health Concerns and Disorders (builds on 530 & 524)
- Student Victimization (youth violence)

- Students Engaging in High-Risk Behaviors
- Students who are Pregnant and Parenting

MODULE 3: School Health Program Management

- Emergency and Disaster Preparedness and Response for Schools
- School Health Office Management
- Funding and Budgeting for School Health Services
- Wellness Promotion for School Staff
- Management of School Health Staff

Methodology

This course uses the Canvas online learning platform. All content will appear in modules. A variety of learning activities and assessments will assist the student in meeting the course objectives. Course activities might include audio-visual materials, case studies, reflective writing, discussion, computer-assisted instruction, problem-solving activities, and presentations.

Evaluation

Learning Activities	Percent of Grade	Maximum Points Possible
Discussions (7 @ 3 points each)	21%	21
In-Class Activities: Short Answer Sharing Activities (13), Online Trainings (5), Knowledge Check Quizzes (3)		
Lesson Plan Development and Peer Review	5%	5
Stop, Observe, Ask, Respond (SOAR) for School-Based Professionals Human Trafficking Training		
Journal Club Participation 3 @ 6 points (2 points each) & Facilitation 1 @ 9 points	15%	15
School Health Index (SHI) *	25%	25
Staff Wellness	10%	10
Totals	100%	100

Table 1 Methods of Assessment for N532/*indicates an essential assignment where an 83% must be achieved via rubric grading

Grading Policies

School of Nursing Policy for the Graduate Program states that + - designations are assigned for Final Course Grades (with the exception of A+). There are no extra credit options. Grades will not be rounded up. A grade of “B” (83) or better is required to pass this course.

Grade	Numerical value
A	93-100
A-	90-92.9
B +	87-89.9
B	83-86.9 (1)
B-	80-82.9
C+	77-79.9
C	75-76.9
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

Table 2 Grading Scale for N532

(1) Minimum score to pass concentration and project courses is 83%

Late Assignments

All assignments submitted after the due date/time will receive a deduction of 10% of the total points possible for the assignment for each day late (10% for the first day, 20% for the second day, 30% for the third day, 40% for the fourth day, 50% for the fifth day, 60% for the sixth day, and 70% for the seventh day, zero points after the seventh day). Late includes any time the assignment is submitted after the date and time it was due (even if you submit at 12:01 or 12:05 AM). For discussion boards: Once the discussion board is closed, any posts completed after the end of the discussion will not be graded. Posts completed during the discussion timeframe will be graded.

Assignments sent by email will only be accepted under very special circumstances, and only if CSUF announces that there is a problem accessing online classes, then email submissions will be accepted. This would be an exceptionally rare occurrence.

If there are extenuating circumstances, these must be brought to the professor's attention before the due date (but not at 11:59 PM for something due at midnight). Extenuating circumstances will be evaluated on an individual basis by the professor. If a dispensation is granted, it must be documented in writing. Extenuating circumstances are less likely to be considered once the assignment is late. If a student is experiencing difficulty, it is recommended that they meet with the instructor before an assignment's due date to discuss possible alternatives, options, or solutions.

Malfunctioning computers or printers will not be accepted as valid reasons for late submissions.

Incomplete Grades

The grade of "I" (incomplete) will only be provided for students who have unforeseen circumstances that prohibit the satisfactory completion of all required work and are requested by the student in advance of the University grading period. University guidelines can be found at [Grading and Academic Standards](#).

Deadline for Course Withdrawal

The final deadline to withdraw from classes without a grade of 'W' is X/X/XX. The last day to receive a pro-rated refund of mandatory fees for complete withdrawal from classes is X/X/XX. The final deadline to withdraw from courses with a grade of 'W' for serious and compelling non-medical reasons is X/X/XX. If you are considering withdrawing from the course, please discuss this with your faculty advisor and/or course instructor.

Standards for Written Work

Differences between direct and indirect quotes:

Direct quotes: include the exact wording from the source

Indirect quotes: summarize or paraphrase the content from the source.

Punctuation requirements: all word for word quotations must be placed in quotation marks.

The exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g., Washington D.C. is the capital of the U.S.) do not need a citation, even if they had to be looked up. Always cite using APA format (7th ed.) for all written work.

Essential Assignments

Essential assignments are indicated in the [Evaluation Table](#) with an asterisk*. Students must earn an 83% to pass the assignment (graded using the rubric). If an 83% is not achieved, students will be allowed to revise and resubmit their assignment within five days of receiving their graded assignment back from the instructor. Upon resubmissions, the highest score students can earn is 90%.

Online Course Requirements

Student requirements related to the online format are as follows:

This course is conducted online and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**.

Students should check into the course and their University email daily or at a minimum 3 – 5 times per week. All University communications occur via University email. Many students dislike using the University email system because it requires login to the Portal, however, outside email will not be used and if students do not check University email important messages will be missed that could impact success in this class. Students can expect a reply to emails from the instructor within 24 – 48 hours.

Emergency Preparedness

The safety of all students attending California State University Fullerton is of paramount importance. Students must have a basic understanding of their personal responsibilities and the University’s emergency response procedures during an emergency. In the event of an emergency, please adhere to the guidelines from the [CSUF Emergency Preparedness website](#).

Students with Disabilities

The University requires students with disabilities to register within the first week of classes with the [Office of Disability Support Services \(DSS\)](#), located in UH-101 and at (657) 278 –3117, to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions expressed in the [American Nurses Association Code of Ethics for Nurses](#) at all times.

Academic Dishonesty

Academic dishonesty will not be tolerated. The University Catalog provides a detailed description of Academic Dishonesty under ‘University Regulations.’ The following is a summary.

Any time someone else's words or ideas are used without giving credit, it is considered plagiarism, whether intentional or not.

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where an instructor expressly forbids such collaboration. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as taking the work (words, ideas, concepts, data, graphs, artistic creation) of another, whether that work is paraphrased or copied in verbatim or near-verbatim form offering it as one’s own without giving credit to that

source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution, and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Link to [CSUF Titan Integrity: Guide to Understanding and Avoiding Academic Dishonesty](#)

Link to [UPS 300.021 Academic Dishonesty Policy](#)

Confidentiality

All applicable laws, including FERPA and University policies concerning privacy and confidentiality, are followed. University employees, including Student Employees, will almost inevitably come across or have access to confidential information. This information must remain confidential. Cal State Fullerton complies with the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law that protects the privacy of all student education records.

Procedures for Resolving Issues

The procedures for resolving issues with student conduct or challenging grades can be found at this link [Student Rights and Responsibilities, UPS 300.000](#).

Value of Team Building Work

Membership and participation in groups are not only inevitable; it is essential. Human beings have always been people who come together in groups to live, work, and govern. The faculty highly value the ability to work effectively with others in groups, and it is one of the key characteristics sought after by employers. The nursing profession and our public value group work and emphasize the importance of nurses collaborating with other professionals to meet healthcare needs.

The California State University Fullerton School of Nursing emphasizes the importance of transdisciplinary communication and collaboration and expects students to lead and work collaboratively in groups.

Policy on Civility

As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals, we must foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect, and care. [CSUF policy on civility](#). Everyone is treated with respect.

Appropriate Online Behavior

For more information, see the [Netiquette guidelines](#)

Online etiquette, often referred to as "netiquette," is essential for a life lived on the internet. As a society, it is often too easy to use keystrokes as missile attacks against others, and it's often too easy to mistake someone's keystrokes as personal attacks. Because of those two elements, we will follow these guidelines:

We Honor Our Differences

- Behind every keystroke is a living, breathing soul. They have people who count on them, love them, and trust them. They may have a life story different from ours, but it is our duty to the classroom environment's integrity to keep our classmates safe. Safe from harassment, safe from bullying, just safe.
- When differences arise, use the tools we are learning in this course to [ask for clarification](#). Differences can be anything from personal beliefs to questions about the truth of assertions.
- When differences do arise, take the time to understand the other point of view. In the process, you may change your viewpoint or may strengthen your argument. Either way, the only way to achieve this wisdom and knowledge is to put forth the effort to [listen](#) and [understand](#) your classmates.

- Find your voice. Speak with clarity and kindness. Always seek the truth—question everything. Never make enemies; instead, build allies. If you would not say it to their face, do not type it.
- Your voice is not without a name. A server records your every keystroke. Participate with integrity.
- Even if it is housed on a server, this is a college classroom. Please respect the educational setting just as you would a traditional classroom.

We Honor the Craft of Communication (Online Communication in all forms)

- In this class, we are learning how to communicate. We will practice that skill in every dimension during our time together.
- TYPING IN ALL CAPS IS LIKE TO SHOUTING. Do not shout, please.
- Do write a concise subject line for responses within emails and discussion forums. This helps to focus the discussion and allows students to find and follow specific threads (topics).
- Do read classmates' posts before you comment to avoid content redundancy. Read the whole thread of the discussion before posting your comments. Add value to the discussion by sharing applicable examples and personal experiences.
- Do review the grading rubric if the discussion forum is part of your overall grade.
- Do not give out personal information or passwords.
- Do not plagiarize. Give credit where credit is due.
- Do avoid offensive comments. Anything obscene, defamatory, or racist is inappropriate and will be removed by the instructor.
- There is no sarcasm font. Be cautious when using humor and irony in an online environment. Insulting your audience will dilute your effectiveness as a communicator.
- Edit and review your online writing before submitting it.
- 'LOL,' 'OMG,' 'SMH,' and 'u' (for you) are perfectly fine when texting; however, this is a college classroom. Write as a college-level student—the same thing with emojis. Use your words unless there is specific direction to use abbreviations and/or emojis.
- Do be careful about forwarding someone else's email message. That person might not have intended for you to forward it.
- Do not expect an immediate response from your instructor or another student. The post or message might be sent right away, but the other person might not necessarily read it right away (responses should/will be made within 48 hours).
- Do include a subject line that clearly states your question(s) or request is about (the subject 'question' or 'clarification' are vague).
- Do ensure your message is brief and concise. State your request or question within the first sentence or two. You will be more likely to receive a timely response with your message is clear and brief.
- Know when to use email versus a discussion board. Things to keep in mind:
 - Personal matters = email (i.e., asking the instructor a personal question, telling a personal story, etc.)
 - Class matters = discussion boards (i.e., it will benefit at least three other people in the class – i.e., a question about the content or clarification of an assignment)

Technology Requirements and Information

This course will be conducted entirely online and run on the Canvas learning management system (LMS) and Zoom web conferencing software. First and foremost, you will need regular access to a computer and a stable, high-speed Internet connection. An email account is provided by the University and MUST be used by the student (outside/personal/work). You MUST have a microphone available for web conferencing sessions (many mobile phones come with an earbud/mic, this works perfectly!). You MUST have a working video camera so that you can interact with your instructor and classmates face-to-face. While you are not required to turn on your camera during web conferencing sessions, it is expected/preferred and considered professional to do so.

Your success in the course will require the following minimum technical/computer abilities:

- Basic computer usage (accessing the internet, opening and switching between applications, etc.)

- Use of web conferencing software (Zoom, Google Hangouts, etc.).
- Use of email, sending attachments, retrieving attachments.
- Use of different web browsers (Firefox, Google Chrome, etc.), open web pages, search the internet, access email, create bookmarks and work with .pdf files, among many other things.
- Ability to use Microsoft Word or Google Docs to create, edit, save, retrieve documents, and use and understand the track changes function.
- All submissions must be in .doc or .docx format (submissions in .pdf or 'pages' format will not be accepted)
- Ability to use presentation software such as Microsoft PowerPoint and Google Slides.
- Ability to use Google Chrome add-ons (if you don't know what these are, you should look it up).
- If you do not own a computer or if your computer malfunctions during the semester, you will be expected to identify another computer to use.
- You must be comfortable using Canvas, including posting and commenting on the discussion board, using the quiz/survey tools, accessing content, and submitting assignments (how-to courses and tutorials are widely available within the University and on YouTube).
- I suggest that you save all of your essential documents in two places (e.g., on a laptop and a desktop computer, in a cloud Dropbox/Google Drive, and/or on an external hard drive) to prevent loss.
- Exercise preventative technology use (by saving in multiple places and having a backup plan for technology failure). Technological failures are not accepted as an excuse for missing or late work.

Student Technology Services

The CSUF Student IT Help Desk provides technical support to students for campus related to Titan Online, Campus Portal, Canvas, Campus email, campus software, and wireless connection. Please find the most up-to-date technology information on the Division of Information Technology [Student Technology Services Website](#). For technical issues, please contact the CSUF Student IT Help Desk at 657-278-8888 or email StudentITHelpdesk@fullerton.edu.

Chat with Student IT:

1. Login to the CSUF Portal <http://my.fullerton.edu>
2. Click on Online IT Help
3. You will be prompted to log in once more.
4. Once logged, initiate a chat by clicking on Live Chat.

Students are able to download a variety of software programs from the University IT department (free of charge). Take advantage of this! Go to [Student Software](#), click on the software you want to download, follow the instructions.

The School of Nursing Technology resources page provides information about the School of Nursing specific technology. Information about obtaining support for externally provided resources, such as Java, Adobe, Silverlight, etc., and resources on how to use course technologies and an FAQ, can be found at this [School of Nursing Technology Resources](#) link.

School of Nursing Canvas assistance is available from the School of Nursing Course Manager by calling 657-278-5177 or sending an email to nursingcoursemanager@fullerton.edu.

Office Hours/Contact

Email is a quick way to contact the instructor. You can expect a response within 48 hours or less. Assignments are graded and returned within a two-week turn-around time. As assignments are graded, they will be returned to the student through the Canvas Grade Center. Students are advised to check their grades periodically in the Grade Center to track their progress.

Course Schedule

Weeks begin on Monday and end on Sunday at 2359. All due dates are on Sunday, midnight at the end of the week indicated. Schedule is tentative and subject to modification. Students will be notified as early as possible of any changes.

WEEKLY SCHEDULE			
Week	Date	Content /Topic/Objectives	Learning Activities
MODULE 1: School Nurse Role Exploration & Development			
1		<p>Orientation/Expectations The Student's Family</p> <ul style="list-style-type: none"> Recognize and respect the unique characteristics of families (e.g. cultural differences, age and marital status of parents) and describe how these characteristics may influence family functions. Describe the range of community resources, specifically educational and developmental service systems, including their operations, and how they affect families and children. 	<p>Cory, A., & Shannon, R. (2019). <i>The student's family</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed., pp240-257). - Chapter 12</p> <ul style="list-style-type: none"> Review the syllabus: note due dates and activities Set your notifications, upload a profile picture, and enter/update your profile information Post a Flipgrid Introduction - Read the text, view the lesson content and watch the videos Watch the "Growing up Poor in America" video (1 hour) Prepare a Discussion Board response to the video, share your thoughts, note significant barriers that you feel you face in helping students and families in poverty, discuss strategies or interventions could you implement to help the children in your district Contact Journal Club (JC) Group to schedule first meeting in week 3
2		<p>The School Nurse's Role as a Health Educator</p> <ul style="list-style-type: none"> Discuss the role of the school nurse in providing health education to a variety of populations, settings, methods, including opportunities and barriers. Analyze how teaching components of curriculum development and evaluation can be applied to the school nurse's role as an educator. Describe how health education using standards is an integral component of a comprehensive school health program. 	<p>Gormley, J.M., & Hassey, K. (2019). <i>The school nurse's role as health educator</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed., pp 75-94).</p> <p>^Chapter 5 Read pp. 75-79, (skip The Danielson Framework for Teaching section, pp. 79 - 92). Read all Boxes and Tables and the Challenges in the Role of School Nurse as Educator section from pp. 92-94</p> <ul style="list-style-type: none"> Read the text View the lesson pages Participate and share your experiences Begin to develop your lesson plan Discussion: Health Educator Experiences
3		<p>Assessment and Planning in School Health Programs</p> <ul style="list-style-type: none"> Articulate the purpose and benefits of performing a school health assessment Describe the basic elements of assessment and planning for school health programs 	<p>No readings this week</p> <ul style="list-style-type: none"> Lesson Plan submission for peer review Discussion: Use of Data View and Listen to the Assessment and Planning Lesson Pages Examine the Data Collection sites posted on the 'Pertinent Data Collection Tools and Sites' page. Look over the School Health Index assignment information and consider who from your district you will want on your SHI team

	<ul style="list-style-type: none"> • Explain the importance of using data to identify areas that need improvement • Identify different types and sources of data that can be used in performing a school health assessment • Articulate the benefits of developing a strategic action plan for improvement 	<ul style="list-style-type: none"> • Attend and participate in self-scheduled Journal Club meetings
4	<p>The School Nurse's Role in the Policy Process</p> <ul style="list-style-type: none"> • Identify the structure, roles, and responsibilities of California education system governance • List the steps in the policy process • Recognize policy change or development opportunities to improve student health and wellness • Characterize the importance of a school nurse voice and participation in the policy making process and advocacy for children, families, and school nursing interests 	<p>McCabe, E. M., & Connolly, C. (2018). From intention to action: Nurses as policy advocates for asthma care in schools. <i>NASN School Nurse</i>, 34(2),</p> <p>Hogan, J. (2018). Condom access for high school students the journey from data to policy. <i>NASN School Nurse</i>, 33(5).</p> <ul style="list-style-type: none"> • Watch the Education System Governance Lecture and post to the Padlet to share ideas • Watch the Policy and Politics in Schools Lecture and look up your representatives and add information about them into a shared Google Slide set • Watch the Policy Process Lecture and Add an identified policy problem to a shared Google doc • Attend a live School Board Meeting and Post your response to the School Board Meeting Discussion board. • Submit your developed Lesson plan to your Peer-Review Discussion Board by the end of week 4 • During week 5 students will provide peer-review feedback to each other about your developed lesson plan. <u>See the Peer review discussion board for instructions.</u> • Continue to work on the SHI assignment, due week 11
5	<p>Collaboration with Community Partners</p> <ul style="list-style-type: none"> • Name at least two ways that community collaboration benefits or can benefit your work as a school nurse. • Describe at least two strategies you can use to engage in community collaboration or partnerships. • State how community collaboration and partnerships fit with the School Nurse Framework principles. • State three ways that collaboration with other school professionals, students and families, and the 	<p>Selekman, J., Chewey, J., Cogan, R., & Conway, S. (2019). <i>School nurse collaboration with community partners</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed., pp 116-132).</p> <p>UCLA Center for Health Policy Research, Section 1: Asset Mapping</p> <ul style="list-style-type: none"> • Watch the Collaboration with Community Partners Lecture (40 min) and answer questions • Explore Resources/websites • Watch the School Nurses and Collaboration Lecture (37 min)

		<p>community can benefit your work as a school nurse.</p> <ul style="list-style-type: none"> Apply your assessment skills to develop an asset map for your identified community and population. 	<ul style="list-style-type: none"> Watch the Community Asset Mapping Lesson and answer Questions During week 5, provide peer-review feedback to each other about your developed lesson plan. Continue to work on the SHI assignment (due end of week 11).
MODULE 2: Students in Crisis			
6		<p>Students with Mental/Behavioral Health Concerns and Disorders</p> <ul style="list-style-type: none"> Define Mental Health, Behavioral Health, and Emotional Disturbance Distinguish between selected mental health disorders and state common pharmacologic and/or behavioral treatments List two methods that school nurses can use in working with a student experiencing issues with mental or behavioral health State the role of the school nurse in preventing suicide, including stating risk and protective factors, warning signs, and validated tools for assessment 	<p>Patterson, B. R., Bohnenkamp, J., Hoover, S., Bostic, J., & Selekman, J. (2019). <i>Students with mental/behavioral health concerns and disorders</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 32. Read pages 756-760 (skip 'Mental Health Screening' section). Read pages 762-786</p> <ul style="list-style-type: none"> Watch the Mental Health Definitions and Actions video and access the resources linked below the video (for use in your practice) Watch the Mental Health Disorders Overview: Videos for Reading Supplement (read the chapter just before or just after viewing) Complete the Suicide Prevention Training: Recognize, Ask, Care, Encourage from the University of Maryland Behavioral Health Watch the Motivational Interviewing 101 Lesson and post your Values Activity response to the discussion board Practice Motivational Interviewing on a Teen in Trouble by watching the video and posting your response to her dilemma Meet in your Journal Club groups during week 6. Continue to work on the SHI assignment (due end of week 11)
7		<p>Student Victimization (youth violence)</p> <ul style="list-style-type: none"> Define bullying and describe its various forms Describe the basic research on bullying's prevalence, risk factors, and impact on youth involved Explain best practices in bullying prevention and response Identify that bullying is a public health problem and requires a coordinated community response Discuss the school nurse role related to bullying, legal statutes, interventions, and prevention Describe the role of the school nurse related to prevention and 	<p>Gordon, S. C., & Selekman, J. (2019). <i>Student victimization</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 32. Read pages 756-760 (skip 'Mental Health Screening' section). Read pages</p> <ul style="list-style-type: none"> 790-796 798 - 805 814 – 819 <ul style="list-style-type: none"> Short Answer Sharing Activities: Understanding Bullying Dating Matters Training Watch the Current Understanding of Bullying Prevention & Intervention Research Video (41 min) Watch the Bullying Prevention Training Video (60 min) Examine the Bullying and Youth Violence Prevention Resource links

	intervention of other types of school violence: guns, intimate partner/dating violence, gang presence, and juvenile delinquency	<ul style="list-style-type: none"> • Watch the 2 min Youth Violence Video from the CDC • Watch the 2 min Intimate Partner Violence Video from the CDC • Complete the Dating Matters: Understanding Teen Dating Violence Prevention Training from the CDC and submit your completion certificate for participation credit • Bullying Prevention and Intervention Training Post-Test (participation)
8	<p>Students Engaging in High-Risk Behaviors</p> <ul style="list-style-type: none"> • Describe adolescent risky behavior, health issues, and related attitudes • Identify risk factors associated with teen pregnancy rate and effective school and community interventions. 	<p>Johnson, K., & Selekman, J. (2019). <i>Students engaging in high-risk behaviors</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 32. Read pages 823-852 (optional, read 853-858)</p> <ul style="list-style-type: none"> • Watch the Risk and Protective Factors Video (2:45 min) & explore the suggested websites • Watch the Youth Tobacco Survey Results Video (38 min) & explore the 'Tobacco Atlas' website • Watch the Youth Risk Behavior Survey Video (39 min) & explore the suggested websites • Watch two very interesting TED Talks about Tobacco and Vaping (~15 min each) • Complete the Minor Consent and Confidentiality Law Training (~25/30 min) • Look at the California Healthy Youth Act: Comprehensive Sexual Health & HIV/AIDS Education Information • Complete the Discussion - High Risk Behaviors • Attend Journal Club meeting #2 during Week 8
9	<p>Students who are Pregnant and Parenting</p> <ul style="list-style-type: none"> • Describe current pregnancy trends in California • Identify effective school and community programs to prevent teen pregnancy and support those already pregnant • Explain the school nurse role in caring for students who are pregnant and parenting • Understand the legal rights afforded to pregnant and parenting teens • Discuss how leadership skills can be used to foster an environment of safety, health, and learning for pregnant and parenting students 	<p>Beshears, V. (2019). <i>Students who are pregnant and parenting</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed, pp. 864-883) - Chapter 35</p> <ul style="list-style-type: none"> • Read about the current status of Teen Pregnancy and women's health care services in California • Share your impressions of the article and text chapter • Read about the legal rights of pregnant and parenting minors under U.S. Title IX law • Check your knowledge of the law with a brief quiz • Explore the Nurse-Family Partnership program • Explore the Teen Legal Guide to Sex, Pregnancy, and Parenting website (click on the 'For Professionals' link for information regarding your practice) • Complete the check your understanding - Critical Thinking scenario dialogue with peers
SPRING BREAK!		
MODULE 3: School Health Program Management		

10	<p>Wellness Promotion for School Staff</p> <ul style="list-style-type: none"> • Describe the role of the school nurse in promoting staff wellness • List the components of an effective employee wellness program • Discuss wellness promotion planning, management, and implementation • Evaluate the learning needs and preferences of staff to inform program development • Collaborate with peers to develop a staff wellness activity/strategy for implementation 	<p>Shannon, R. A., & Haynie, K. (2019). <i>Wellness promotion for school staff</i>. In J. Selekman, R. Shannon, & C. Yonakaitis, C. (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 38. Read pages 922-935</p> <ul style="list-style-type: none"> • Watch the Employee Wellness CDC Video (<2 min.) • Complete the 30-min Sailing into Employee Health Training and submit your completion certificate • Complete the 30-min Walk the Talk-Modeling Healthy Behavior Training and submit your completion certificate • Complete the 80-min Filling Your Cup: Comprehensive Self-Care Strategies (four-part) Training and submit your completion certificate • Explore the Employee Wellness Resources (you may use some of these in your project) • Compare your District Wellness Policy to the Model Local School Wellness Policy and post your response to the proposed questions in the discussion forum
11	<p>School Health Office Management</p> <ul style="list-style-type: none"> • Apply the Standards of School Nurse Practice to effective management of a school health program. • Identify key components in planning for the school year. • Describe the practice and policies related to safe storage, management, and administration of medication in schools. • List the elements and actions necessary to carry out a state-mandated screening program. 	<p>McClanahan, R., Kahn, P., & Shannon, R. A. (2019). <i>School health office management</i>. In J. Selekman, R. Shannon, & C. Yonakaitis (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 36. Read pages 888-907.</p> <p>Zirkel, P. A. (2014). Unlicensed administration of medication: The California supreme court decision. NASN School Nurse.</p> <ul style="list-style-type: none"> • Examine the School Health office resources interactive slide (click on the links to view the resources) • Click on and view the Medication Administration Training for UAPs • Read the additional three articles about medication administration (posted individually in three module pages) • Participate in this week's discussion board – School Health Management & Medication Guidelines • Attend Journal Club #3 meeting during Week 11
12	<p>Funding and Budgeting for School Health Services</p> <ul style="list-style-type: none"> • Explain how California schools are funded via the LCFF and LCAP funding formula. • Identify issues relating to chronic absenteeism and the role of the school nurse in lowering rates of absenteeism. 	<p>Clark, E. (2019). <i>Funding and budgeting for school health services</i>. In J. Selekman, R. Shannon, & C. Yonakaitis (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 37. Read pages 909-935</p> <p>Jacobsen, K., Meeder, L., & Voskull, V. R. (2016). Chronic student absenteeism: The critical role of school nurses.</p> <p>NASN School Nurse-Led Active Surveillance Manual: Guidance and Resources to Support School Nurses' Important Role in Addressing Chronic Absenteeism_ Arimas-Macalino, C., Weismuller, P. C., & McClanahan, R. (2019). Addressing illness-related chronic absences.</p>

			<ul style="list-style-type: none"> • Watch the LCFF/LCAP videos and read the article about California School Funding • Examine the School Funding Web Resources and watch the CA Education System video • Look at the Medicaid/MediCal billing information and links • Examine the Chronic Absenteeism Web Pages • Look at the Chronic Absenteeism Resources for School Nurses (includes links to webinar and video, as well as links to resources) • Participate in the Understanding LCAP Funding Forum and post information about your district's LCFF/LCAP • Submit your School Health Index assignment
13		<p>Emergency and Disaster Preparedness and Response for Schools</p> <ul style="list-style-type: none"> • Explain the purpose of an emergency management plan and school crisis team, and the school nurse role. • Demonstrate promotion of school safety, including disaster preparedness. • Identify crisis situations and provide interventions as needed. 	<p>Shannon, R. A., & Guilday, P. (2019). <i>Emergency and disaster preparedness and response for schools</i>. In J. Selekman, R. Shannon, & C. Yonakaitis (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 20. Read pages 457-476.</p> <ul style="list-style-type: none"> • Examine emergency/disaster planning resources (click on and look at all links) • Participate in the Emergency and Crisis Response and the School Nurse Role Application discussion
14		<p>Management of School Health Staff</p> <ul style="list-style-type: none"> • Demonstrate the ability to train, supervise, and monitor others who may assist with medication administration and provision of specialized physical health care procedures. • List the steps and legal requirements related to safe delegation. 	<p>Combe, L., & Clark, Y. (2019). <i>Management of school health staff</i>. In J. Selekman, R. Shannon, & C. Yonakaitis (Eds.), <i>School nursing: A comprehensive text</i> (3rd ed). Chapter 39. Read pages 936-956</p> <ul style="list-style-type: none"> • Watch the School Nurse Supervision of LVN and UAP Lecture • Examine the Training Resources • Complete the Check your Understanding of Delegation quiz (100% is required to receive credit) • Post to the Training and Management of School Health Staff Discussion forum. • Attend Week 14 Journal Club #4 meeting
15		<p>Human Trafficking Training Course Evaluations and wrap-up</p> <ul style="list-style-type: none"> • Define, recognize, and act on situations related to human trafficking 	<p>No required reading this week</p> <ul style="list-style-type: none"> • Staff Wellness Project due • Online Training: SOAR Human Trafficking
16		<ul style="list-style-type: none"> • Finals Week 	<p>No final in this class</p>

Table 3 Weekly Schedule N532

Appendices – Assignment Descriptions

Lesson Plan Development and Peer Review

Healthy students are better learners, and academic achievement bears a lifetime of benefits for health. Better grades are associated with more positive individual and cumulative health behaviors among high school students. However, youth risk behaviors, such as physical inactivity, unhealthy dietary behaviors, tobacco use, alcohol use, and other drug use are consistently linked to poor grades and test scores and lower educational attainment.

Purpose

- Providing education to promote positive health behaviors and lessen negative health behaviors is an important competency for school nurses. Peer review allows students to share their work with peers for constructive feedback and then use this feedback to revise and improve their work. It also allows for reviewers to learn to observe and provide useful feedback on the work of others and allows for different perspectives and ideas.

Journal Club Assignment Instructions

Purpose

A journal club provides an opportunity for school nurses in a variety of roles to collaborate and discuss how school nursing research can be translated to clinical practice. The success of a journal club depends on the commitment of each participant to prepare and contribute actively to the discussion related to the assigned article.

Each student is placed into a group of four or five*. Each student will facilitate one of the four discussions. Each student will participate as group member in three of the four discussions. * If there is an unequal number, two students will pair up to facilitate one discussion.

Each student in the group will act as facilitator one time. The facilitator leads the discussion during the journal club meeting. Everyone in the group must be actively involved in the discussion to ensure success of the journal club.

- Discussion facilitation of one meeting = 9 points
- Discussion participation in three meetings = 6 points (2 points for each meeting)
- Total points possible for this assignment = 15 points

Group Decision Making

- Groups will decide who will facilitate in which week.
- Groups will decide what days/times meetings will take place. Meetings must take place during the assigned week.
- Groups can decide to meet same day of the week and same time for all four meetings, this will vary by group.
- Each person in the group will create a Zoom meeting for the date and time of the meeting they will facilitate.
- One group member will notify the instructor of the facilitator, date, time, and zoom link for each meeting (per the instructions in Canvas)

Facilitator and Participant role and responsibilities described below

Facilitator Role and Responsibilities

Before the meeting

- Identify the article that the group will read and discuss
 - May choose from the suggested articles provided by the instructor in the Canvas course.
 - May research and choose an article from the library, must be approved by the instructor
 - Guidelines for selection of your own article from the library: nursing focused, school nurse applicable (does not have to be a school nurse journal), can be clinically based or research based, published within 5 years
 - May ask group member input on article selection (this is up to each facilitator)
- Facilitator assigns the article to group members (participants can get the article from the Canvas course, if an outside article is used, the Facilitator will need to send the article to the participants)
- Give discussion points to focus participants as they read
- Read the article
- Complete the Article Review Form (posted in Canvas course)
- Prepare questions to stimulate group discussion (Sample questions to use or draw from are posted in the Canvas course)

During the Meeting

Beginning

- Manage the zoom room
- Respect Time: Start and finish at designated times
- Ask for volunteer to help keep time
- First, provide a summary of article (~5 – 10 min) and rationale for selection of the article
- Then, pose an initial question to initiate the discussion and facilitates the discussion

Middle

- Allow adequate time for discussion of application to school nursing practice, education, administration, and research
- Encourage participation by asking open-ended questions
- Respond to questions and comments by participants
- Question assumptions
- Encourage and respect differing viewpoints
- Encourage discussion by all participants (call on those who are not participating)
- Keep the group on track, minimize informal chatting, redirect the conversation if it drifts off-topic
- Keep an open-mind and sense of humor!
- Provide positive feedback for sharing of ideas
- Check your own biases in leading the discussion, encourage participants to discuss different opinions

End

- Close with a summary of the discussion

What to Submit

- Article Review Form
- Discussion Reflection Form
- Self- and participant rating forms completed and submitted online

Participant Role and Responsibilities

General Guidelines

- Each student in the group will actively participate as group member when not acting as facilitator.
- Everyone in the group must be involved in the discussion to ensure success of the journal club.

Before the meeting

- Participate in any shared decision making about
 - Be prepared to help facilitator if asked, give opinion on article or topic selection, keep time during meeting, take notes during meeting, etc.
- Read the article.
 - Consider as you read, how does this article apply to my practice, how is this different than what I am currently doing, what might I need to do to implement something like this in my practice, etc.
- Complete the Article Review Form (posted in Canvas course).
- Be prepared to discuss the article (no excuses about not having time to prepare!).

During the Meeting

- Arrive on time
- Be prepared and speak up
- Volunteer to be the timekeeper
- Contribute actively to the discussion of the article
- Share clinical experiences related to the clinical or research question described in the article

- Contribute to the discussion in a nonthreatening, collaborative manner
- Encourage participation from other group members
- Reinforce comments that contribute to critical discussion of the topic
- Help the facilitator redirect discussion to objectives of the journal club (minimize informal chatting).
- Check your own biases in participating in the discussion, respect differing points of view
- Give and ask for information to clarify, synthesize, summarize
- Restate and give examples of concepts being discussed
- Share how recommendations, findings, and/or conclusions may apply to your setting

What to Submit

- Article Review Form
- Discussion Reflection Form
- Self- and facilitator rating form completed and submitted online

Synchronous Zoom Classes

Synchronous learning is learning in real-time with the course instructor leading the discussion, encouraging active participation in the learning material. At times, guest speakers will be invited and students will be placed into breakout rooms for small group discussion and collaboration.

Purpose

- The purpose of these sessions is to allow an opportunity for school nurse credential students to engage with course material and peers, allowing for collaboration with co-learners, and be able to ask questions and receive answers on-the-spot.

School Health Index Needs Assessment Individual Assignment Instructions

The SHI is a self-assessment and planning tool that schools can use to improve their health and safety policies and programs. The CDC developed the SHI in partnership with school administrators and staff, school health experts, parents, and national nongovernmental health and education agencies. It is based on CDC’s research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors.

The purpose of the SHI is to...

- enable schools to identify strengths and weaknesses of health and safety policies and programs.
- enable schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan.
- engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

Purpose

The purpose of this assignment is for students to take a leadership role in assessing a schools’ health and safety programs, policies, and processes using the CDC’s SHI tool, and develop a school health Improvement plan.

- 1) Pick a School or the Entire District
 - Consider your setting, your resources, who you know, etc. and pick a school that you will assess for this project.
 - You can assess the entire district but will need to make some adaptations.
 - Depending on the grade levels, download the Print version of the SHI Handbook from the CDC website.
 - SHI for Elementary Schools
 - SHI for Middle and High Schools

2) Review the 11 Modules

Habits and practices related to health and safety are influenced by the entire school environment. That's why the SHI has 11 different modules that correspond to the components of the Whole School, Whole Community, Whole Child model. The Modules are listed below:

Module 1: School Health and Safety Policies and Environment

Module 2: Health Education

Module 3: Physical Education and Physical Activity Programs

Module 4: Nutrition Environment and Services

Module 5: School Health Services

Module 6: School Counseling, Psychological, and Social Services

Module 7: Social and Emotional Climate

Module 8: Physical Environment

Module 9: Employee Wellness and Health Promotion

Module 10: Family Engagement

Module 11: Community Involvement

3) SHI Modules

You must complete 5 of the 11 modules

You must complete these 2 following modules:

- Module 5 (School Health Services)
- Module 7 (Social and Emotional Climate)

You must pick 3 from these modules

- Pick one to two from this list: Module 1, Module 2, Module 3, Module 4
- Pick one to two from this list: Module 6, Module 8, Module 9, Module 10, Module 11

Time Allotment

- Modules 1 – 4 take about 60 min each
- Modules 5 – 11 take about 30 min each

Who Will Complete the Scorecards

- You will complete all 5 scorecards.
- If you work in a district that employs more than one nurse, you should ask at least one fellow nurse to complete the scorecards also. Or, you can ask more than one fellow nurse to complete the scorecards.
 - Your fellow nurses can help you by completing one scorecard or all five (the more data you have, the better the picture that is painted of the current status in your district/School
- If you do not have fellow nurses, you can ask a trusted non-nurse colleague who you think might like to help. The idea is that you are overseeing a small committee in completing this assessment.
- You are not required to have anyone else complete the scorecards, but it is strongly encouraged.

4) Completing the Self-Assessment Modules

- Answer the discussion questions on the Module Scorecards.
- Read through the questions carefully and select the answer that best describes your school.
- If a question does not apply to your school, you can designate it as not applicable.
- If you are not sure or need more information before you can answer the question, you can skip the question and return to it at another time.
- You do not have to answer all the questions in a module.

5) Steps to follow to Complete the Scorecard and Develop the Plan

- Collect the Score Cards for each module completed from your team (if you have one).
- Transfer the scores to the Overall Score Card.
- Review the Score Cards for each module and identify the strengths and weaknesses of the module.
- Review the overall Score Card and select a priority module to work on.
- Identify the top priority actions for the selected module (you may select more than one priority module to work on).
- Consider the recommended actions in the selected module(s).
- Complete the School Health Improvement Plan based on the selected module(s).
- Set a total of THREE priority actions (can be split among the modules you are working on, if you are working on more than one module, or three for a single module)
- List THREE action steps, resources needed, and responsible parties (consider who, in the school or district, might be responsible)
- Set timelines for the actions
- Develop your presentation
- Use the SHI Resources provided in class to help with developing your improvement plan

7. Improvement Plan

- List/Describe THREE definitive action items, in priority order, in the left column of the planning worksheet. Can be short-term and/or long-term. Note the module that the action items are for (if you are working on more than one module)
- In the second column, list the specific steps that need to be taken to implement each action. Include a minimum of THREE steps (or the number of steps necessary to carry out the action item beyond the required five).
- In the third column, list the people who* will be responsible for each step and when the work will be completed.
*Instead of a name, list the job title(s)/position(s) of who will carry out the action item.

Presentation Guidelines

Write up your results and present to peers/district: grading of this assignment will be based on your final voice recorded presentation posted in class.

- Describe the School, District, and/or Community to give context (2 – 3 slides).
 - Examples of the type of information to include: demographics, socioeconomic status, employment rates, major employers within the town, educational levels of community members, geographic description, culture, social concerns, health concerns, epidemiological data, number of teachers at school, academic standing of school, and so on (you may include some or all of this information, depending on your district).
 - Access relevant data sources, such as from the Youth Risk Behavior Surveillance System (YRBSS), U.S. Census Bureau, Department of Education, California Basic Educational Data System (CBEDS), and state and local health departments.
- Discussion of the Process (1 slides): Include information on how the school was selected, which modules were selected and why, whether you enlisted the help of fellow nurses/colleagues, etc.
- Discussion of each of the Modules Completed (1 slides per module): Description and discussion of each of the modules. Examples of what you might include: who completed the scorecard (if you enlisted the help of fellow nurses/colleagues), scores and impressions, comments by participants.

Discussion must include the following:

- Significant or Important Results from Planning Questions 1 & 2: significant strengths and weaknesses (not all, just the significant/most important), and recommendations from weaknesses.
- Priority Actions from Planning Question 3: A minimum of two (more is okay) Top Priority Actions per module must be included and described.
- Overall Scorecard Summary of Findings (1 – 2 slides): Summary of the findings, highest scoring modules, lowest scoring modules, impressions of the process and the findings.
- School Health Improvement Plan (1 – 3 slides): Describe THREE definitive action items. Each action item must have a minimum of three steps (more is okay, describe in full, you might have ten) for each action item, and who will carry it out and what the timeline will be (okay to use initials or title of person/position name of who would be the one in your district who might carry out the action).
 - Steps might include information about resources needed, next steps for gaining buy-in and support for the project (i.e., steps in the process for how your team plans to present and ‘sell’ this plan to school leadership and the community).
- Connection to Theory (1 – 2 slides): Connect/explain this project/process and/or findings to the Whole Child framework and/or the School Nurse Framework.
- Grammar, Mechanics, and APA format: Slides should be organized and use professional writing style, first-person ‘I’ and ‘we’ is okay. Mechanically sound with no grammar, spelling, or punctuation errors. All non-original ideas/facts are cited properly, presentation is pleasing in color and font format and blend.

Use of APA (7th edition) guidelines for citations and references (for slides, citations are placed on the bullet line or at the bottom of the slide as preferred).

- Design, Style for slides: Use PowerPoint. Have few words on slides, no full sentences. As a general guideline, no more than six bullet points, six words per bullet point (it is okay deviate from this). Slides display elements of effective design. Fonts, colors, backgrounds, etc. are effective, consistent and appropriate to the topic and audience. No plain white backgrounds. If transitions between slides are used (where things ‘fly’ in or ‘dissolve’ away) the transition should be smooth and interesting and enhance the presentation, not distract from it. If images are used, they should be appropriate and the layout pleasing to the eye (avoid stretched out and blurry images), don’t use things that distract or just to have a picture (make images meaningful). Use the slide speaker notes section to include all information that will be spoken as you record your presentation (like a script).

Staff Wellness Project Assignment

Purpose

Effective workplace programs and policies can reduce health risks and improve the quality of life for workers.

Maintaining a healthier workforce can impact absenteeism and worker productivity (CDC, 2016).

Workplace health programs refer to a coordinated and comprehensive set of strategies which include programs, policies, benefits, environmental supports, and links to the surrounding community designed to meet the health and safety needs of all employees.

Impact of workplace health programs

- Workplace health programs can lead to change at both the individual (i.e., employee) and the organization levels.
- For individuals, workplace health programs have the potential to impact an employee’s health, such as their health behaviors; health risks for disease; and current health status.
- For organizations, workplace health programs have the potential to impact areas such as health care costs, absenteeism, productivity, recruitment/retention, culture and employee morale.

- Employers, workers, their families and communities all benefit from the prevention of disease and injury and from sustained health.

Instructions

Follow the steps below to complete this assignment. All members of the group should contribute equally to each of the steps. The priorities selected should take into account the results of the needs survey from the different districts and negotiated within the group. Groupmates will rate each other's participation and contribution and this will be taken into account in grading.

Step 1: Look up your District's Wellness Plan and other Policies Related to Staff/Workplace Wellness

When was the Wellness plan originally adopted and last revised? What staff or workplace wellness components are contained within the plan? What are other existing policies in the district that address staff/workplace wellness or health promotion? Currently, what role do school nurses play in the promotion of health and wellness for staff/the workplace?

Step 2: Determine Staff Current Health Status, Needs, and Interests

Assess staff current health status, needs and interests to determine what topics and/or strategies to prioritize your plan. Through staff assessment you can identify key issues facing your employee population, determine potential health and safety risks, and identify activities that employees would be most likely to participate in. Assessment will help you identify strategies not currently in place in your district, to prioritize strategies that are relevant, feasible, and consistent with your district and employee needs, health issues, and interests. Use the included assessment tool. Survey all staff on at least one campus in your district (each person in a group must survey one school). You may survey more than one school site in your district! You can email the survey, or leave hard copies in staff mailboxes, whatever you think will elicit the best response. You may want to develop the questionnaire into a Google Form so that your staff can quickly and easily complete the document. Give staff a due date for returning the survey. Compile the results to determine next steps.

Determine current health status of staff and develop a list of three priority items/topics for development based on the results. You do not have to pick the top item to focus on for your project, your choice can be based on the findings and the culture in your district and/or the thing staff are most likely to participate in/do. You should be able to give rationale and 'defend' your choice.

Step 3: Research Workplace/Staff Wellness Programs and Strategies to get ideas/resources

Perform a search of the literature in the library and/or the internet to get ideas for programs and strategies based on your survey/assessment needs. Note the Resources from the CDC for ideas and resources.

Step 4: Develop a Wellness Promotion Activity/Toolkit

Depending on the results of the survey you sent out, you will develop one activity (with corresponding tools/toolkit) that can stand-alone or be part of an overall wellness promotion program. Use the literature, see what other businesses/districts have done, get creative, what do you think will motivate staff, fit within their list of things they prefer, and are able to do. Don't forget that you will need to be able to measure how well your program is doing, so be sure you include how you will measure success. Your program should fit into one of these categories: Physical Activity, Nutrition/Weight Control, Stress Management, Smoking Cessation, Specific Health Issues (BP, DM/preDM, heart health, stroke, cholesterol, etc.), or Mental Health Issues (depression, anxiety, etc.).

You will fully develop one activity toolkit for intended implementation (you do not need to implement, but you should have everything ready to go so that you can!). Whatever components are needed to implement should be included in your submission (you should be able to hand the activity to someone else and that person should be able to implement the activity without you having to teach them what they need to do).

Below are some general examples:

- Live, in-person format evidence-based educational program on cardiovascular health and offer a blood pressure screening check before or after delivering the training. The deliverables might be the educational module and written plan for BP screening (process, log, letter, flyer, etc.). Measure could be a knowledge check at the end of the training.
- Live or online evidence-based educational program on healthy eating and nutrition with a cooking demonstration by a professional chef (or amateur chef) and a challenge that participants can do from home. Participants could upload pictures of themselves and/or their recipes to a social media page or email to the organizer, for posting on a webpage or in a newsletter. Deliverable tools are the educational module, website for easy access to and written plan for chef demonstration. The measure could be how many people participated and how many send you a picture of themselves cooking.
- You could start a lunchtime walking club that is a 'race' where staff log their steps and keep track of who is ahead (it could be made into a race that offers a prize; you might ask local businesses to donate items). The deliverables would be all of the items needed to set up the club, for example, an email from the principal in support of the program, an instruction sheet for participants, a flyer to advertise, a list of local merchants to ask for incentive donations from, a log sheet to keep track, etc. (these are just examples!). The measure could be how many people started, participated, finished, and/or how many total miles each person walked, or the group walked over a period of time.
- Organize a mini-health fair, list the different booths you would have and who you might call to run each booth. Deliverables in the tool kit would be all of the information and resources needed to host a health fair, from set up to clean up. Measure could be how many people attended.

What to Submit:

2. Summarized results from your internal investigation of the current district policies related to staff/workplace wellness from all group member districts.
3. Summarized results/conclusions and priorities from the Staff Needs/Interests Assessment.
 - Top three priority areas/topics/activities should be identified and listed.
 - Rationale for your group's focus on one area/topic/activity should be described/discussed.

Summaries should be no more than two pages, can be bullet points and/or narrative but must be clear, logical, and well-organized.

3. One fully developed activity toolkit for implementation with all components included. Activity/strategy toolkit parts should be evidence-based, as demonstrated by a clear connection to scholarly literature or successful use in existing program in a workplace in the U.S. (may or may not be a school/school district).

A toolkit contains more than one item. Simply submitting a PowerPoint educational module is not enough (for example). If you are doing an educational component, you would need a lesson plan that shows all of the instructions for how the lesson and activities should be carried out and all of the handouts or supplies necessary for a successful session. A 'newsletter' is not enough as a stand-alone activity/strategy, but it can be part of an activity/strategy.

Discussion Forums

Purpose

Participation in the discussion forums is critical for maximizing student learning in this course, both because participation is graded and because it's a chance to engage in a dialogue about course material and personal experiences. In this course, students are required to be a part of an online community of learners who collectively interact, through discussion, to enhance and support the professional performance of each other.

Instructions

Submit an initial post(s) responding to the prompt before 11:59pm on Wednesday of weeks with discussion forums and post your reflections on at least two other person's post before 11:59pm on Sunday of that same week. Students will not be able to see others' postings until you have posted something of your own. Note that not all modules have discussions.

Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of student participation.

- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Nursing 533L: School Nurse Practicum

Units: 3 Units

Prerequisite: Credential Program Status, NURS 530, NURS 532 (can be pre- or co-requisite)

Co-requisites: Credential Program Status, NURS 532

Faculty

Name: Jennifer Lasley, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Amanda Lorenzen, MSN, RN

Office:

Phone:

E-mail:

Office hours:

Name: Rachel McClanahan, DNP, RN, NCSN, CNE

School Nurse Credential Program Coordinator

Office: EC-169A

Phone:

E-mail: rmcclanahan@fullerton.edu

Office hours:

Zoom Link:

Course Catalog Description

Field study applying theory, research, and clinical skills related to the professional school nurse's multifaceted role.

Planning, coordinating, and providing health care in school/community settings and assessing and managing children's health care needs.

Course Purpose

This course aims to prepare the students to apply the standards of school nursing practice to the coordination and delivery of health care for students from preschool through age 22. Nurses develop professional leadership skills to advance school nursing practice and increase school nursing knowledge through professional development and research.

Focus is on the three significant competencies of school nursing practice: a) providing health and wellness services, b) providing direct care services for school-age children (preschool through age 22), including students with special healthcare needs, and c) professional management of school nursing services. This course meets the fieldwork requirements of the State of California for the School Nurse Credential. Students have the opportunity to test nursing theories and other researchable data in the school setting. Advanced theory and practice of school nursing, emphasizing the health care provider role of the school nurse with children of varying ages, including those with special needs and learning disabilities.

Philosophy, Conceptual Framework

The practicum provides the student with opportunities to observe and apply specialized nursing knowledge with infants, toddlers, school-aged children, adolescents, families, and the school community with various bio, psycho-social,

economic, and political concerns. Students use advanced practice knowledge and skill to study, prevent disability, promote health, and improve the systems.

The School Nurse Credential Program's structure is provided by the [National Association of School Nurses \(NASN\) Framework for 21st Century School Nursing Practice™](#), which includes the student-centered, non-hierarchical principles of Standards of Practice, Public/Community Health, Care Coordination, Leadership, and Quality Improvement. School health/school nursing is an integral component of the Centers for Disease Control and Prevention and the Association for Supervision and Curriculum Development's (2014) [Whole School, Whole Community, Whole Child model](#).

Course Objectives

Upon completion of the course, the student will be able to:

1. Apply theories and models of school nursing practice to the educational setting
2. Apply the nursing process and principles of public health to provide school nursing services for students with chronic health conditions and those receiving special education services
3. Synthesize a comprehensive role for school nursing practice as applied in the educational setting
4. Evaluate the state of nursing science within school nursing
5. Analyze, synthesize, and utilize knowledge reflective of graduate-level education and preparation in nursing.
6. Demonstrate competence in the following areas:
 - a. Providing health and wellness services (Primary Level Intervention) including, but not limited to:
 - i. Child abuse and neglect
 - ii. Community health resources and connections
 - iii. Mental health
 - iv. Nutrition
 - v. Substance use and abuse
 - vi. School health program
 - b. Providing direct client care services (Secondary and Tertiary Level Intervention) including, but not limited to:
 - i. Acute and chronic health care management
 - ii. Care of the medically fragile student
 - iii. Case management in the school setting
 - iv. Health screenings
 - v. Acute injury assessment and intervention
 - vi. Crisis intervention
 - c. Demonstrating Professional Management Skills
 - i. Data collection
 - ii. Documentation and record-keeping
 - iii. Collaboration
 - iv. Advocacy and leadership on behalf of the student, family, community, and school nurse profession
 - v. Understanding of the roles of professional organizations and their resources for school nursing practices
7. Evaluate school nursing practice using the three competencies of school nursing listed above.
8. Demonstrate appropriate, culturally sensitive health teaching skills, including planning, delivery, and evaluation
9. Demonstrate knowledge of the teaching process, reflecting accepted learning theories

School Nurse Services Credential Program Description

School nurses positively influence the health, well-being, academic success, and lifelong achievement of individual students, families, communities, and school district faculty and staff. School nurses work to reduce health-related barriers to learning. Well-prepared school nurses are critical to the health of our society.

The unique and specialized role of the school nurse necessitates a solid educational foundation in health care delivery, care coordination, leadership and management, health education, quality improvement, and theory, that enables

practice with significant autonomy and skill, and the ability to adapt as needed to address complex and changing conditions in the healthcare and education systems.

The School Nurse Services Credential program provides quality advanced practice education that emphasizes the development of safe and effective school health care providers for a diverse population of children and families by acquiring knowledge and skills commensurate with current evidence.

Course Characteristics

This course will promote an understanding of current conditions of schools and society, including 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 (students, families, school staff, and the community), and the role of the school nurse in collaborating with other agencies on health and wellness issues within and outside the school setting. The student's clinical experience shall be designed, with nurse preceptor input and faculty approval. The practicum is characterized by independence and self-directedness based on individual learning needs.

School Nurse Services Credential Program Outcomes

Upon completion of this program, nurses will be able to

1. Apply advanced school nursing knowledge, skills, and attitudes in delivering developmentally and sociocultural appropriate care to students and families.
2. Use the direct and indirect roles and functions of school nursing practice in implementing interventions to promote health, prevent illness, and improve the health of students, families, and the school community.
3. Coordinate health services to assure the health and safety needs and classroom modifications necessary to resolve or reduce learning barriers to support student achievement.
4. Implement collaborative approaches to care that enhance practice and support health and learning outcomes for students.
5. Examine local, state, and federal laws and policies and their application to decision-making processes in the educational setting.
6. Integrate scholarly inquiry, including evidence-based practice, theory, and research, to identify clinical problems and solutions, improve decision-making and health outcomes.
7. Use leadership, management, supervision, and education competencies to create an environment that fosters safety, health, and learning for students.
8. Demonstrate the efficient use of human, community, and technological resources to design, organize, and implement an effective school health program.

Required Textbooks

American Nurses Association and National Association of School Nurses. (2022). *School nursing: Scope and standards of practice* (4th ed.). Author.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Selekman, J., Shannon, R., & Yonakaitis, C. (Eds.) (2019). *School nursing: A comprehensive text* (3rd ed.). F. A. Davis Company.

Recommended Textbook

Meeks, L., Heit, P., & Page, R. (2019). *Comprehensive school health education* (9th ed.). McGraw-Hill

Course Format and Outline

This is a 16-week practicum course with required (web-synchronous, telephone, and/or in-person) meetings and experiences and observations conducted in the field.

Methodology

The School Nurse Practicum course provides candidates with a broad range of hands-on school nurse field experiences in various settings and with a diverse population of students. It includes both the clinical field experience and corresponding clinical assignments. Students work collaboratively with the preceptor for mentoring during the field experience. The precepted experience bases clinical activities on an individual assessment of each candidate's prior background and experiences and includes experiences within the infants, toddlers, school-age children, adolescents, and adults up to age 22 in preschool, elementary, secondary, adult, special education, and/or community settings and experiences of the student's 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 collaboration with other agencies both within and outside the school setting. The practicum is performed with a school nurse preceptor's consultation, who acts as a guide, expert clinician, and resource person. In some cases, the student may have more than one preceptor.

Evaluation

Learning Activities	Percent of Grade	Points Possible
Initial Self-Evaluation (week 2) *	5%	5
Uploaded Preceptor Documents & Clinical Contract (week 2)	5%	5
Competency Rating Worksheet & Student-Designed Goals and Objectives (week 3)	15%	15
Reflective Journaling (weekly, weeks 2 - 15)	21%	21
Meeting between Preceptor, Student, and CSUF Faculty (one time during weeks 2 – 6) & Mid-Semester Check-in with Preceptor (one time during weeks 8 or 9)	5%	5
Virtual Clinical Conferences (schedule in class)	15%	15
Health Education Lesson (week 12)	15%	15
Final Reflection Paper (week 15)	10%	10
Final Evaluations: Self-Evaluation, Evaluation of experience and preceptor, Program completion verification form, Exit survey*	5%	5
Preceptor Evaluation of student	4%	4
Totals	100%	100

Table 1 Methods of Assessment for N533L/*indicates an essential assignment where an 83%/CR must be achieved

Grading Policies

This is a Credit (CR)/No Credit (NC) Course. A grade of "B" (83) or better is required to pass this course and receive a Credit.

Evaluation of successful course completion shall consider a) clinical performance and b) quality of the corresponding clinical assignments. The CSUF faculty evaluate the corresponding clinical assignments. The student and the preceptor evaluate the remote precepted clinical experience in consultation with CSUF faculty.

School of Nursing Policy for the Graduate Program states that + - designations are assigned for Final Course Grades (with the exception of A+). There are no extra credit options. Grades will not be rounded up.

Grade	Numerical value
A	93-100
A-	90-92.9
B +	87-89.9
B = CR	83-86.9 (1)
B- = NC	80-82.9

C+	77-79.9
C	75-76.9
C-	70-74.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

Table 2 Grading Scale for N533L

(1) Minimum grade to pass and receive a CR is 83%

Late Assignments

All assignments submitted after the due date/time will receive a deduction of 10% of the total points possible for the assignment for each day late (10% for the first day, 20% for the second day, 30% for the third day, 40% for the fourth day, 50% for the fifth day, 60% for the sixth day, and 70% for the seventh day, zero points after the seventh day). Late includes any time the assignment is submitted after the date and time it was due (even if you submit at 12:05 AM). For discussion boards: Once the discussion board is closed, any posts completed after the end of the discussion will not be graded. Posts completed during the discussion timeframe will be graded.

Assignments sent by email will only be accepted under very special circumstances, and only if CSUF announces that there is a problem accessing online classes, then email submissions will be accepted. This would be an exceptionally rare occurrence.

If there are extenuating circumstances, these must be brought to the professor's attention **before** the due date (but not at 11:59 PM for something due at midnight). Extenuating circumstances will be evaluated on an individual basis by the professor. If a dispensation is granted, it must be documented in writing. Extenuating circumstances are less likely to be considered once the assignment is late. If a student is experiencing difficulty, it is recommended that they meet with the instructor before an assignment's due date to discuss possible alternatives, options, or solutions.

Malfunctioning computers or printers will not be accepted as valid reasons for late submissions.

Incomplete Grades

The grade of "I" (incomplete) will only be provided for students who have unforeseen circumstances that prohibit the satisfactory completion of all required work and are requested by the student in advance of the University grading period. University guidelines can be found at [Grading and Academic Standards](#).

Deadline for Course Withdrawal

The final deadline to withdraw from classes without a grade of 'W' is x/x/xxxx. The last day to receive a pro-rated refund of mandatory fees for complete withdrawal from classes is x/x/xxxx. The final deadline to withdraw from courses with a grade of 'W' for serious and compelling non-medical reasons is x/xx/xxxx. If you are considering withdrawing from the course, please discuss this with your faculty advisor and/or course instructor.

Standards for Written Work

Differences between direct and indirect quotes:

Direct quotes: include the exact wording from the source

Indirect quotes: summarize or paraphrase the content from the source.

Punctuation requirements: **all** word for word quotations **must** be placed in quotation marks.

The exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g., Washington D.C. is the capital of the U.S.) do not need a citation, even if they had to be looked up. Always

cite using APA format (7th ed.) for all written work.

Essential Assignments

Essential assignments are indicated in the [Evaluation Table](#) with an asterisk*. Students must earn an 83%/CR to pass the assignment (graded using the rubric). If an 83%/CR is not achieved, students will be allowed to revise and resubmit their assignment within five days of receiving their graded assignment back from the instructor. Upon resubmissions, the highest score students can earn is 90%.

Online/Practicum Course Requirements

Student requirements related to the online format are as follows:

1. This course is conducted online and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**.
2. Written assignments must be submitted in .doc or .docx format.
3. Students should check into the course and their University email daily or at a minimum 3 – 5 times per week. All University communications occur via University email. Many students dislike using the University email system because it requires login to the Portal; however, outside email will not be used. If students do not check University email, important messages will be missed that could impact success in this class.
4. Students can expect a reply to emails from the instructor within 24 – 48 hours.

Emergency Preparedness

The safety of all students attending California State University Fullerton is of paramount importance. Students must have a basic understanding of their personal responsibilities and the University’s emergency response procedures during an emergency. In the event of an emergency, please adhere to the guidelines from the [CSUF Emergency Preparedness website](#).

Students with Disabilities

The University requires students with disabilities to register within the first week of classes with the [Office of Disability Support Services \(DSS\)](#), located in UH-101 and at (657) 278 –3117, to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions expressed in the [American Nurses Association Code of Ethics for Nurses](#) at all times.

Academic Dishonesty

Academic dishonesty will not be tolerated. The University Catalog provides a detailed description of Academic Dishonesty under ‘University Regulations.’ The following is a summary.

Any time someone else's words or ideas are used without giving credit, it is considered plagiarism, ***whether intentional or not***.

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than

those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where an instructor expressly forbids such collaboration. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as taking the work (words, ideas, concepts, data, graphs, artistic creation) of another, whether that work is paraphrased or copied in verbatim or near-verbatim form offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution, and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Link to [CSUF Titan Integrity: Guide to Understanding and Avoiding Academic Dishonesty](#)

Link to [UPS 300.021 Academic Dishonesty Policy](#)

Confidentiality

All applicable laws, including FERPA and University policies concerning privacy and confidentiality, are followed. University employees, including Student Employees, will almost inevitably come across or have access to confidential information. This information must remain confidential. Cal State Fullerton complies with the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law that protects the privacy of all student education records.

Procedures for Resolving Issues

The procedures for resolving issues with student conduct or challenging grades can be found at this link [Student Rights and Responsibilities, UPS 300.000](#).

Value of Team Building Work

Membership and participation in groups are not only inevitable; it is essential. Human beings have always been people who come together in groups to live, work, and govern. The faculty highly value the ability to work effectively with others in groups, and it is one of the key characteristics sought after by employers. The nursing profession and our public value group work and emphasize the importance of nurses collaborating with other professionals to meet healthcare needs.

The California State University Fullerton School of Nursing emphasizes the importance of transdisciplinary communication and collaboration and expects students to lead and work collaboratively in groups.

Policy on Civility

As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals, we must foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect, and care. [CSUF policy on civility](#). **Everyone is treated with respect.**

Appropriate Online Behavior

For more information, see the [Netiquette guidelines](#)

Online etiquette, often referred to as "netiquette," is essential for a life lived on the internet. As a society, it is often too easy to use keystrokes as missile attacks against others, and it's often too easy to mistake someone's keystrokes as personal attacks. Because of those two elements, we will follow these guidelines:

We Honor Our Differences

- Behind every keystroke is a living, breathing soul. They have people who count on them, love them, and trust them. They may have a life story different from ours, but it is our duty to the classroom environment's integrity to keep our classmates safe. Safe from harassment, safe from bullying, just safe.
- When differences arise, use the tools we are learning in this course to ask for clarification. Differences can be anything from personal beliefs to questions about the truth of assertions.
- When differences do arise, take the time to understand the other point of view. In the process, you may change your viewpoint or may strengthen your argument. Either way, the only way to achieve this wisdom and knowledge is to put forth the effort to listen and understand your classmates.
- Find your voice. Speak with clarity and kindness. Always seek the truth—question everything. Never make enemies; instead, build allies. If you would not say it to their face, do not type it.
- Your voice is not without a name. A server records your every keystroke. Participate with integrity.
- Even if it is housed on a server, this is a college classroom. Please respect the educational setting just as you would a traditional classroom.

We Honor the Craft of Communication (Online Communication in all forms)

- In this class, we are learning how to communicate. We will practice that skill in every dimension during our time together.
- TYPING IN ALL CAPS IS LIKE TO SHOUTING. Do not shout, please.
- Do write a concise subject line for responses within emails and discussion forums. This helps to focus the discussion and allows students to find and follow specific threads (topics).
- Do read classmates' posts before you comment to avoid content redundancy. Read the whole thread of the discussion before posting your comments. Add value to the discussion by sharing applicable examples and personal experiences.
- Do review the grading rubric if the discussion forum is part of your overall grade.
- Do not give out personal information or passwords.
- Do not plagiarize. Give credit where credit is due.
- Do avoid offensive comments. Anything obscene, defamatory, or racist is inappropriate and will be removed by the instructor.
- There is no sarcasm font. Be cautious when using humor and irony in an online environment. Insulting your audience will dilute your effectiveness as a communicator.
- Edit and review your online writing before submitting it.
- 'LOL,' 'OMG,' 'SMH,' and 'u' (for you) are perfectly fine when texting; however, this is a college classroom. Write as a college-level student—the same thing with emojis. Use your words unless there is specific direction to use abbreviations and/or emojis.
- Do be careful about forwarding someone else's email message. That person might not have intended for you to forward it.
- Do not expect an immediate response from your instructor or another student. The post or message might be sent right away, but the other person might not necessarily read it right away (responses should/will be made within 48 hours).
- Do include a subject line that clearly states your question(s) or request is about (the subject 'question' or 'clarification' are vague).
- Do ensure your message is brief and concise. State your request or question within the first sentence or two. You will be more likely to receive a timely response with your message is clear and brief.
- Know when to use email versus a discussion board. Things to keep in mind:
 - Personal matters = email (i.e., asking the instructor a personal question, telling a personal story, etc.)
 - Class matters = discussion boards (i.e., it will benefit at least three other people in the class – i.e., a question about the content or clarification of an assignment)

Technology Requirements and Information

This course will be conducted entirely online and run on the Canvas learning management system (LMS) and Zoom web conferencing software. First and foremost, you will need regular access to a computer and a stable, high-speed Internet connection. An email account is provided by the University and MUST be used by the student (outside/personal/work). You MUST have a microphone available for web conferencing sessions (many mobile phones come with an earbud/mic, this works perfectly!). You MUST have a working video camera so that you can interact with your instructor and classmates face-to-face. While you are not required to turn on your camera during web conferencing sessions, it is expected/preferred and considered professional to do so.

Your success in the course will require the following minimum technical/computer abilities:

- Basic computer usage (accessing the internet, opening and switching between applications, etc.)
- Use of web conferencing software (Zoom, Google Hangouts, etc.).
- Use of email, sending attachments, retrieving attachments.
- Use of different web browsers (Firefox, Google Chrome, etc.), open web pages, search the internet, access email, create bookmarks and work with .pdf files, among many other things.
- Ability to use Microsoft Word or Google Docs to create, edit, save, retrieve documents, and use and understand the track changes function.
- All submissions must be in .doc or .docx format (submissions in .pdf or 'pages' format will not be accepted)
- Ability to use presentation software such as Microsoft PowerPoint and Google Slides.
- Ability to use Google Chrome add-ons (if you don't know what these are, you should look it up).
- If you do not own a computer or if your computer malfunctions during the semester, you will be expected to identify another computer to use.
- You must be comfortable using Canvas, including posting and commenting on the discussion board, using the quiz/survey tools, accessing content, and submitting assignments (how-to courses and tutorials are widely available within the University and on YouTube).
- I suggest that you save all of your essential documents in two places (e.g., on a laptop and a desktop computer, in a cloud Dropbox/Google Drive, and/or on an external hard drive) to prevent loss.
- Exercise preventative technology use (by saving in multiple places and having a backup plan for technology failure). Technological failures are not accepted as an excuse for missing or late work.

Student Technology Services

The CSUF Student IT Help Desk provides technical support to students for campus related to Titan Online, Campus Portal, Canvas, Campus email, campus software, and wireless connection. Please find the most up-to-date technology information on the Division of Information Technology [Student Technology Services Website](#). For technical issues, please contact the CSUF Student IT Help Desk at 657-278-8888 or email StudentITHelpdesk@fullerton.edu.

Chat with Student IT:

1. Login to the CSUF Portal <http://my.fullerton.edu>
2. Click on **Online IT Help**
3. You will be prompted to log in once more.
4. Once logged, initiate a chat by clicking on **Live Chat**.

Students are able to download a variety of software programs from the University IT department (free of charge). Take advantage of this! Go to [Student Software](#), click on the software you want to download, follow the instructions.

The School of Nursing Technology resources page provides information about the School of Nursing specific technology. Information about obtaining support for externally provided resources, such as Java, Adobe, Silverlight, etc., and resources on how to use course technologies and an FAQ, can be found at this [School of Nursing Technology Resources](#) link.

School of Nursing Canvas assistance is available from the School of Nursing Course Manager by calling 657-278-5177 or sending an email to nursingcoursemanager@fullerton.edu.

Office Hours/Contact

Email is a quick way to contact the instructor. You can expect a response within 48 hours or less. Assignments are graded and returned within a two-week turn-around time. As assignments are graded, they will be returned to the student through the Canvas Grade Center. Students are advised to check their grades periodically in the Grade Center to track their progress.

Preceptorship

General Description

NURS 533L involves clinical practice and experiences in a school district and/or in school-related community settings/agencies serving children in infancy through high school, and in the case of special education, through age 22.

The practicum is done in consultation with a school nurse preceptor who acts as a guide, expert clinician, and resource person. The experience is characterized by independence, allowing the student to identify and meet their own learning needs and build a unique clinical experience. Clinical hours are further refined and developed in accompanying clinical assignments and expectations described in the following pages. Students are responsible for accounting for their own time during the clinical experience.

Consulting Preceptorship

Consulting preceptorships accelerate the socialization process to the school nurse's role and encourage more intensive self-evaluation of the student's nursing practice. This experience is designed for the nurse currently employed full-time or part-time as a school nurse. The consulting preceptorship allows the school nurse student to structure their work situation to meet clinical objectives and experiences that go beyond employment responsibilities. This preceptorship runs the entire semester (16 weeks), with the student's and/or preceptor's work settings being the focus for clinical evaluation.

The preceptor may be selected from the student's school district or the school/district/county office. Student input into this selection is expected. A list of documents needed from your preceptor and a place to upload those items is in the course. Documents must be uploaded before the clinical experience can begin.

The preceptor is selected using the parameters listed below:

- Current, non-restricted California Registered Nurse License
- Current Clear School Nurse Credential
- Minimum of two years experience as a fully credentialed School Nurse in California.
- Minimum of a Baccalaureate Degree in Nursing or a related field.
- Recognized as an expert in School Nursing by peers, school district, and/or CSUF faculty.
- Ability, willingness, and commitment to serve in the Preceptor role to help school nurse candidates achieve educational objectives.
- Willing to meet weekly with the School Nurse Candidate via phone/in-person/via virtual meeting software.
- Willing to complete a final evaluation of the school nurse candidate's performance.

Student/Preceptor Clinical Experience Contract

The student and preceptor shall meet weekly to briefly check in (via telephone, virtual, or face-to-face) to review student activities and should not go more than two weeks between meetings. Both parties will complete the clinical contract to agree on dates and times for future meetings.

Student, Preceptor, Faculty Meetings

Near the beginning of the experience, a virtual meeting will be held involving the student, preceptor, and CSUF faculty to assure everyone is on the same page. Students are responsible for working with faculty to set up these meetings

(instructions about how and when will be provided in the class). The student may make an appointment to meet or talk with the CSUF faculty alone in addition to the group meeting.

Preceptor, Faculty Communication

CSUF faculty may arrange to meet with the student and preceptor periodically during the semester and will contact the preceptor by email or telephone as needed during the experience. The CSUF faculty member is available for consultation with the preceptor anytime. Preceptors should email or leave a voicemail message with telephone numbers and email addresses where they can be reached.

Roles and Expectations

School Nurse Credential Candidate Student Role

- Notify your supervisor that you will be completing clinical hours as required in your district (notification, not permission).
- Review the course materials and synthesize the expectations for the experience.
- Complete all course requirements and evaluations as outlined in this syllabus.
- Arrange for a meeting between yourself and your preceptor and between yourself, your preceptor, and CSUF faculty.
- Assure that all of the required documents are completed fully and submitted ON TIME. Check the course schedule for due dates.
- Assume responsibility for your own learning needs, development of the learning objectives, and self-evaluation.
- Communicate promptly with the CSUF faculty if there are any problems with your preceptorship or the experience.
- Be ethical and hold in confidence information regarding the school, teachers, students, or families.
- Appreciate that the preceptor is a clinical specialist with their style. They may have been a preceptor many times, or this may be the first time.
- Enhance the role of the school nurse in all your encounters with staff/community.

Preceptor Role

- Notify your supervisor of your preceptor role as required in your district.
- Contact CSUF faculty if assistance is required or if you have any questions.
- Read and synthesize all materials related to the clinical practicum course.
- Meet with your student to discuss and assist your student in designing the clinical experience based on the Competency Rating Worksheet.
- Establish meeting or communication times and hours (these are agreed upon in the clinical experience contract).
- Inform your student of additional experiences that will enhance their learning, i.e., classroom observations of exemplary programs, Student Study Team meetings, meetings with and observation of other special/student services personnel (speech and language specialist, counselor, psychologist, etc.), Special health projects (e.g., oral health programs, staff/student health promotion programs), Virtual staff meetings, nursing staff meetings, county school nurse meetings, CSNO Section or State meetings, webinars or trainings on a school health/nurse related topic, Other experiences you feel will be beneficial.
- Treat this student as an experienced nurse who is now a graduate student in a new specialty within nursing.
- Focus on the process of school nursing, higher-level thinking, not tasks or mandates.
- Complete the student's evaluation (a link to a survey/form will be provided).
- You will not assume responsibility for giving a student "credit/no credit" for the course – this is the responsibility of the CSUF faculty. Your responsibility is evaluative only.

CSUF Faculty Role

- Work with the student to identify/obtain names of potential preceptors and contact as needed to ascertain interest (does not need to be within the same district)
- Orient students to the course and expectations.
- Meet with the student and preceptor at least once during the semester to assure that they are on track.

- Read and evaluate all written student assignments for the course.
- Conduct Zoom clinical conferences to facilitate application of course content to practicum course.
- Communicate with the preceptor regarding progress of a student as needed.
- Intervene with the preceptor/district in the event of problems/concerns **and** Program Coordinator.
- Act as a liaison between the student, preceptor, school district, and the School of Nursing.
- Notify the School Nurse Program Coordinator if there is any possibility during the semester of a clinical failure or if the student may require an incomplete.
- Evaluate the student at the end of the course using the Preceptor/Faculty Evaluation of the Student form
- If there are any concerns regarding student performance, contact the School Nurse Program Coordinator PRIOR to completion of the evaluation form.
- Assign a grade of credit (CR) or no credit (NC) to the student at the end of the semester.

The Clinical Experience

Designing the Experience

This is a 3-unit, graduate-level course requiring 135 hours of clinical practicum experience over 16 weeks (approximately 8.4 hours per week, about 1.68+/- hours per weekday). This experience is designed for the nurse who is employed in a school setting. The student completes the clinical practicum components to meet required clinical competencies and the course and program objectives. Students are expected to keep track of their own time spent to ensure that they spend the required 135 hours on course activities.

Students and Preceptors meet to plan the clinical experience utilizing the Competency Rating Worksheet and Student-Designed Objectives Template (both documents are located in the course).

Student-Designed Goals, Objectives, and Activities

Students and preceptors will identify the student learning objectives. Objectives should fill in gaps in the student's school nurse experience and consider other factors such as interests, district needs, professional organization statements, and published literature. Some Student-Designed Goals and Objectives are developed as a more extensive, multi-part project. Students may choose to attend trainings and then apply learning, attend conferences and apply learning, pursue leadership role activities, develop resources or tools, observe classrooms/programs, etc. This is an opportunity for the student to have carved out/set aside time to increase their learning and perhaps develop or experience things they never have time for.

Using the Competency Rating Worksheet, the student and preceptor evaluate the student's level of experience with mandates, tasks, and psychomotor skills, as well as the more qualitative skills such as communication and priority identification. Developed objectives are written using the Student-Designed Objectives Template. Examples of activities provided on the worksheet are NOT comprehensive. The preceptor should be relied upon to help the student look beyond the list of examples for high-quality, impactful experiences.

These tools should be seen as a framework within which to develop an individualized learning experience. There is no specified length of time or frequency of exposure required. The student should assess their own learning needs relative to each objective. An objective with which the student is very familiar can be briefly reexamined (if needed) and more time allocated to those objectives with which the student is less familiar or unfamiliar. The preceptor should be consulted for ideas or ways to meet the objectives. Students who have completed objectives through prior nursing experiences should focus on objectives or experiences not yet met.

Students may attend school nurse meetings, conferences, workshops related to school nursing. These may be district, local, or CSNO meetings (this does not include routine staff meetings related to job or meetings workshops students attended as part of their regular job duties). Students may spend time actively pursuing an additional Leadership Role activity related to school nursing (interview nurses in leadership roles, develop a leadership plan, complete professional development related to leadership activities). Nurses may choose to complete a more extensive project, such as

developing an orientation manual or procedures or developing a monthly or quarterly newsletter for fellow nurses or staff, or parents.

Initial and Final Evaluations

General Description

Evaluation of successful completion of the course shall consider a) clinical performance, b) quality of the corresponding clinical assignments, c) attendance at online clinical conferences and meetings.

Successful completion of the precepted experience shall consider the student's clinical performance in the schools and community agencies is evaluated by the student and the preceptor. Corresponding clinical assignments and clinical conference activities are evaluated by CSUF faculty.

Students and preceptors should meet and formally review the written materials at the beginning and at mid-semester.

Student self-evaluation and evaluation of student performance by the preceptor should adhere to the following principles and practices:

- Both parties should strive for an open, collegial relationship.
- Preceptor, faculty, and student self-evaluations are equal in weight and importance.
- Communication should be frequent and consistent between parties
- CSUF faculty should be contacted immediately should any concerns emerge.
- Written materials shall serve as the focus of all evaluations of the clinical experience.

Initial Evaluation

- **Initial Self-Evaluation (due week 2)**
Students will complete an initial self-evaluation. Download a copy of the self-evaluation first, complete it on paper, then submit it electronically in class. Documents are provided in the Canvas class.

Final Evaluations

- **Final Self-Evaluation (due week 16)**
Students should complete a final self-evaluation. Download a copy of the self-evaluation first, complete it on paper, then submit it electronically in class. Documents are provided in the Canvas class.
- **Student Evaluation of the Experience and Preceptor (due week 16)** – Document and instructions provided in the Canvas class.
- **School Nurse Credential Program Candidate Completion Verification Form (due week 16)** – Document and instructions provided in the Canvas class.
- **School Nurse Credential Program Exit Survey (due week 16)** – Document and instructions provided in the Canvas class.

Preceptor Evaluation

- **Preceptor Evaluation of the Student (due week 16)** – Document and instructions provided in the Canvas class.

Course Schedule

Weeks begin on Monday and end on Sunday at 2359. All due dates are on Sunday, midnight at the end of the week indicated.

Week	Assignment/Activity	Due end of week noted, by midnight
1	<ul style="list-style-type: none">• Gather and Submit Preparatory Documents from/with preceptor (details in class)• Set meeting with preceptor, connect at agreed upon time/date	

	<ul style="list-style-type: none"> • Complete Competency Rating Worksheet with preceptor (preceptor initials, dates, and comments are required) • Plan and Develop Goals, Objectives, and Learning Activities • Complete and submit Initial Self-Evaluation (on your own) • Submit developed Goals and Objectives if complete 	
2	<ul style="list-style-type: none"> • Gather and Submit Preparatory Documents from/with preceptor (if not completed in week 1) • Set meeting with preceptor, connect at agreed upon time/date (if not completed in week 1) • Complete Competency Rating Worksheet with preceptor (if not completed in week 1) • Plan and Develop Goals, Objectives, and Learning Activities (continue to plan, if started in week 1) • Complete and submit Initial Self-Evaluation (on your own, if not completed in week 1) • Submit developed Goals and Objectives if complete • Conduct meeting between you and Preceptor, CSUF Faculty • Complete clinical experiences • Complete Week 2 Reflective Journal 	<ul style="list-style-type: none"> • Initial Self-Evaluation • Preceptor Documents and Clinical Contract • Week 2 Reflective Journal
3	<ul style="list-style-type: none"> • Set meeting with preceptor, connect at agreed upon time/date (if not completed in weeks 1/2) • Complete Competency Rating Worksheet with preceptor (if not completed in weeks 1/2) • Plan and Develop Goals, Objectives, and Learning Activities (continue to plan, if started in weeks 1/2) • Conduct meeting between you and Preceptor, CSUF Faculty (if not completed in week 2) • Complete clinical experiences • Complete Week 3 Reflective Journal 	<ul style="list-style-type: none"> • Week 3 Reflective Journal • Completed Competency Rating Worksheet • Developed Goals, Objectives, and Learning Activities
4	<ul style="list-style-type: none"> • Complete clinical experiences • Conduct meeting between you and Preceptor, CSUF Faculty (if not completed in week 3) • Complete Week 4 Reflective Journal 	<ul style="list-style-type: none"> • Week 4 Reflective Journal
5	<ul style="list-style-type: none"> • Conduct meeting between you and Preceptor, CSUF Faculty (if not completed in week 4) • <i>Attend Clinical Conference (date TBA)</i> • Complete clinical experiences • Complete Week 5 Reflective Journal 	<ul style="list-style-type: none"> • Week 5 Reflective Journal
6	<ul style="list-style-type: none"> • Complete clinical experiences • Conduct meeting between you and Preceptor, CSUF Faculty (if not completed in week 5) • Complete Week 6 Reflective Journal • Begin setting up and working on Health Teaching Assignment 	<ul style="list-style-type: none"> • Week 6 Reflective Journal • Meeting between you, your preceptor, and CSUF Faculty due (document in Reflective Journal)
7	<ul style="list-style-type: none"> • Complete clinical experiences • Continue to work on Health Teaching Assignment • Complete Week 7 Reflective Journal 	<ul style="list-style-type: none"> • Week 7 Reflective Journal

8	<ul style="list-style-type: none"> • Complete clinical experiences • Continue to work on Health Teaching Assignment • Hold formal Mid-Semester meeting with preceptor • Complete Week 8 Reflective Journal 	<ul style="list-style-type: none"> • Week 8 Reflective Journal
9	<ul style="list-style-type: none"> • Complete clinical experiences • Continue to work on Health Teaching Assignment • <i>Attend Clinical Conference (date TBA)</i> • Hold formal Mid-Semester meeting with preceptor (if not completed in week 8) • Complete Week 9 Reflective Journal 	<ul style="list-style-type: none"> • Week 9 Reflective Journal • Meeting between you and your preceptor due (document in Reflective Journal)
	SPRING BREAK	
10	<ul style="list-style-type: none"> • Complete clinical experiences • Continue to work on Health Teaching Assignment • Complete Week 10 Reflective Journal 	<ul style="list-style-type: none"> • Week 10 Reflective Journal
11	<ul style="list-style-type: none"> • Complete clinical experiences • Continue to work on Health Teaching Assignment • Complete Week 11 Reflective Journal 	<ul style="list-style-type: none"> • Week11 Reflective Journal
12	<ul style="list-style-type: none"> • Complete clinical experiences • Complete documents for Health Teaching Assignment • Complete Week 12 Reflective Journal 	<ul style="list-style-type: none"> • Week 12 Reflective Journal • Health Teaching Documentation
13	<ul style="list-style-type: none"> • <i>Attend Clinical Conference (date TBA)</i> • Complete clinical experiences • Complete Week 13 Reflective Journal 	<ul style="list-style-type: none"> • Week 13 Reflective Journal
14	<ul style="list-style-type: none"> • Complete clinical experiences • Complete Week 14 Reflective Journal 	<ul style="list-style-type: none"> • Week 14 Reflective Journal
15	<ul style="list-style-type: none"> • Complete clinical experiences • Complete Week 15 Reflective Journal 	<ul style="list-style-type: none"> • Week 15 Reflective Journal • Final Reflection Paper • Meeting between you and your preceptor to finalize
16	<ul style="list-style-type: none"> • Complete clinical experiences (if you have remaining hours to complete or if appointments are taking place this week) 	<ul style="list-style-type: none"> • Final Self-Evaluation • Evaluation of experience and preceptor • Program completion verification form • Exit survey • Preceptor Evaluation of student

Table 3 Course Schedule for N533L

Appendices – Assignment Descriptions

Competency Definition (American Association of Colleges of Nursing)

“Competence develops over time, is progressive, and reflects the impact of internal and external factors and experiences of the student. Internal factors include education, experience, knowledge, and professional orientation, among others. External forces include the complexity of the learning experience and professional autonomy. While knowledge is essential to the development of competence, it does not in and of itself validate competence (Currier, 2019). Rather, learners progress to successive levels of competence by demonstrating achievement of expectations across the span of their education and practice experience. Students are successful when they meet and sustain measurable competence at each level of performance expectation and are able to transfer their competence across different practice experiences and settings (Josiah Macy Foundation, 2017).”

Competency Rating Worksheet

Purpose

To develop learning goals based on the student's current level of knowledge, skill, attitude of school nurse standards, and competencies.

Instructions

The objectives below list the school nurse competencies along with the skills and responsibilities associated with each. These objectives are to be seen as a framework within which to develop an individualized learning experience.

Working together, preceptors and students should determine the level of competence in each item in the list. Consider the definition of competence above. Preceptors should only indicate that an item is 'met' if the student is able to demonstrate or explain, to the preceptor's satisfaction, that they are competent in a particular area. If items are found to be 'met,' the preceptor should indicate their satisfaction with the student's level of knowledge/skill/competence. A comment about how the competency was met and when (date) help CSUF faculty track how decisions about the student's learning goals. Preceptors should discuss each item with the student to determine whether the student has sufficient knowledge/skill/competence in the subject matter.

Clinical experiences should be completed in each of the areas in which the student is not yet competent. If the preceptor is unable to witness the student completing the identified activities (procedure, assessment, work, visit, etc.), they should have the same discussion about each item the student has completed to determine that the student has acquired sufficient knowledge/skill/competence in the area.

An item with which the student is very familiar/proficient can be revisited; however, adequate time should be allocated to those items with which the student is less familiar or unfamiliar. There is no specified length of time, number of experiences, or depth of immersion required. Students must complete 135 hours over the semester, reaching 'emerging' or 'proficient' competence (see Key below). The preceptor should be consulted for ideas or ways to meet the competencies; examples are provided.

Students and preceptors can use the key below in determining the student's level of competence. Keep in mind that competence in working in an area/skill with a single grade level or one type of group is not full competence. Competence is the ability to work across settings and populations (i.e., in the different areas/skills in all grade levels and school programs with students ages 3 to 22).

KEY:

Proficient – Excellent skills and understanding, experienced, fully or nearly fully competent

Emerging – Basic skills, has some experience, nearly competent but need more exposure

Limited – Limited or no experience, not competent, need further experience

Competency 1: Competently Provides Health and Wellness Services (Primary Level Intervention) in the following areas:				
	Met		Date	Preceptor Comments & Initials
	Y	N		
Nursing Process				
Demonstrates effective use of the Nursing Process to assess, plan, implement, and evaluate the care of students in preschool, elementary, middle school, and high school.				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none">• <i>Research care plan writing steps and processes</i>• <i>Develop a procedure for IHP writing and share it with colleagues</i>• <i>Evaluate and revise existing IHPs and ECPS to assure that they meet evidence-based standards, revise to meet standards</i>• <i>Write IHP and/or ECP for students in need of care during the school day</i>				
Health Screening				

Demonstrates competence in planning, organizing, conducting, notifying, and following up on mass and individual screening to detect deviations in health for students in preschool, elementary, middle, and high school, SPED, general ed.				
<ul style="list-style-type: none"> • Vision – near/far, color, functional, + one optional test (near point convergence or stereopsis) 				
<ul style="list-style-type: none"> • Hearing – screening and threshold 				
<ul style="list-style-type: none"> • Nutritional Assessment 				
<ul style="list-style-type: none"> • Behavioral Assessment 				
<ul style="list-style-type: none"> • Developmental Assessment 				
<ul style="list-style-type: none"> • Acanthosis Nigricans 				
<ul style="list-style-type: none"> • Height, Weight, BMI 				
<p><i>Competency Building Activity Examples:</i></p> <ul style="list-style-type: none"> • Attend trainings (webinar, online, conference) on various screening methods • Develop procedures and policies for standardization of screening processes • Develop and present a proposal to adopt standardized procedures (i.e., CSNO Specialized Physical Health Care Procedures Manual, NASN resources, other peds resources) • Evaluate current vision screening processes to assure that the district meets evidence-based guidelines (i.e., correct procedures and equipment are being used, etc.) 				
Immunizations & Communicable Disease Control				
Demonstrates competence in assessing immunization status upon entry to kindergarten and 7 th grade, including parent/guardian notification of missing items, follow-up, exclusion				
Demonstrates/explains accurate documentation and reporting requirements for immunizations				
Expresses understanding for Universal Precautions and communicable disease control district policies				
Demonstrates competence in managing children identified as having a communicable disease condition, makes good judgment calls in following through with school population, referral, and follow-up (including working with PH to perform screenings after an outbreak, reporting requirements to Public Health, etc.)				
Uses the appropriate, confidential, and culturally sensitive counseling techniques with students suspected of having an STD (STI), makes referrals to appropriate community agencies. Discusses issues related to possible contacts.				
<p><i>Competency Building Activity Examples:</i></p> <ul style="list-style-type: none"> • Develop a process to assure follow-up on missing immunizations (so that all nurses are doing the same thing) • Coordinate schools/districts response to a communicable disease outbreak in school/community • Work with Public Health in your area to see what school-related resources they provide • Attend Public Health meetings related to topics you are interested in (bring information back to share with colleagues) • Visit a public health clinic to see what they do (or a field office) • Interview a public health nurse to see how you can collaborate to improve care for kids in schools • Develop working understanding about how to deal with pediculosis, meningitis, hepatitis A, hepatitis B (and laws around Hep B) 				

Physical Examination (CHDP)				
Correctly assesses CHDP status at the first-grade level, demonstrates understanding of the timeline, follow-up, and reporting requirements				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Research the requirements for CHDP • Develop or revise the process for assuring that documents are in place and referrals are made for families who do not have care providers 				
Community Health Resources and Connections				
Correctly identifies relevant community health agencies, services, and programs.				
Demonstrates leadership role and ability in assisting students and families in accessing appropriate community resources.				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Research and visit five new-to-you useful community resources and prepare a one-page resource list for other district personnel • Visit/observe an Infant/toddler center (Head Start, etc.) • Visit/observe CCS clinic 				
School-Related Resources and Connections				
Identifies appropriate programs/services for students/families with special needs/problems (e.g., mental health, family planning needs, prenatal care).				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Visit/observe a deaf and hard of hearing program (or any other program that you are not familiar with) • Visit/observe a young mother's education class or adult ed. classes/programs • Spend time at the local health dept/learn about resources they provide 				
Child Abuse and Neglect				
Able to describe signs of child abuse/neglect and explain reporting steps and guidelines, paperwork, and agencies involved.				
Participates in reporting of suspected child abuse.				
Explain the laws regarding reporting sexual activity among minors				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Develop a process for how to handle requests from district employees that you come to assess students who they think have been abused • Assess a child who complains of abuse or is suspected of being abused and submit an appropriate report • Conduct a home visit for a child suffering from neglect (understand the district's policy/procedure around home visits) 				
Mental Health Services				
Demonstrates the ability to promote mental health among students in all grade-levels/ages and programs and school staff through recognition of need, assessment, counseling, and referral to appropriate services				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Attend a special day class for emotionally disturbed children • Research and visit three mental health community resources and prepare a one-page resource list for other district personnel • Conduct a home visit for a child with school refusal or other mental health issues • Investigate mental health services and resources in your area • Review the latest literature on current youth mental health issues • Interview and Counsel, using evidence-based/learned techniques and strategies, students (in a variety of developmental stages), families, and staff (about a variety of issues: mental health, pregnancy, absenteeism, etc.) 				

Health Promotion				
Demonstrates the ability to promote oral health among school-age children through participating in oral health assessment programs, through health promotion, and health education				
Demonstrates ability to promote healthy nutrition and a healthy lifestyle (fitness) among students and staff through modeling, health promotion, and health education at the preschool, elementary, middle, and high school levels				
Discusses health issues associated with athletic activity and nutritional requirements				
Integrates primary, secondary, and tertiary levels of healthcare into the school setting				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Provide nutrition counseling to student/staff or family (develop a standardized process, sign up for e-newsletters to be sent to your email) • Teach nutrition and/or fitness lessons in the classroom/PE at different grade levels • Screen adolescent athletes for nutrition status and work with them to develop a plan for being healthy • Work with students on keeping a daily nutrition log • Work with staff on a wellness plan (work with HR to bring wellness to the whole district via incentives and memberships, etc.) 				
Addresses issues of community and family violence and substance abuse				
Describes signs and symptoms of at least three types of substance abuse, assessment steps, reporting and referral guidelines, and an appropriate referral agency(s) for substance abusers and support group(s) for families.				
Explains insight into the importance of campus security and describes issues, i.e., gang activity, weapons on campus, etc.				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Assess a student who appears to be using drugs/alcohol • Attend a substance abuse training program/in-service • Teach a class regarding substance use/abuse to students or staff • Assure procedures exist for nurses to support students with substance use issues (develop one if it does not exist) • Develop a procedure for how to respond when asked to come to assess a student who is suspected of being 'high.' 				
Promote School Safety (including disaster preparedness)				
Demonstrates an understanding of emergency steps in school-wide emergencies (i.e., natural disasters, bomb threats, etc.)				
Discusses school-wide emergency action plans related to natural disasters and steps in place for individual emergencies, the threat of epidemic in the community				
Understands the importance of environmental safety and is able to identify environmental areas that illicit safety concerns				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Participate in a district program that promotes school safety • Complete training in emergency management • Participate in a district/school program promote disaster preparedness • Examine workload issues in school nursing and recommend safe-staffing levels 				

- *Advocate for policies and procedures that support student safety*

School Health Program

Describes key aspects required to organize and implement overall school health at the preschool, elementary, middle, and high school levels				
Describes a realistic plan for organizing and implementing an overall school health program for a traditional school year				
Describes student population in schools and insight into cultural differences (race, ethnicity, language, gender, sexuality, etc.)				
Demonstrates ability to communicate effectively with students and families of different cultural backgrounds (race, ethnicity, language, gender, sexuality, etc.)				
Adapt approach to care to meet the needs of English learner students and their families				
Expresses insight into the role of the SN as a participant in providing coordinated health services and school health programs to better manage limited resources				
Properly trains and supervises medication administration by Unlicensed Assistive Personnel				

Competency Building Activity Examples:

- *Develop standardized tools for assistive personnel to use to provide care (or work to adapt/adopt existing tools – such as the CSNO SPHCS manual)*
- *Develop a year-long calendar priority list for setting up and managing a health office*
- *Complete training on working with transgender youth*
- *Train a set number of UAPs to administer care and medication, follow-up to assure they are still competent, document.*
- *Participate as a member of a coordinated school health team*
- *Observe, set up, manage, work at a school site clinic/school district Immunization clinic*
- *Organize and plan for the school year, prioritize and use time effectively, understand the department budget, and advocate for needed supplies and materials while managing fiscal resources prudently*

Absenteeism

Explains the SARB process and takes the appropriate steps to follow-up on absenteeism and encourage school attendance.				
Makes appropriate home visit or school-based meeting to follow-up on absenteeism and complete assessment				
Demonstrates ability to establish rapport with student and family having with absentee issues				
Discusses issues associated with adolescent absenteeism and the role of the school nurse in preventing school drop-out. Describes various alternative programs to help teens/young adults complete schooling				

Competency Building Activity Examples:

- *Work with principals to intervene with students with absenteeism issues at the school level*
- *Work with school site staff to develop a process to manage and help students with absenteeism issues at the school level*
- *Attend a district-level SARB meeting*
- *Attend a county-level SARB meeting*
- *Investigate SARB at the State-level*

Competency 2: Competently Provides Direct Client Care services (Secondary and Tertiary Level Interventions) in the following areas:				
	Met		Date	Preceptor Comments & Initials
	Y	N		
Address Acute Diseases or Conditions				
Demonstrates the ability to properly evaluate and manage various types of sports injuries, including acute injuries, makes appropriate referral				
Demonstrates competence in managing acute injuries and other medical emergencies, assesses, and provides appropriate emergency first aid (uses high-quality, evidence-based resources to aid in decision making)				
Demonstrates ability to respond to emergencies involving students/staff, including:				
Asthma Attack				
Seizure				
Fracture/Sprain/Dislocation				
Head/Spinal Injury				
Sickle Cell Emergency				
Hyper/hypoglycemia				
Loss of a tooth (deciduous/permanent)				
Eye injury				
Burns (Chemical/sun)				
Allergic Reaction				
Demonstrates ability to assist in the use of and/or interpret the following:				
Equipment required for students with Asthma – inhaler, spacer, nebulizer, Peak flow meter, etc.				
Equipment required for students with Diabetes – insulin syringe, insulin pump, CGM, glucometer, carb counting, rescue medication				
Emergency equipment and medications (i.e., defibrillator, seizure medication)				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Conference with parent/student/staff regarding a student's acute health issue • Teach a first aid course to staff/students • Attend CSNO, NASN, OCSNO, or other organization training on providing acute care to students in schools • Provide injury assessment/intervention for a child who receives a significant injury while at school • Develop the ability to identify/appropriately address pediatric dermatological problems, eating disorders, headaches, or other common problems • Understand the process for students accessing Home/Hospital instruction 				
Address Chronic Diseases or Conditions				
Demonstrates competence in caring for students with chronic health problems, and in formulating appropriate Individual Healthcare Plans and Emergency Action Plans that ensures child safety and optimal learning.				
Demonstrates understanding of the needs of wheelchair-bound individuals and students dependent on other types of health-related equipment and assistance (i.e., learning materials, access to facilities, toileting, including				

use of changing tables, toilet seat lifts, and Hoyer lifts, and body alignment issues)				
Demonstrates competence in caring for the medically fragile and competently carries out specialized physical health care procedures (i.e., tracheostomy care, gastrostomy feedings, a clean catheterization)				
Demonstrates ability to case manage the multifaceted health care needs of a child (i.e., assists families seeking financial assistance, affordable health care, appropriate school-based services, and relevant programs, coordinating services within the school and community while keeping sociocultural issues, including race, ethnicity, language, gender and sexuality, etc., in mind)				
Demonstrates ability to participate as a member of the SST, IEP team and completes an appropriate assessment and paperwork for an IEP and 504 plan (report nursing findings during a meeting)				
Demonstrates competence in administering medication in the school setting, states the 'rights,' including proper storage, management, and documentation.				
Describes the role of the school nurse in making sure that students properly take/use medication how/when ordered, including self-carry.				
<p><i>Competency Building Activity Examples:</i></p> <ul style="list-style-type: none"> • <i>Understand case management and how it applies in the school setting</i> • <i>Visit a severely handicapped district/county program for a day (shadow a nurse on-site)</i> • <i>Refresh your skills: review and perform a G Tube feeding, catheterization, trach care, nebulizers, bathroom assistance, transfers (from w/c to toilet, w/c to changing table, etc.)</i> • <i>Act as a case manager for a student with chronic health conditions, including communicating, collaborating, documenting, etc. as described in the 21st Century Framework for School Nursing (use the NASN Case Management tools)</i> • <i>Visit a school program that is not one you have seen or have little significant experience program and spend time with the nurse there to understand how things are done in those different grade-level schools.</i> • <i>Learn to case manage students with chronic health problems (including, but not limited to): identifying/addressing barriers to learning for Cerebral palsy, muscular dystrophy, and others</i> 				
Crisis Intervention				
Describes the role of the school nurse as a member of the school crisis team in planning, responding, and participating in crisis intervention at school				
Relates insight into behavioral, emotional, and mental health issues that affect adolescents, uses appropriate counseling techniques and referrals to appropriate professionals within the school and community				
Demonstrates appropriate counseling techniques, contacts the correct individuals, follows guidelines regarding sharing confidential				

information in the best interests of the individual and others, and refers appropriately				
Describes signs of depression and suicide threat				
Demonstrates ability to counsel pregnant teens with knowledge of confidential guidelines, cultural issues, insight into assistance programs and agencies, and to promote healthy behaviors and school attendance (considering race, ethnicity, language, gender and sexuality, etc.)				
Describes the alarm system that signals a school-wide emergency and the action steps that students and staff need to take in the event of a school-wide or natural disaster, threat of an intruder, and the school nurse role				
Describes the emergency steps taken by school administrators/personal and the school nurse in the unlikely event of a natural disaster (i.e., what outside agencies could be involved, etc.) (earthquake, flood, fire, chemical spill,)				
<p><i>Competency Building Activity Examples:</i></p> <ul style="list-style-type: none"> • <i>Counsel/refer/follow-up a student in crisis (i.e., pregnant, domestic violence, homeless)</i> • <i>Learn how to identify and intervene in crisis situations (child death, suicidal behaviors, etc.)</i> • <i>Prepare for emergency management planning and response efforts to assist students with special health care needs (i.e., Healthcare provider orders for 72-hour lockdown or disaster, a system for retrieving and transporting medications to areas of lockdown or evacuation, provision of necessary supplies and food in the classroom or carried with the child or teacher in an evacuation or a 3-day supply in case of a lockdown, education of all staff members/substitutes responsible for the child with a special health needs during an emergency, an alarm system for students with auditory and/or visual needs, back-up power source for specialized equipment, emergency evacuation plan for students with physical, mental or communication limitations or who are on a second-floor classroom (e.g., visually and/or hearing impaired, students with autism, and "English as a second language" students).</i> 				
Competency 3: Demonstrates Professional Management Skills in the following areas:				
	Met		Date	Preceptor Comments & Initials
	Y	N		
Management				
Demonstrates the ability to use time effectively, adapt to new and unanticipated situations, and manage fiscal and personnel resources prudently				
Demonstrates the ability to communicate effectively in writing and verbally, and make clear oral presentations to a wide variety of audiences				
Demonstrates leadership and the ability to use professional knowledge, skills, and ethical decision making to promote health among students and staff				
Expresses understanding of what is involved in creating and maintaining a comprehensive school health services program				
Demonstrates the ability to use professional knowledge and skills to promote the overall health of the school community				
Demonstrates ability to model evidence-based healthcare practices in the delivery of school				

nursing services (research), as well as use a theoretical base to guide practice				
Demonstrates a global understanding of the role of the school nurse as it relates to school and community (i.e., collaboration, communication, use of resources)				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Research current literature on nursing leadership practices • Complete activities to develop communication style, skills and conflict management, critical thinking & reasoning skills, process & protocols for delegation of health and nursing tasks, teaching and learning theory as part of developing others within the realm of influence (delegation), teaching techniques to support orientation, delegation, & clinical practice, evaluation, and quality improvement tools, develop mentorship and personal learning goals for the school nurse leader, systematic approach to school health and performance measures 				
Training and Supervision				
Demonstrates the ability to train, supervise, and monitor others who may assist students in taking medication and/or provide specialized physical healthcare procedures to students				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Develop a standardized training program for UAP (or health clerk) to provide care for students with diabetes when the nurse is not present • Train a health clerk/UAP at a selected school • Train a UAP to perform SPHCS • Monitor a UAP who is performing SPHCS 				
Data Collection				
Demonstrates ability to access and follow policies, procedures, protocols, and supervisory direction to guide practice in data collection				
Collects, prioritizes, documents, and evaluates data guided by clinical judgment and current research information				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Develop a data collection system and train others to use it • Collect data on aspects of the health program (for district report, for year-end health services report) • Use data to tell the story of the current status of your district, present it to the health services team and/or school board • Attend a school board meeting 				
Legal				
Researches and explains legal guidelines, i.e., sections of Ed. Code, other state laws, or federal laws as they apply to health services delivered by school nurses in clinical practice				
Discusses legal guidelines and gives examples in school nursing practice as they relate to HIPAA, FERPA, IDEA, confidentiality, student rights, health education				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • Demonstrate how to find and interpret key legal references for issues that occur in the school setting related to the health program • Determine how to communicate pertinent health information to teachers, staff, others • Develop a working understanding of the nine provisions of the Code of Ethics, develop a handout or training for fellow nurses 				
Documentation and Record-Keeping				
Demonstrates ability to organize and maintain accurate and complete health records				
<i>Competency Building Activity Examples:</i>				

- Develop a system for documentation and train others to use it
- Advocate for an EHR system (if you are not currently using one)
- Enter data into student's records accurately and run a report
- Assure that documentation is kept confidential and up to legal standards

Collaboration and Communication

Demonstrates ability to communicate with clarity and professionally, both orally and in writing, with professionals, families, and students				
Demonstrates the ability to work creatively with others in the school community within the public education system to promote healthy behaviors and lifestyles among adolescents and staff				
Demonstrates ability to work in a collaborative and collegial manner with others				

- Competency Building Activity Examples:*
- Attend a faculty meeting, give a short presentation
 - Attend a District School board meeting, speak at public comment or get on the agenda and make a formal presentation
 - Conference with parent/child, teacher regarding a student's Care Plan
 - Conference with a physician or Nurse Practitioner
 - Investigate how school nurses are oriented and develop a process for orientation if one does not exist
 - Understand how to work with staff hired via an agency to care for children in your district with a health condition
 - Participate in Interdisciplinary and interagency communication and networking

Advocacy (student, family, community, professional)

Demonstrates the ability to advocate appropriately with students, families, community, and others to promote healthy behaviors and lifestyles				
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- Competency Building Activity Examples:*
- Participate in a Student Study Team meeting for a student whose health issues are impacting student's ability to learn
 - Participate in an IEP meeting (Individual Education Plan)
 - Contribute findings from nursing report and assessment, including developed goals during IEP meeting
 - Understand resources for and laws to protect students experiencing homelessness

Professional Organizations

Maintains active member status in state and national professional organizations				
Promotes active member status and contributes to local, state, and national professional organizations through committee work or special projects				

- Competency Building Activity Examples:*
- Join an SN professional organization
 - Attend an SN professional Meeting (i.e., CSNO, NASN, OCSNO)
 - Participate on a committee or of an SN professional organization
 - Understand the scope and practice of school nursing
 - Complete surveys and participate in giving feedback to organizations and researchers

Demonstrates Culturally Responsive Leadership and Care

Identifies the ethnic makeup of the school/district and provides culturally sensitive care to each child and family (race, ethnicity, language, gender, sexuality, etc.)				
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- Competency Building Activity Examples:*
- Conference with a parent with strong cultural beliefs (different than your own) regarding their child's health issue

<ul style="list-style-type: none"> • <i>assess own current understanding of cultural competency and fill identified gaps by completing ongoing education, developing strategies, starting a task force, developing a training</i> • <i>Complete trainings or do research on caring for specific cultural groups, delivering non-biased care, etc.</i> • <i>Research or complete or develop training about culture, which is more than just a different race or ethnicity. It may also include: Where a person was raised (geographically even in the U.S., socio-economic level, occupation, life experiences and values, religion, sexual orientation and gender identity, language and/or dialect, social standing, and dietary practices, among other things</i> 				
Promote Staff Wellness				
Demonstrates leadership and the ability to use professional knowledge, skills, and ethical decision making to promote health among staff				
Utilizes effective communication skills and sensitivity when assisting/counseling staff				
<i>Competency Building Activity Examples:</i> <ul style="list-style-type: none"> • <i>Develop staff wellness activities</i> • <i>Counsel staff on health issues (nutrition, fitness, etc.)</i> • <i>Take a lead role in developing or revising school wellness policy</i> • <i>Work on strategies to improve the quality of students' dietary intake in the school setting</i> 				

Table 4 Competency Rating Worksheet for N533L

Student-Designed Goals and Objectives

Purpose

A standardized format to develop Student-Designed Goals and Objectives.

Description

With preceptor consultation, students will write individual goals and learning objectives, including associated learning activities, that cover area of need and interest. Student goals, learning outcomes, and learning activities provide an opportunity for the student to personalize their practicum experience.

Instructions

1. After completing the Competency Rating Worksheet, students can discuss possible learning experiences and areas of interest with their preceptor. Candidates are to develop a minimum of three overarching goals. For each goal, you will create a minimum of three learning outcomes and as many learning activities as are needed to meet the learning outcomes and goal.
2. After completing the Competency Rating worksheet, the student and preceptor should decide on the types of clinical experiences they would like to have. If the student is currently practicing school nursing at a particular level, they may still have gaps in experience at other levels that need to be filled. There is not a minimum or maximum number of activities. Instead, the student and preceptor should focus on developing a list of well-rounded set of activities that help the students reach competence in the area. Goals, objectives, and activities will be reviewed and approved by CSUF Faculty.
3. Suppose the student has little or no previous experience with a particular grade level or program. In that case, it is suggested that they spend time working on tasks that help broaden their knowledge in this area, for example, by observing in a classroom, talking to teachers/principals/school psychologists, reviewing a district policy/procedure manual, etc.
4. Suppose the student has a good deal of experience in a particular area with one grade or student population. In that case, they may want to gain expertise in specific areas of interest, such as in one particular special education program, working with the middle school students, a preschool program, a gifted and talented education program, or a Migrant Education program, for example.
5. Students are encouraged to spend time visiting resources in the community, such as regional centers, infant stimulation programs, specialty clinics, or other programs to increase their understanding of the resources available and experiences of the families they serve.

6. Students will periodically review their goals/learning outcomes/learning activities with their preceptor and keep their clinical instructor informed through journaling. Students will complete a mid-term summary of goal accomplishments.
7. At the end of the semester, students will complete a final written self-reflection of experiences and accomplishments. Students may add/modify goals, outcomes, and learning activities that will lead to a better learning experience at any point during the semester. Any changes must be discussed with the preceptor. The CSUF Faculty member should be notified (modifications do not necessarily need to be approved by CSUF Faculty as long as the preceptor is consulted).
8. Learning activities can continue to be developed over time, ask peers and colleagues for ideas. Nurses with two or more years of full-time school nursing experience are expected to be resourceful in developing their Goals, Outcomes, and Learning Activities (don't be limited by what you see on these papers, innovate and develop goals and activities that fulfill your personal needs).

Goal 1: Become familiar with the role of the school nurse as it relates to the identification, evaluation, intervention, and referral of students with mental health issues at each developmental level.
 issues. *(this is a broad statement)*

Learning Objectives <i>(more specific, but somewhat broad)</i>	Learning Activities <i>(very specific)</i>
1. Describe five mental health issues frequently seen in students and the care typically provided	<ul style="list-style-type: none"> • Complete a Student Mental Health course on typical conditions and treatments through the regional public health training center • Complete training on mental health issues in my county • Look up statistics on mental health issues in my county • Interview the county and district mental health program manager about the types of mental health problems seen in school in the various developmental stages of students • Research, discuss with the preceptor, and list methods of managing children with mental health conditions in the school setting • Review IEPs and 504s for students with mental health issues • Provide case management for five children who have mental health conditions over six weeks with preceptor's input and indirect supervision • Review five articles specific to school nurses or nurses in general related to the care of children with mental health issues
2. Explain community and school district mental health services, processes, and procedures used to care for children with mental health issues	<ul style="list-style-type: none"> • Meet with a middle and high school counselor to find out about the current process for dealing with referral and follow-up for a fictional general and special education student with known or suspected mental health issues • Attend a special day class for emotionally disturbed students in my preceptor's middle school and high school • Visit one outpatient mental health clinic and interview the staff/counselors • Research neighboring district's processes and compare them to my district's services • Complete the Cultural Inclusiveness and Equity to understand how social injustices impact student mental health training

	webinar
3. Develop strategies and procedures to standardize, enhance the role of the school nurse in providing care for students with mental health issues	<ul style="list-style-type: none"> • Prepare for and participate in an SST, 504, or IEP for a student with a mental health issue that impacts their learning and for which they need accommodations and services • Review the procedure for using standardized assessment tools (Ages and Stages, Vanderbilt, etc.) and develop and revise to meet best practice/evidence-based standards • Develop a standardized approach for assessment, identification, intervention, and referral of students with mental health issues as a chapter in the health office manual

Table 5 Goal Worksheet for N533L

Optional Project Development Experience

Purpose

To provide an opportunity for experienced nurses to design their own learning experience to develop a more in-depth nursing/health-related project.

Instructions

1. Experienced school nurses who have two or more years of full-time school nursing experience and who are proficient in many competencies may choose to spend up to 30 hours of practicum time working on a special project to meet a school nursing/health-related need in their school district or their preceptor's district. Students who have more than two years of experience but who are not proficient in required competencies should not take this option. Preceptors must provide guidance on whether students are proficient enough to complete this activity.
2. The project development experience is instead of one of the three goals.
3. A project proposal must be developed and approved by the preceptor and carried out within the semester under preceptor guidance. Directions for writing a proposal are posted in the class.
4. Students will complete a separate reflective journal narrative section for each week they spend time working on their project to reflect on their progress in completion (in addition to the required narrative reflecting on other clinical activities). Reflective journaling will keep CSUF Faculty informed regarding hours spent and progress made on the project.
5. Upon completion, the final project deliverable will be submitted with the reflective journal entry for the week completed (or by the end of week 15).
6. The project may not be something you have already created, but it can be something your district has asked you to create (if you need ideas, talk to your peers or supervisor). This project might be something you originally identified in the Competency Rating Sheet.

Examples of projects:

- Develop a tool to review vision screening processes and then evaluate and present findings and recommendations for improvement.
- Develop training for assistive personnel to be able to care for students needing Specialized Physical healthcare procedures
- Develop procedures and tools (adapt existing) for providing standardized case management and train fellow nurses to use the process and tools
- Develop and deliver a school board presentation, an in-service for a staff or parent group on a health-related topic.
- Participate in a research project or a survey (i.e., gathering data to determine the need for a program; follow-up activities; etc.)
- Research the literature and write a proposal for funding for a program or purchase equipment, etc.

- Develop a wellness program alone or with another nurse or staff or another district (e.g., advocate to get vending machines removed from campus, work with a school admin to develop a program on school safety, develop a bullying awareness and prevention program, develop a student or staff fitness program with the PE department)
- Develop a resource binder of relevant community agencies; plan and carry out a health fair on campus; etc.
- Develop a new school nurse orientation program (or a portion of a program)
- Assume a leadership role in health education
- Develop a school site or district-level plan for disaster/emergency health management
- Develop a fund-raising activity related to children's health, participation in legislative advocacy relevant to children's health or school nursing
- Fully develop a chapter in a school health resources manual

Corresponding Clinical Assignments

Reflective Journaling

Purpose

Reflection is a self-analysis of the student's clinical experiences. It provides an opportunity to explore and share accomplishments, insights, experiences, and recognize the link between theory and clinical practice. Reflections are a private conversation between CSUF Faculty and the student. It is a way to keep track of your hours and activities. Journaling begins with the first preceptor meeting to plan practicum experience.

Instructions

1. Submit a journal entry each week to include information about six to eight hours of clinical experience time spent.
2. Start in week 2 and submit weekly through and including week 15 (no journal in weeks 1 & 16)

Time Log Portion

3. You will create a table at the top of the page and log your clinical time and activities in the format shown below. Summary of time spent should include enough detail to understand what was done, plus the amount of time spent.

Sally Sanchez

1/30/22

Week	Date of Activity	Hours in Practice	Remaining Hours	Summary of Time Spent
2	1/25/22	4	131	1.5 hours – Review course requirements and forms 2.5 hours – Meet with preceptor to complete competency rating worksheet, includes time to set up a meeting
2	1/28/22	2.5	128.5	2 hours – Write-up draft goals, continue to review course, and download documents .5 – write journal reflection entry

Table 6 Example Completed Goal Worksheet for N533L

Narrative of Experience Portion

4. Reflect on your learning by discussing one meaningful learning experience each week.
 - a. Describe what you did, what you learned, and how the activities helped you meet the goals and objectives that you developed for yourself.

- b. Discuss any problems that arose and how they were addressed or how you would do things differently in the future.
 - c. Note how the experiences impacted your current school nursing practice and/or how this experience will enhance/change your nursing practice.
5. One time only meeting with CSUF Faculty and Preceptor: During the week you complete your meeting between your preceptor, CSUF Faculty, and yourself, you will include TWO narratives. One will be about a meaningful experience (as described above), and the other will be a summary and description about the meeting with your preceptor and CSUF Faculty any changes you made to your goals, objectives, learning activities, and the rationale for making those changes (or discussion about why changes were not made).
- a. Changes to Goals, Objectives, and/or Learning Activities should be made on the original goal documents and submitted with the reflective journal for that week ONLY if your meeting is taking place AFTER you have submitted your goals at the end of week 3 (i.e., your meeting is during weeks 4-6). If your meeting is in weeks 2-3, simply make the changes to the original goal assignment and submit it to the correct submission area and just complete the narrative, no need to include the goals sheet with the narrative in this case.
6. One time only Mid-Semester meeting with Preceptor: During the week you complete your mid-semester check-in with your preceptor, you will include TWO narratives. One will be about a meaningful experience (as described above), and the other will be a summary and description about the meeting with your preceptor and any changes you made to your goals, objectives, learning activities, and the rationale for making those changes (or discussion about why changes were not made). Changes to Goals, Objectives, and/or Learning Activities should be made on the original goal documents and submitted with the reflective journal for that week
7. For students completing the Optional Project Development Experience: Complete a separate reflective journal narrative section for each week you work on your special project. During the last week that you work on your project, include the final project deliverable along with your final journal entry (or by week 15).

Reflective practice is a method of assessing our own thoughts and actions for the purpose of learning and development. Reflection is a deliberate mental process of deeper thinking about, contemplating things that have happened, what was experienced and what was learned from your point of view.

- 8. Format: well-organized, well-written in full sentences with proper punctuation, properly formatted citations and references if you have them (not required unless you need to cite/reference something). Bullet lists may accompany the narrative but may not replace it. No title page is needed. Place your name at the top of the page and the date below your name (see example above). Submit in .doc/.docx format (.pdf and Apple Pages are not acceptable). Times New Roman or Calibri, 12-point font with a 1" margin, double spaced.
- 9. Time spent preparing reflective journals can be counted as part of your clinical hours.
- 10. Due by Sunday, midnight, each week (weeks 2 – 15).

Category/Rating	Proficient
Time Log	Keeps track of hours, including a brief summary of time spent. Numbers are correctly logged.
Narrative Observations and Insights	Sophisticated and thoughtful reflection of the experience and learning. High degree of insight and analysis. Evidence that competencies have been processed and reflected upon.
Mid-Semester Check-in	Includes two narratives for the week of check-in. Includes summary and description about the meeting, changes made to goals, objectives, learning activities, rationale for changes (or discussion about why changes were not made). Changes to goal/objective/learning activities are made on the original document and submitted.

Language Use and Conventions	Uses precise and engaging language, with a notable sense of voice, awareness of audience, varied sentence structure, no grammar or punctuation errors.
Formatting	Follows guidelines for formatting with no errors.

Table 7 Narrative Expectations N533L

Meeting between Preceptor, Student, and CSUF Faculty & Mid-Semester Check-in

Purpose

To assure that the student is on track in developing and making progress toward completing learning activities to achieve goals and objectives.

Instructions

1. Between weeks 2 - 6, students are to initiate a meeting between their preceptor, CSUF Faculty, and themselves to discuss their developing/proposed goals and objectives. If necessary, changes may be made to goals, objectives, and/or learning activities to benefit the student's learning experience.
2. During weeks 8 or 9, students are to sit down with their preceptor to discuss progress toward achieving goals and objectives. You may wish to share your journal entries with your preceptor.
3. At the mid-semester meeting, if necessary, changes may be made to goals, objectives, and/or learning activities to benefit the student's learning experience.
4. Mid-Semester changes might relate to a developed interest in another area, need to change/drop a learning activity related to lack of opportunity or time issue, etc.
5. These meetings will be documented as an additional reflective journal narrative entry during the week the meetings occur.
6. Any changes to Goals, Objectives, and/or Learning Activities made after each of these meetings should be made on the original goal documents and submitted with the reflective journal for that week.
7. See instructions for Reflective Journaling above.

Virtual Clinical Conferences

Purpose

A forum for sharing experiences in the clinical practicum to enhance learning and connections.

Instructions

Virtual meetings are facilitated by CSUF faculty. Each seminar will focus on key competency areas; students should be prepared to share their clinical experiences and demonstrate clinical reasoning. Guest speakers may present content.

Specific instructions for preparation for each clinical conference session will be posted in class.

Students should arrive on time (early is preferred) and participate in the conference with cameras on. We cannot force or require you to keep your camera on but having it on demonstrates professionalism and respect for the presenter and peers). Please let the instructor know if you have a specific reason for not turning your camera on.

Time spent preparing for and attending clinical conferences can be counted as part of your clinical hours.

Attendance

As in the case of in-person classes, late arrival to synchronous class meetings is distracting and should be avoided. Notifying the instructor that you cannot attend the synchronous class does not, by default, constitute an "excused absence." There are no make-up assignments for missed virtual clinical conferences, so not attending will result in a loss of points.

Tardiness

Arrival to class after it begins will result in the loss of points for each occurrence.

Health Education Lesson

Purpose

To demonstrate competence in developing and delivering health teaching for students.

Instructions

Students will identify and establish the need for health education on a specific topic and develop and teach a pre-planned health lesson. Teaching adults is not part of this assignment.

Speak with your preceptor and school site teachers who teach health curriculum regarding what is included in the secondary health curriculum at the school site.

1. Identify teachers with whom you have a relationship or feel comfortable asking if you can teach a lesson in their classroom. Your preceptor can help provide guidance and make connections for/with you.
2. Understand what is included in each grade level health curriculum. Determine what type/topic of the lesson might be needed; this can be something that you can do to enhance the unit the teacher/students are currently working on or something unique (sun exposure/tanning, tattooing, body piercing, CPR for students, etc.).
3. Determine how the lesson meets the California Health Education Standards (link in assignment instructions area in the course).
4. Develop a lesson plan. You may use the lesson plan template provided in the course or create your own.
5. Develop the Lesson Plan in detail, provide clear wording as to how you will present the lesson. See the sample lesson plan in the course.
6. Develop the lesson. If you are going to include things that help make your point to students, handouts, slides, graphics, videos, books, etc., submit the item or a description of the items in your Lesson Plan.
7. Teach your lesson and evaluate learning (how will you evaluate that the students learned what you taught them? Quiz? Discussion? Short answer? Drawings?)
8. Have a teacher or preceptor (or anyone) take a picture of you giving your lesson and submit that along with the other documents.
9. Have the teacher in the classroom observe your lesson and give you feedback (link to feedback form in assignment instructions area in the course). The teacher will fill out the Teaching Evaluation Form to provide you with feedback.
10. Complete the Lesson Self-Analysis of what you feel you would do the next time differently and what you felt your successes were as you presented the lesson (link to the self-analysis form in assignment instructions area in the course).
11. Time spent preparing and teaching the lesson can be counted as part of your clinical hours.

Submit the Lesson Plan, any teaching items, the teacher evaluation, your self-analysis, and your photo by Week 12.

Final Reflection Paper

Purpose

A Final Reflection Paper provides an opportunity for self-evaluation and analysis of the clinical experience related to personal growth and learning.

Reflective practice is a method of assessing our own thoughts and actions for the purpose of learning and development. Reflection is a deliberate mental process of deeper thinking about, contemplating things that have happened, what was experienced and what was learned from your point of view.

Instructions

1. Reflect on your experience in the Clinical Practicum class. Use the list below to guide your writing.
 - a. Attainment of goals and objectives
 - b. Areas of major learning and insight
 - c. Strengths, new skills, improvements

- d. Changes, what you would have done differently
 - e. Comments regarding practicum experience
 - f. Time spent writing the final reflection paper can be counted as part of your clinical hours.
2. Format: well-organized, well-written in full sentences with proper punctuation, properly formatted citations and references if you have them (not required unless you need to cite/reference something). No title page is needed. Place your name at the top of the page and the date below your name. Use APA Level 1 and Level 2 headings to separate sections (if necessary). Submit in .doc/.docx format (.pdf and Apple Pages are not acceptable). Times New Roman or Calibri, 12-point font with a 1" margin, double spaced. No more than two pages.
 3. Time spent writing the final reflection paper can be counted as part of your clinical hours.
 4. Due by Sunday, midnight, week 15.

Nursing 552 – Pharmacology for Advanced Practice Nursing

Units: 3 Units

Prerequisite: MSN Program Status

Faculty

Name: Susan Dragoo,

Office:

Phone:

E-mail:

Office hours:

Course Description

This course focuses on the principles of pharmacology that serve as a foundation for the management of patients evaluated and treated by advanced practice nurses. Emphasis includes the application of pharmacokinetic and pharmacodynamic principles of medications commonly used in the diagnosis, prevention, and treatment of health care conditions affecting patients across the life span. Issues related to patient safety, patient adherence and education are highlighted. Issues related to evidence-based pharmacologic practice and legal aspects of prescribing are examined. It will be delivered in an online format.

Course Objectives

Course objectives are aligned with the BRN objectives for pharmacology courses that meet requirements for prescriptive authority. Upon completion of the course, the student will be able to:

1. Use the data base obtained from the health assessment of the client to identify an appropriate therapeutic regimen, including drugs and/or devices
2. Use knowledge of pharmacokinetics when developing a therapeutic regimen that maximizes the therapeutic effectiveness while minimizing adverse reactions.
3. Use knowledge of pharmacodynamics to observe the effects of drugs and/or devices on a client; to predict client's response; and to understand the effects of the drugs and/or devices.
4. Evaluate the response and compliance of the client to the drugs and/or devices and implement appropriate action.
5. Provide appropriate client education regarding the furnished drugs and/or devices.
6. Furnish drugs and/or devices pursuant to standardized procedures and in conformance with applicable laws, codes and/or regulations. Includes knowledge of Pharmacy rules and regulations, Health & Safety Code and Federal Register.
7. Examine appropriate guidelines for the pharmacological management of selected health care syndromes/diseases commonly encountered with awareness of client's nutrition, culture, ethnicity and socioeconomic status.
8. Use knowledge and awareness of the role of herbal and natural remedies while treating disease states.

Required Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Author

Arcangelo, V. P., & Peterson, A. M. (2021). *Pharmacotherapeutics for Advanced Practice a Practical approach* (5th ed.),

Lippincott Williams & Williams

Gilbert, D. N., Chambers, H. F., & Eliopoulos G. M. (2022). *The Sanford guide to antimicrobial therapy* (52nd ed.).

Antimicrobial Therapy Inc.

Recommended Textbooks: (for Women's Health Care Concentration)

Brucker, M. C. & King, T. L. (2017). *Pharmacology for women's health* (2nd ed.). Jones and Bartlett.

Content Outline:

- Module 1: Course Overview and foundations of prescribing. Genomics, Ethical Considerations and Economics of the pharmaceutical industry.
 - Module 2: Principle of Therapeutics the general and special populations.
 - Module 3: Complementary and Alternative Medicine.
 - Module 4: Pharmacotherapy for Musculoskeletal Disorders
 - Module5: Pharmacotherapy for gastrointestinal Tract Disorders.
 - Module 6: Pharmacotherapy for Eye and Ear Disorders. Pharmacotherapy for Hematologic Disorders: Anemias
 - Module 7: Principles of Antimicrobial Therapy. Urinary tract Infection, Sexually Transmitted Infections.
 - Module 8: Pharmacotherapy for Skin Disorders
 - Module 9: Pharmacotherapy for Respiratory Disorders
 - Module 10: Pharmacotherapy for Cardiovascular Disorders
 - Module 11: Pharmacotherapy for Endocrine Disorders.
 - Module 12: Principles of Pharmacology in Pain Management
Pharmacology for Neurological /Psychological Disorders^
- ^Includes safe prescribing of opioids, risks of opioids to the patient, and neonatal abstinence syndrome.

Methodology

This course uses the Canvas online learning platform. All content will appear in modules. A variety of learning activities and assessments will assist the student in meeting the course objectives. They include case studies and case study presentations, discussion forums, and quizzes.

Evaluation

Learning Activities	Percent of Grade	Maximum Points Possible
Quizzes (4)	40%	400
Midterm Examination	10%	100
Final Examination	15%	150
Group Case Study Presentation with Management plan	20%	200
Discussion Forums: Genomics, Pharmacogenetics and Pharmacodynamics + Group Case Study Discussions	15%	150
Totals	100%	1000

Table 1 Methods of Assessment for N552

Grading Policies

School of Nursing Policy for the Undergraduate Program states that there are no extra credit options. No grades are rounded up. A grade of "C" (75) or better is required to pass this course. Any grade that falls below a "C" will not be acceptable for credit and the student will need to repeat the course. This may interrupt the progression of study toward graduation. This course cannot be taken for graduate credit.

Grade	Numerical value
A	95-100
A-	90-94.9
B +	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9

D+	67-69.9
D	63-66.9
D-	60-62.9
F	<60

Table 2 Grading Scale for N552

Attendance:

This course is conducted online and “runs” Monday at **12:00 AM** through Sunday at **11:59 PM**. It is a 3-unit course. You are expected to put in enough study time to meet the course objectives.

You are **expected** to participate in weekly Discussion forums and on-line activities/assignments.

Emergency Preparedness

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency, please adhere to the guidelines from the [CSUF Emergency Preparedness website](#)

Students with Disabilities

The University requires students with disabilities to register within the first week of classes with the [Office of Disability Support Services \(DSS\)](#), located in UH-101 and at (657) 278 –3117 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Academic Dishonesty

Academic dishonesty will not be tolerated. The University *Catalog* and the *Class Schedule* provide a detailed description of Academic Dishonesty under ‘University Regulations.’ The following is a short summary. Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited. This course uses the Turnitin website. Full details of [CSUF policy on academic dishonesty](#)

Standards for Written Work

Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, **whether it is intentional or not.**

Differences between direct and indirect quotes:

Direct quotes: include the exact wording from the source

Indirect quotes: summarize or paraphrase the content from the source.

Punctuation requirements: **all** word for word quotations **must** be placed in quotation marks.

Exception to the rule: common knowledge-- if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g. Washington D.C. is the capital of the U.S.) do not need citation, even if they had to be looked up. Always cite using APA format (7th ed.) for all written work.

Value of Team Building Work

Membership and participation in groups is not only inevitable, it is essential. Human beings have always been people who come together in groups to live, work, and govern. The ability to work effectively with others in groups is highly valued by the faculty, and it is one of the key characteristics sought after by employers! The profession of nursing and our public value group work and emphasize the importance of nurses collaborating with other health professionals to meet healthcare needs.

The California State University Fullerton BSN Program Outcomes emphasize the importance of transdisciplinary communication and collaboration and expect students to be **competent in leading and working collaboratively in groups.**

Policy on Civility

As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect and care.

Tape recorders, laptop computers, tablets are allowed at the discretion of the faculty. Cell phones must be turned off during the scheduled class, unless being used for a class activity. Texting is **not** permitted. All papers and course-related documents must be stored prior to testing.

[CSUF policy on civility.](#) Everyone is treated with respect.

Appropriate Online Behavior

See <http://www.albion.com/netiquette/>

Writing in large font is not acceptable

Technology Requirements & Information

Students are required to have access to the Internet. A personal email account is provided by the University and **MUST** be used by the student. Students are expected to have basic word processing skills, use Canvas, be able to navigate the internet, and meet the minimum hardware and software requirements

Please find the most up-to-date technology information on the [CSUF Nursing website](#):

For technical issues please contact the, CSUF Student Help Desk 657-278-7777

School of Nursing Canvas assistance is available from the Course Manager 657-278-5177

In the event of Canvas technical issues, please send your assignment to your course faculty via email.

Please note: Students who do not use their university email account will miss important information.

Office Hours/Contact

Email is a quick way to contact your on-line instructor. You can expect a response within 48 hours or less. Assignments are graded and returned within a two-week turn-around time. As assignments are graded, they will be returned to the student through the Canvas Grade Center or via email. Students are advised to check their grades periodically in the Grade Center to track their progress. Feedback [may](#) be provided through email communications.

Class Schedule

Week	Topic	Learning Activities
1	<p>Module 1:</p> <ul style="list-style-type: none"> • Course Overview • Foundations of Prescribing • Genomics • Economics of the Pharmaceutical Industry <ul style="list-style-type: none"> ○ Evolution of prescriptive authority for midlevel providers ○ BRN requirements for prescriptive authority ○ Nuts and bolts of writing a prescription ○ Issues you may face as a prescriber ○ Review: Storage, management, and dispensing of medications, Document medication administration 	<ul style="list-style-type: none"> • Archangelo: Chapter 1: Issues in drug therapy for the Practitioner • Archangelo: Chapter 10: Pharmacogenomics • Archangelo: Chapter 59: The Economics of Pharmacotherapeutics • Web: BRN- Requirements for APN furnishing number • Web: Genomics Project • Students: Post a response by Wednesday and post two responses to your peers by Saturday (No points for this posting)
2	<p>Module 2: Principles of Therapeutics</p> <ul style="list-style-type: none"> • Pharmacokinetics • Pharmacodynamics • Pharmacotherapeutics in general and special populations <ul style="list-style-type: none"> ○ Define the terminology of advanced pharmacology ○ Describe the "targets" of drugs. ○ Describe the pharmacokinetic process of absorption, distribution, metabolism, and excretion ○ Identify factors that alter the processes of absorption, distribution, metabolism, and excretion ○ Analyze how the body's acid base environment affects acid base environment affects the pharmacokinetic process of absorption, distribution, metabolism, and excretion of drugs. ○ Describe variables that determine the correct dosages of drugs ○ Define half-life and explain the importance of a drug's half-life in a therapeutic drug regime. ○ Describe factors that influence a drug's half-life 	<ul style="list-style-type: none"> • Archangelo: Chapter 2: Pharmacokinetic Basis of Therapeutics and Pharmacodynamic Principles • Archangelo: Chapter 3: Impact of Drug Interactions and Adverse Events on Therapeutics • Archangelo: Chapter 4: Principles of Pharmacotherapy in Pediatrics • Archangelo: Chapter 5: Principles of Pharmacotherapy in Pregnancy and Lactation • Archangelo: Chapter 6: Principles in Older Adults • Students: Post a response by Wednesday to the DB: Narrow Therapeutic Index, and post two responses to your peers by Saturday (10 participation points)
3	<p>Module 3: Complementary and Alternative Therapies,</p> <p>Module 4: Pharmacotherapy for Musculoskeletal Disorders</p>	<ul style="list-style-type: none"> • Archangelo: Chapter 9 – Complementary and Alternative Medicine • Archangelo: Chapter 36 – Osteoarthritis and Gout

	<ul style="list-style-type: none"> ○ Identify current domains of CAMs ○ Analyze safety issues associated with CAMs ○ Integrate questions on use of CAMs into the history/patient data base ○ Differentiate signs, symptoms and treatment modalities of Rheumatoid and Osteoarthritis 	<ul style="list-style-type: none"> • Archangelo: Chapter 37 – Rheumatoid Arthritis • Quiz 1: Module 1 and 2 • Students: Post a response to case study (Rheumatoid Arthritis) by Wednesday and post two responses to your peers by Saturday (10 participation points)
4	<p>Module 5: Pharmacotherapy for Gastrointestinal Tract Disorders.</p> <ul style="list-style-type: none"> ○ Choose most appropriate drug for a disease based upon client's symptomatology, health status, and lifestyle ○ Use understanding of the pharmacokinetic and pharmacodynamics effects of broad categories of drugs to determine an appropriate plan of care for the patient with gastrointestinal tract disorders ○ Use understanding of the potential interactions between drugs and herbs, vitamins, minerals, and trace elements to determine an appropriate plan of care for the patient with gastrointestinal tract disorders. 	<ul style="list-style-type: none"> • Archangelo: Chapter 28 – Nausea and Vomiting • Archangelo: Chapter 29 – Gastroesophageal Reflux Disease and Peptic Ulcer Disease • Archangelo: Chapter 30- Constipation, Diarrhea, and Irritable Bowel Syndrome • Archangelo: Chapter 31 – Inflammatory Bowel Disease <ul style="list-style-type: none"> • Case Study: GI GERD (Group): Post to forum and Submit online by • Students: Post a response by Wednesday and post two responses to your peers by Saturday (10 participation points)
5	Module 5 continued	<ul style="list-style-type: none"> • Case study: Diarrhea • Students: Post a response by Wednesday and post two responses to your peers by Saturday (10 participation points)
6	<p>Module 6:</p> <ul style="list-style-type: none"> • Pharmacotherapy for Eye and Ear Disorders • Pharmacotherapy for Hematologic Disorders - Anemia ○ Uses data obtained during a client's H+P to identify appropriate drug choice/s and herbs, vitamins, minerals, and trace elements regimen/s and recognizes the role of herbal and natural remedies in the treatment of health and disease states. ○ Based upon the principles of pharmacokinetics and pharmacodynamics, identifies the indications, rationale and mechanism of action for drugs and contrast drugs used to treat specific conditions. ○ Performs appropriate monitoring before, during, and after specific drug regimens 	<ul style="list-style-type: none"> • Archangelo: Chapter 17 – Ophthalmic Disorders • Archangelo: Chapter 18 – Otitis Media and otitis Externa • Archangelo: Chapter 51 - Anemias • Case Study: Iron Deficiency Anemia • Case Study: Pernicious Anemia • Students: Post a response the case study by Wednesday and post two responses by Saturday (10 participation points)
7	<p>Module 7: Principles of Antimicrobial therapy</p> <ul style="list-style-type: none"> ○ Identify characteristics of classes of antibiotics Identify most likely infecting organisms in given scenarios ○ Analyze factors in selecting an antimicrobial regimen. 	<ul style="list-style-type: none"> • Archangelo: Chapter 8 – Principles of antimicrobial Therapy • Archangelo: Chapter 32 – Urinary Tract Infections • We will use the CDC modules to get updated treatment therapies for STIs:

	<ul style="list-style-type: none"> ○ Use the data base obtained from the health assessment of the client to identify an appropriate therapeutic regimen, including drugs and/or devices. ○ Analyze the relationship between drugs and their physiological and pathophysiological responses ○ Use understanding of pharmacokinetic and pharmacodynamics effects of broad categories of drugs i.e., antibiotics in specific treatment regimens 	<ol style="list-style-type: none"> 1. Chlamydia 2. Gonorrhea 3. Syphilis <ul style="list-style-type: none"> • Quiz #2: Modules 3, 4, 5,6 • You will have 2+ weeks to complete the CDC Modules and the open book (Sanford Guide) midterm.
8	Continue with work in progress Module 7	<ul style="list-style-type: none"> • Turn in your CDC Modules • Midterm: Module 7 (Open book) • NOTE: You will use Sanford Guide to complete exam/midterm)
9	<p>Module 8: Pharmacotherapy for Skin Disorders</p> <ul style="list-style-type: none"> • Contact dermatitis, fungal infections of the skin, Psoriasis, Acne Vulgaris and Rosacea <ul style="list-style-type: none"> ○ Identify common skin disorders ○ Explore therapies for contact dermatitis ○ Discriminate between fungal, viral and bacterial origins of skin infections ○ Determine appropriate therapy for psoriasis, acne vulgaris and rosacea based on current treatment guidelines ○ Examine appropriate guidelines for the pharmacological management of selected health care syndromes/diseases commonly encountered with awareness of client's nutrition, culture, ethnicity and socioeconomic status. ○ Choose most appropriate drug for a disease based upon client's symptomatology, health status, and lifestyle. 	<ul style="list-style-type: none"> • Archangelo: Chapter 11- Contact Dermatitis • Archangelo: Chapter 12 – Fungal infections of the Skin • Archangelo: Chapter 14- Bacterial Infections of the Skin • Archangelo: Chapter 15 - Psoriasis • Archangelo: Chapter 16 – Acne Vulgaris and Rosacea • Case Study: Atopic Dermatitis (Group) • Students: Post a response by Wednesday and post two responses to your peers by Saturday (10 participation points)
10	<p>Module 9: Pharmacotherapy of Respiratory Disorders.</p> <ul style="list-style-type: none"> • Management of upper-respiratory infections, asthma, chronic obstructive pulmonary disease, bronchitis and pneumonia 	<ul style="list-style-type: none"> • Archangelo: Chapter 24 – Upper Respiratory Infections • Archangelo: Chapter 25 - Asthma • Archangelo: Chapter 26 – Chronic Obstructive Pulmonary Disease • Archangelo: Chapter 27 – Bronchitis and Pneumonia • Case study Asthma (Group): • Students: Post a response by Wednesday and post two responses to your peers by Saturday (10 participation points)

11	<p>Module 10: Pharmacotherapy of Cardiovascular Disorders</p> <ul style="list-style-type: none"> • Management of hypertension, hyperlipidemia, heart failure. <ul style="list-style-type: none"> ○ Identify the target blood pressures prescribed in the JNC8 guidelines ○ Use the JNC8 guidelines to determine a plan of care designed to prevent end organ damage. ○ Review current guidelines for the lipid profile ○ Determine a plan of care to correct hyperlipidemia ○ Review the broad categories of drugs used for treatment of heart failure ○ Given a case study or scenario, determine the appropriate therapy for the patient experiencing heart failure 	<ul style="list-style-type: none"> • Archangelo: Chapter 19 - Hypertension • Archangelo: Chapter 20 - Hyperlipidemia • Archangelo: Chapter 22 – Heart failure • Quiz #3: Modules 8 and 9 • Case Study Hypertension (Group) forum • Students: Post a response by Wednesday and post two responses to your peers by Saturday (10 participation points)
12	Module 10 continued	
13	Module 11: Pharmacotherapy for Endocrine Disorders (Thyroid)	<ul style="list-style-type: none"> • Archangelo: Chapter 46 – Diabetes Mellitus • Archangelo: Chapter 47 – Thyroid Disorders • Quiz 4: Module 10 and 11. (will open 11/27 and remain open until 12/3) <ul style="list-style-type: none"> • Hypothyroidism Case Study (Group): • Students: Post a response by Wednesday and post two responses to your peers by Saturday (10 participation points)
14	<p>Module 11: Pharmacotherapy for Endocrine Disorders (Diabetes)</p> <ul style="list-style-type: none"> ○ Review the pathophysiology of diabetes mellitus ○ Identify the goals of drug therapy in diabetes mellitus ○ Differentiate between classes of drugs used in diabetes mellitus with regards to mechanism of action, contraindications and adverse events. ○ Integrate subjective data, objective data, and knowledge of pathophysiology to initiate drug therapy and develop a comprehensive plan of care for a case study patient. ○ Review the pathophysiology of hypo/hyper thyroid disorders ○ Differentiate between classes of drugs used to treat hypothyroidism and hyperthyroidism in regards to mechanism of action, contraindications and adverse events. ○ Integrate subjective data, objective data, and knowledge of pathophysiology to initiate drug therapy and a comprehensive plan of care for our case study patient. 	<ul style="list-style-type: none"> • Case Study: Diabetes • Case Study: Gestational Diabetes (for WH concentration) • Students: Post a response by Wednesday, and post responses to your peers by Saturday (10 participation points) • Take quiz 4 once you have completed your reading for endocrine related pharmacology

15	<p>Module 12: Principles of Pharmacology in pain management</p> <ul style="list-style-type: none"> Principles of pharmacology in pain management Management of headache, seizure disorders, major depressive disorders, anxiety <ul style="list-style-type: none"> Use data obtained during a client's H&P to identify appropriate drug choices Based upon the pharmacokinetic and pharmacodynamics effects of broad categories of drugs used in specific treatment regimens. Describe variables that determine the correct dosages of drugs 	<ul style="list-style-type: none"> Archangelo: Chapter 7 – Principles of Pain Management Archangelo: Chapter 40 – Major Depressive Disorder Link: Schedule II prescribing module <ol style="list-style-type: none"> Safe prescribing of opioids Risks of opioid use Neonatal abstinence syndrome
16	Final examination week	<ul style="list-style-type: none"> Final Exam!

Table 3 Course Schedule for N552

Appendices: Assignment Guidelines: Grading Rubrics

Group Case Study Presentation with Management Plan

For advanced practice providers, patient management is based on standardized procedures. The BRN requires that all nurses practicing outside of the basic scope of practice is accomplished through a standardized procedure. Students will select and develop a case and management plan.

Purpose

- The case study assignment provides an opportunity to be the expert on a given topic and to learn how to develop a plan of care based on current guidelines and meet the BRN requirements.

Case Study Rubric

Letter Grade	Completeness	National Guidelines	CAM	Post Questions	APA
	80 points possible	5 points possible	5 points possible	5 points: possible	5 points: possible
A	Gives complete well thought out answers that demonstrate complex insight, excellent evidence of EBP	Reviews guidelines from a nationally recognized organization that is relevant to your topic (ACOG, American Diabetic Association, AWHONN, etc.)	Review of two complimentary/ alternative medicine/therapies that are relevant to the topic	Posts 2 thought provoking questions to the forum for student discussion	APA format appropriate to the method of instruction. Most importantly; appropriate citations with ≥ 5 current references.
B	Answers are mostly complete. Fair to good integration of ideas. Evidence	2-4 points Poor integration of nationally recognized guidelines from a nationally recognized organization	2-4 points Review of 1 CAM that is relevant to the topic	Posts 1-2 questions that are basic as opposed to thought provoking. Poor ability to	< 5 current references. Inconsistent citations

	based practice is represented			generate discussion	
C	Answers are incomplete. Poor integration of thought, poor integration of evidenced based practice	No recognition of EBP or nationally recognized guidelines	No/poor review of CAM therapies	no questions posted to the forum. No motivation for student discussion.	< 3 references. Poorly cited.

Table 4 Case Study Rubric for N552

Discussion Forums

There are four graded Discussion Forums in this class. The Discussion Forum topics, specific instructions, and grading rubrics are in each Discussion Forums.

Purpose

Discussion Forums facilitate communication, critical thinking and problem solving, exchange of ideas, and meaningful learning by offering opportunities to practice key skills and engage in critical thinking about course topics.

Forum/Discussion Board Rubric

Initial posting up to 5 points Up to 2.5 points for each student response				
	Total Points	A	B	C/D
Two posting per topic	10	First posting submitted by Wednesday of the assigned week and responds to the group presentation/question. The second posting is submitted by Friday of the assigned week and responds to a student posting. The responses are concise (a paragraph), respectful, demonstrate critical thinking, and evidence based with 1 peer reviewed journal article reference or national guideline.	Both Responses are on the same day and/or late in the week, poorly thought out (lacking critical thinking skills). No references from a peer reviewed journal.	One or both postings absent.

Table 5 Forum Discussion Board Rubric for N552

Standardized Treatment Plan (STP) Rubric

	Total Points 100	A	B	C or D
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Definition	2.5	Complete, concise accurate definition of disease process/topic.	Poorly defined disease process/topic.	No definition
Subjective Data	10	Complete list of Must have/ may have subjective data present based on nationally recognized organizational guidelines.	Incomplete list of subjective data. Nationally recognized organization not apparent.	Subjective data limited or not available. List not based on nationally recognized organizational guidelines
Objective Data	10	Complete list of Must have/ may have objective data present based on nationally recognized/authority organizational guidelines.	Incomplete list of objective data. Nationally recognized organization not apparent.	Objective data limited or not available. List not based on nationally recognized organizational guidelines
Diagnostic Studies	5	Complete list of required and optional diagnostic studies based on recommendations of nationally recognized authority organization	Incomplete list of required and optional diagnostic studies based on recommendations of nationally recognized authority organization	No diagnostic studies present, or not based on nationally recognized guidelines.
Assessment with Differential Diagnosis	5	Assessment plus minimum of 4 differential diagnosis	Assessment plus 3 differential diagnosis	Assessment missing or <3 differential diagnosis
Management:	25	Includes a comprehensive list of Nonpharmacologic therapies and Pharmacologic therapies based on nationally recognized guidelines. Must exclude clients are clearly identified.	Includes an incomplete list of nonpharmacologic therapies and pharmacologic therapies. Unable to determine source of guidelines. Poorly defined exclusion criteria	Missing nonpharmacologic or pharmacologic therapies. National guidelines poorly identified. Poorly delineated or absent exclusions.
Education	10	Comprehensive education based on national guidelines	Limited education based on national guidelines	Evidence based education missing
Follow-up	5	Comprehensive recommendations for follow-up based on national guidelines	Limited recommendations for follow-up based on national guidelines	Evidence based follow-up unclear or missing
Consultation	5	Recognizes scope of practice limitations and refers appropriately	Incomplete referral recommendations	Poor understanding of scope of practice. Does not identify appropriate referral practice

Special Populations	10	Includes recommendations for pregnant patients, the pediatric population and geriatric populations based on national guidelines	Limited recommendations for pregnant patients, pediatric patients and/or geriatric patients	Special population recommendations missing
CAM	10	Recommends ≥ 3 CAM recommendations that are evidence based	Recommends < 3 CAMs, evidence based	CAMs are not evidence based.
References	2.5	≥ 5 references 1 national guideline from a recognized oversight organization	< 5 references 1 national guideline from a recognized oversight organization	No nationally recognized guidelines.

Table 6 Standardized Treatment Plan Rubric for N552

Course Crosswalk

CALIFORNIA STATE UNIVERSITY STUDENT LEARNING OUTCOMES UPS 300.003

CSUF graduates will:

- I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.
- II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.
- III. Communicate clearly, effectively, and persuasively, both orally and in writing.
- IV. Work effectively as a team member or leader to achieve a broad variety of goals.
- V. Evaluate the significance of how differing perspectives and trends affect their communities.
- VI. Recognize their roles in an interdependent global community