



School Nurse Certificate
Student Handbook
2019 - 2020

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The College of Nursing and Health Sciences History

The Ashland University Dwight Schar College of Nursing and Health Sciences heritage is derived from the Department of Nursing at Ashland University. The Department of Nursing was established in 1980, offering a RN to BSN program for students with a diploma or associates degree. The department, established in 1980, provided an opportunity for registered nurses to earn the Bachelor of Science in Nursing degree. The RN-BSN program was accredited by National League for Nursing Accrediting Commission (NLNAC) from 1986 through 2002 and received Commission on Collegiate Nursing Education (CCNE) accreditation in May 2003.

MedCentral College of Nursing was formally established in 1997 and admitted its first class of students in 1999. The program was formally a diploma-based program, the Mansfield General School of Nursing that began in 1919. The program was accredited by the Commission on Collegiate Nursing Education in 2003. In 2010, the MedCentral College of Nursing was acquired by Ashland University. At the time of their closure, 571 baccalaureate students had graduated from the MedCentral College of Nursing. With the 1,717 graduates from the Mansfield General Hospital School of Nursing, the total number of graduates from 1922 forward was 2,288.

The Ashland University Department of Nursing and the MedCentral College of Nursing became the Ashland University Dwight Schar College of Nursing. At the time of the acquisition, the MedCentral College of Nursing offered both a traditional BSN and an accelerated second-degree BSN. The Ashland University Department of Nursing offered a fully on-line RN to BSN program, a school nurse licensure program, and a gerontology certificate and minor.

In 2012, the University determined to add health sciences programs to the College. Current programs in athletic training, dietetics, and exercise science were added to the College, and in the fall of 2012, the College began actively pursuing opportunities in interprofessional education. The name of the College officially became the Dwight Schar College of Nursing and Health Sciences.

School Nurse Certificate

The School Nurse Certificate prepares Bachelor-prepared nurses who wish to focus their career on the application of knowledge and skills in the school setting. Successful completion of this program allows students to apply for the Ohio Department of Education Professional Pupil Services License as a School Nurse. School Nurse is a protected title in Ohio and may only be utilized by those nurses successfully completing an approved program of study. This program was previously referred to the School Nurse Licensure program (SNL), however, it was changed to School Nurse Certificate in 2017. This change reflects the program's role in preparing students to be eligible for the Ohio Department of Education's Pupil Services License, but the program does not grant the license.

The School Nurse Certificate consists of 16-19 graduate credits. The program is offered utilizing an online format to allow maximum flexibility. The School Nurse Internship is an integral part of the program of study, as well as the culminating activity. The internship represents the application of knowledge and skills in specialize area of school

nursing. The internship can be completed in the school district of current employment. If a student is not currently working within a school district, the student will be placed within a nearby school district. The internship requirement varies from 2-4 hours, depending on the student's experience. With one year full-time experience, a student may complete the 2 hr. internship, which is equivalent to 160 hours. All other students will complete a 4 hr. internship, which is equivalent to 320 hours. Students completing the internship process will be supervised by Ashland University Clinical Faculty. A District School Nurse Mentor will also be assigned to all students completing the 4 hr. internship.

Mission of Ashland University

Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience, shaping graduates who work, serve, and lead with integrity in their local, national, and global communities. The mission was adopted by the University Board of Trustees on January 29, 2016.

Mission of the Dwight Schar College of Nursing and Health Sciences

The mission of the College of Nursing and Health Sciences is to educate individuals to become health care professionals committed to health related practice, leadership, and service. The programs provide undergraduate and graduate education in health science professions. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be the premier College of Nursing and Health Sciences in the Midwest, educating graduates to serve a global and diverse society.

Mission of the Department of Nursing

The mission of the Nursing Department is to educate individuals to become nurse leaders committed to evidence-based practice and service in a diverse and global society. Our innovative nursing programs embrace the college's ICARE values (integrity, caring, accountability, respect, and excellence), interprofessional collaboration, scholarship, and lifelong learning.

Definition of School Nursing

School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential.

Adopted by the NASN Board of Directors February 2017

School Nurse Certificate Purpose

The School Nurse Certificate provides the specialized knowledge and skills necessary to apply for the Ohio Department of Education Professional Pupil Services License as a School Nurse. The program provides a strong foundation in community health and education foundations, as well as preparing the nurse to practice as a member of an interprofessional team member in a non-healthcare setting.

Faculty Roles

The following are faculty roles. Please be aware that you may have more than one faculty serve in these roles.

Faculty Mentor - A faculty mentor is assigned to each student when they enter the School Nursing Program (SNP). The student can find the faculty mentor's name and email address on Web Advisor. The faculty mentor serves as a contact related to nursing practice issues and questions. Although the faculty mentor can address issues related to academic scheduling and registration, Academic Advisors from the Center for Academic Support Services—Graduate, Online, and Adult Students will be available to provide assistance with registration.

Clinical Faculty – During the School Nurse Internship, all students will be assigned a clinical faculty. This clinical faculty provide supervision during the internship experience. The clinical faculty will work 1:1 with the students to develop learning objectives and evaluate the student during the internship. All clinical faculty are ODE licensed School Nurses, with a Master's degree, and at least 5 years school nursing experience.

Program Director – The School Nursing Program Director oversees the curriculum and the daily operations of the program. The program director provides approval for students to enter the internship and provides approval for program completion. The program director oversees recruitment and growth of the program in collaboration with the SNP Team.

School Nurse Certificate Student Learning Outcomes

Upon completion of the School Nurse Certificate, the student will be able to:

1. Utilize the nursing process to deliver age appropriate and culturally competent care in the school setting.
2. Demonstrate safe nursing practices in communication and information management.
3. Utilize professional behavior skills to provide leadership in the practice of school nursing.
4. Integrate evidence and research nursing to contribute to quality school nursing practice.
5. Evaluate his/her own nursing practice in relation to professional practice standards and guidelines of School Nursing.
6. Promote a healthy, safe, collaborative practice environment.

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School Nurse Certificate Curriculum

The program curriculum is developed in accordance with the mission, goals, and expected student outcomes. The completion of the program requirements meets the ODE requirements to apply for the Professional Pupil Services License as a School Nurse. Following successful approval by ODE, the student may then attain the title of School Nurse (LSN).

The curriculum was developed in alignment with the Ashland University mission, the purpose of the Ashland University Graduate School, and the School Nurse Certificate Outcomes. Courses in the program include foundational courses in school nursing practice, education, and the interprofessional collaboration. Courses are provided in an interdisciplinary format.

Admission to the School Nurse Certificate is on a rolling basis. Students may apply and begin coursework during any semester. The flexible curriculum allows for students to complete the program on his/her own time schedule. Most students complete the program in 9-15 months (3-5 semesters). A curriculum guide will be completed for each student based upon the needs and timeframe that best fits the student's schedule.

Courses, Semester Hours, and Prerequisites

AU Course	Course Description	Semester Hours	Prerequisites
PSYC 594	Advanced Study of Child Development	3	None
SNP 520	Educational Strategies for Healthcare Providers	2-3 Students may choose 2 or 3 credits to meet needs	None
SNP 518	Health Determinants and Academic Indicators	3	None
EDIS 546	Introduction to Educational Intervention	3	None
SNP 525	Health Care of the School Community	3	None Recommended 1 st course
SNP 680	Internship: School Nurse	2 or 4 Based upon previous experience in school setting	Permission following completion of all other courses, holds Bachelor degree, unencumbered RN license, and has a 3.0 GPA

Requirements for School Nurse Certificate Completion

1. Completion of all course requirements according to the SNP Grading Policy and have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
2. Successful completion of the School Nurse Internship.

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Course Fees

Course fees are billed the term the course is taken.

Course Number/Title	Course Fee
SNP 518 Health Determinants and Academic Indicators	\$35
SNP 520 Educational Strategies for Healthcare Providers	\$35
SNP 525 Healthcare of the School Community	\$35
EDIS 546 Introduction to Educational Intervention	\$0
PSYC 596 Advanced Study of Child Development	\$0
SNP 680 School Nursing Program Internship	\$175

A \$15.00 Technology Fee will also apply to each class.

ADDITIONAL APPROXIMATE EXPENSES

Textbooks and Clinical Travel as required by College

POLICIES

Program Policies

The following policies and regulations have been designed to assist you in your progression in the School Nurse Certificate. These policies set minimal standards for the rights and responsibilities of students and faculty. Students are expected to abide by all policies and standards established by the program.

The College reserves the right to change program requirements without prior notice to reflect advances in the profession or changes in general university requirements. A student who withdraws from the College and is later re-admitted is subject to policies in effect at the time of readmission.

Academic Program Progression/Completion

The student must complete all requirements for the School Nurse Certificate within five years. The time limit normally is from the beginning date of the formal admission to the program to the last hours applied toward the program. Special consideration will be given for leaves of absence for adequate cause. The student who fails to take courses or otherwise continue to pursue the program for a period three consecutive semesters will be terminated from the program's active file and will be required to reapply for reactivation of his or her records. There is no loss of credit, though the five-year time limit will be observed. The School Nursing Program Director will reevaluate the student's courses and recommend any course work for audit.

Assessment and Evaluation

In striving for academic excellence in nursing education, the program seeks to gather relevant feedback in reference to curriculum, support services, governance and quality of teaching/clinical instruction. This ongoing process necessitates occasional surveys and questionnaires, which, although not a part of the instructional program, are designed to collect the feedback that is essential to the assessment process. Completion of these surveys and questionnaires, are expected of all students, faculty, professional staff and administration as part of their professional responsibilities.

Faculty, teaching assistants, and preceptors will be evaluated by students at the end of each course, clinical, and laboratory experience as appropriate for the individual course. Additionally, Department Chairs will conduct evaluations of faculty and teaching assistants within their departments according to University policies. These evaluations are for the purpose of (1) assuring the educator provides pedagogically sound teaching and learning experiences in course, clinical, and laboratory experiences, and (2) assuring the educator provides experiences that facilitate student accomplishment of course outcomes.

Chemical Impairment

The University and the College is committed to providing compassionate and proactive assistance for chemically impaired or co-dependent students and their families and to afford students, who are not legally restricted and are no longer chemically impaired, the opportunity to continue their education without stigma or penalty, and to protecting society from harm that impaired students could cause.

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The College defines chemical impairment as a chronic, progressive illness which involves the use of alcohol and/or other drugs/chemicals to a degree where it interferes in the normal functional life of an individual as manifested by health, family, job, legal, financial and/or emotional problems. Students may be suspected of improperly using or abusing drugs or alcohol on the basis of one or more of the following:

- Possession of an illegal substance
Conviction of a drug-related crime
- Theft of a drug product of abuse potential
- Chemical impairment at school or a school-sponsored function
- Unexplained decrease in class attendance or academic performance that may be related to chemical substance abuse.
- Concern expressed by a faculty member, staff member, fellow student, preceptor, other health professional, police authority, or others regarding possible chemical substance abuse.
- Positive urine drug screen on a routine drug test or required urine screen for a specific clinical placement site.

If a nursing student is aware that he or she is impaired by substance abuse, he or she has the responsibility to seek assistance for diagnosis and treatment. Assistance can be obtained through the University Health Service.

A student suspected of chemical impairment may be confronted by a faculty or staff member or administrator and referred to the Dean of the College. If the student is unwilling to seek assistance or go for drug screening upon request at the expense of the College, the student will be dismissed from the program. Student confidentiality will be maintained at all times.

Formal Complaint

Purpose:

Provide a policy and procedure for filing a complaint arising from a person(s) internal or external to the Dwight Schar College of Nursing and Health Sciences. All information regarding the complaint shall be kept confidential. Those investigating a complaint may only discuss it with those individuals who are immediately involved in the dispute. If the College of Nursing and Health Sciences deems a complaint to be “inappropriate” under this policy, the person submitting the complaint will be notified of a more appropriate avenue to pursue for resolution.

Definitions:

“Appropriate” complaint: defined as a noted dissatisfaction with any application or interpretation of a work process, policy or procedure at the College of Nursing and Health Sciences other than academic integrity issues (undergraduate - Ashland University Student Code of Conduct (*See Ashland University Student Handbook*); graduate – Student Appeal Policy (*See Ashland University Graduate Catalog*)).

Internal Constituents: defined as the College of Nursing and Health Sciences students, faculty, administration and staff; Ashland University community.

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External Constituents: external agencies (including clinical agencies and other providers of goods and services), prospective students to Ashland University and/or the College of Nursing and Health Sciences, the general public (including patients served as part of a clinical experience).

Process:

- Ashland University Dwight Schar College of Nursing and Health Sciences students will submit a written complaint, concern or improvement suggestion using the online reporting link: <https://www.ashland.edu/student-affairs/content/student-complaint-form>
- All external constituents will submit a written complaint, concern or improvement suggestion using the online reporting link: <https://www.ashland.edu/conhs/content/college-nursing-health-sciences-contact-form>
- A College of Nursing and Health Sciences designee shall respond to the complaint (internal or external) in writing within seven (7) working days of its receipt. If additional time is needed to respond to the complaint, the person filing the complaint will be notified.
- If resolution of the complaint cannot be achieved at the college-level, the situation will be taken to the university administration to receive input for resolution.

Grade Policy

SNP students must maintain a minimum cumulative grade point average (GPA) of 3.0 and must achieve a “B-“ grade or higher in all courses. If a student’s Cumulative GPA falls below 3.0 the student may be placed on academic probation and is subject to dismissal. (See Graduate School Academic Probation/Dismissal Policy.)

“C+” grades or below are not acceptable. Courses in which these grades have been earned must be repeated during the next semester in which the course is offered. If a student subsequently receives two unacceptable grades, the student will be dismissed from the Program. The student must receive a passing grade to meet the requirements for approval of the SNP internship.

The following courses have associated clinical coursework where the students must receive a grade of satisfactory (‘S’) in the clinical coursework only, along with a passing ‘B-’ or above in the didactic portion of the course if appropriate to progress.

- SNP 680 School Nurse Internship7

Grade Scale

The Dwight Schar College of Nursing and Health Sciences adheres to the following system of letter grades and quality points.

Grade	Percentage Points	Quality Points
A	100 - 94	4.00
A-	93 - 90	3.67
B+	89 - 87	3.33
B	86 - 84	3.00
B-	83 - 80	2.67

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C+	79 - 77	2.33
C	76 - 74	2.00
C-	73 - 70	1.67
D+	69 - 67	1.33
D	66 - 64	1.00
D-	63 - 60	0.67
F	59 - 0	0.00

Online Discussion Board Confidentiality

All online discussion boards must adhere to current HIPAA regulations as well the Code of Ethics for Nurses related to confidentiality. Pseudonyms must be used for all persons and/or institutions/agencies in your postings. Breach of patient or institution/agency confidentiality will constitute grounds for dismissal from the nursing programs. Access is limited to course faculty and students enrolled in the course. However, occasionally guest speakers or other College of Nursing and Health Sciences faculty members may access discussion boards for specific purposes. Students will be notified in advance if this is planned.

Program of Study/Program Plan

Newly admitted students, prior to end of the first semester, will have their program of study sent to them by the School Nursing Program Director. Subsequently, students who are registering according to their program of study do not need to obtain approval each semester. All students are expected to follow the program plan provided for their respective specialty.

A student who wishes to make a change in his or her program of study must contact the School Nursing Program Director for approval to make any changes before being permitted to register. Only after the School Nursing Program Director approves the changes of the program of study will registration be permitted. Students will work with Graduate Academic Advising to register.

Standards of Professional Conduct

In accord with the 2015 American Nurses Association's (ANA) Code of Ethics for Nurses with Interpretive Statements (Code for Nurses), which explicates the goals, values, and ethical precepts that direct the profession of nursing, standards of professional conduct for graduate students of nursing at Ashland University College of Nursing and Health Sciences are defined herein. During enrollment in the nursing graduate programs, all students are expected to abide by the ANA Code of Ethics for Nurses with Interpretive Statements. These standards apply both on campus and during all program and University off campus experiences, including all course-related practice, online and electronic communication and research activities.

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

Faculty and administration of the College of Nursing and Health Sciences consider violations of professional conduct to be serious. While it is recognized that “to err is human,” errors of judgment, failure to demonstrate professional behavior, lack of preparedness and safe practice, incivility (verbally, behaviorally, or in writing, directly or indirectly through a third party), and lack of responsibility as expressed in absence and lateness reflect overall lack of professional comportment.

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Dependent upon the nature of the violation, disciplinary action may be applied to an individual violation. In addition, an annual review of accumulated violations may be judged to reflect a pattern of behavior inconsistent with professional conduct and lead to dismissal.

Transfer Credit

A maximum of nine (9) graduate level credits from an accredited college or university may be transferred toward completion of the requirements for the School Nurse Certificate. Official transcripts certifying graduate level courses completed at another institution prior to admission to Ashland University should be submitted at the time of application and will be evaluated by the School Nursing Program Director for acceptability as transfer credit. Transfer credit will only be accepted for courses in which a grade of B (3.0 on 4.0 scale) or higher has been received.

Withdrawal from University/Termination of Attendance

If a student is registered for class(es) but will not be attending, written notification of intention not to attend must be submitted to the School Nursing Program Director before the first day of class. Students who do not officially withdraw from class or from semester enrollment are subject to university policy which may include financial consequence.

When officially withdrawing from the University ON OR AFTER THE FIRST DAY OF CLASS of the semester, a student receives a refund of part of the tuition charged for the semester in accordance with University policy.

Writing Style

All papers and manuscripts submitted for SNP program courses must be prepared according to the Publication Manual of the American Psychological Association (APA), most current edition. The Publication Manual of the APA provides a uniform and reasonably simple method of format and style to be used when writing scholarly papers. Originally designed by APA for papers submitted for publication in its journal, the APA style has become the accepted method for writing papers.

PROGRAM REQUIREMENTS

Computer Requirement

Students enrolled in the program should view the University Information Technology site to determine the minimum computer specifications that are acceptable for the program. Coursework is offered in an on-line format, therefore students' computers must meet these minimum specifications.

Licensure Requirements

RN License

School Nurse Certificate students must maintain an unencumbered professional nursing license throughout their enrollment in the SNP Program.

School Nurse Certificate applicants are to submit proof of their current unencumbered professional nursing license/recognition to the Admissions Representative with the initial application packet. Thereafter, students must submit their unencumbered professional nursing

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licensure verification upon renewal to the School Nursing Program Director. Students are responsible for notifying the Director of any changes in licensure status.

Temporary Pupil Services License

Students may or may not obtain and maintain the ODE temporary Pupil Services License, depending on employment requirements. To renew the temporary license yearly, students must complete 6 credit hours per school year. All temporary licenses must be renewed by July 1 of each year.

Transcripts/Records

Transcripts

1. Official transcripts of previous education and application will be managed by Ashland University Enrollment Services, 401 College Ave., Ashland, Ohio 44805 upon acceptance to the School Nurse Certificate.

Records Retention

1. Copies of Student Intern and Preceptor/Clinical Faculty evaluations will be maintained in a student file housed in the College of Nursing and Health Sciences.
2. Copies of Preceptor Applications, Resumes, and Intern Placement Records will be maintained by the College of Nursing and Health Sciences.
3. Copies of University Clinical Faculty evaluations completed by the Intern will be forwarded to the School Nursing Program Director, College of Nursing and Health Sciences.



School Nurse Certificate Internship Handbook

SNP 680

Fall 2019

SCHOOL NURSE INTERNSHIP INFORMATION

School Nurse Certificate

The School Nurse Certificate prepares Bachelor-prepared nurses who wish to focus their career on the application of knowledge and skills in the school setting. Successful completion of this program allows students to apply for the Ohio Department of Education Professional Pupil Services License as a School Nurse. School Nurse is a protected title in Ohio and may only be utilized by those nurses successfully completing an approved program of study. The program provides a strong foundation in community health and education foundations, as well as preparing the nurse to practice as a member of an interprofessional team member in a non-healthcare setting.

The School Nurse Certificate consists of 16-19 graduate credits. The program is offered utilizing an online format to allow maximum flexibility. The School Nurse Internship is an integral part of the program of study, as well as the culminating activity. The internship represents the application of knowledge and skills in specialize area of school nursing. The internship can be completed in the school district of current employment. If a student is not currently working within a school district, the student will be placed within a nearby school district. The internship requirement varies from 2-4 hours, depending on the student's experience. With one year full-time experience, a student may complete the 2 hr. internship, which is equivalent to 160 hours. All other students will complete a 4 hr. internship, which is equivalent to 320 hours. Students completing the internship process will be supervised by Ashland University Clinical Faculty. A District School Nurse Mentor will also be assigned to all students completing the 4 hr. internship.

School Nurse Certificate Student Learning Outcomes

Upon completion of the School Nurse Certificate, the student will be able to:

1. Utilize the nursing process to deliver age appropriate and culturally competent care in the school setting.
2. Demonstrate safe nursing practices in the communication and information.
3. Utilize professional behavior skills to provide leadership in the practice of school nursing.
4. Integrate evidence and research nursing to contribute to quality school nursing practice.
5. Evaluate his/her own nursing practice in relation to professional practice standards and guidelines of School Nursing.
6. Promote a healthy, safe, collaborative practice environment.

SCHOOL NURSE INTERNSHIP INFORMATION

The School Nurse Internship

At the conclusion of the School Nurse Internship, the student shall be able to:

1. Demonstrate competence in the knowledge of and experience in the role and responsibilities of the school nurse in assessing, planning, implementing, and evaluating school health programs and activities in collaboration with other professional. (Std. #1)
2. Demonstrate competence in the knowledge of and experience in assessing students, staff, and families. (Std. #1)
3. Demonstrate competence in the knowledge of state and federal mandates as they relate to school health programs. (Std. #3)
4. Demonstrate competence in the knowledge of human growth and development as it relates to the learning process. (Std. #1)
5. Demonstrate competence in the knowledge of and experience in using a holistic approach in the health assessment of students, which includes a review of health care needs, problems and concerns of children and youth. This shall include, but not be limited to, the following screenings: vision, hearing, nutrition, blood pressure, growth and development and scoliosis. (Std. #1)
6. Demonstrate competence in the knowledge of and experience in assessment and evaluation of factors which impede the educational progress of children and youth including, but not limited to: child abuse, pregnancy, substance abuse and suicide, (Std. #2)
7. Demonstrate competence in the knowledge of and experience in assisting students, staff and families to use available community resources in meeting health care needs. (Std. #2)
8. Demonstrate competence in the knowledge of the impact of technological, cultural and social change on children and youth including, but not limited to: family structure and violence. (Std. #2)
9. Demonstrate competence in the knowledge of and experience in using the environmental, safety, and health standards to protect the health of all in the school community including, but not limited to: national occupational health standards and standard precautions. (Std. #1)
10. Demonstrate competence in the knowledge of and experience in utilizing the nursing process to develop and implement individual health care plans and in collaboration in the development of individualized education plans for selected children and youth. (Std. #1, 2)
11. Demonstrate competence in the knowledge of and experience in individual, family and group health counseling. (Std. #2)
12. Demonstrate competence in the knowledge of the organization and politics of education. (Std. #3)
13. Demonstrate competence in the knowledge of legal and ethical issues related to the practice of school nursing. (Std. #3)
14. Demonstrate competence in the knowledge of and experience in provision of health education as a resource person to school staff and students as well as the curriculum development process. (Std. #2)
15. Demonstrate ability to reflect on the extent to which learning objectives were met, appropriateness of methodology used, and professional development to improve personal performance. (Std. #3)

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Clinical Performance Criteria

1. Utilize the nursing process in collaboration with other professionals to:
 - a. Assess, plan, implement and evaluate school health programs and activities which promote wellness. (Course Objectives #1 & 2)
 - b. Assess needs, problems, and concerns of students including screening for vision. Hearing. Nutrition, blood pressure, growth and development, scoliosis. (Course Objectives #4 & 5)
 - c. Establish collaborative relationships with those in the school health system. (Course Objective #14)
 - d. Utilize community resources to meet health care needs. (Course Objective #7)
 - e. Participate in individual/family/group health counseling. (Course Objective #11)
 - f. Collaborate in the development of individual health care plans and individual education plans. (Course Objective #10)
2. Comply with state and federal mandates and codes of ethics in the practice of school health nursing. (Course Objectives #3, 8,9,13)
3. Assess societal factors which impact on the educational progress of children to include, but not limited to: child abuse pregnancy. Substance abuse, suicide, family structure and violence. (Course Objectives #6, 8)
4. Participate in activities which promote the maintenance of a healthful school environment. (Course Objective #9)
5. Participate in appropriate professional organizations and self-improvement reflection activities. (Course Objectives #12, 15)
6. Participate in health education activities by acting as a resource person and collaborate with appropriate persons in the development/implementation of health education curriculum/ programs. (Course Objectives #3, 8,9,13)

Internship Setting Policy

- The School Nurse Internship may be completed at the student's current building/district of employment, with approval from the District and the University.
- If the student is not currently employed within a district/building, a clinical placement will be arranged through the College of Nursing and the surrounding districts of the student.
- The student and clinical faculty and preceptor/mentor, if needed, should discuss the objectives for the internship. This activity often clarifies the expectations of both parties and provides the opportunity for the student and mentor to discuss, negotiate, and outline explicit learning outcomes. These outcomes will be based on the particular focus of the course as well as the student's individual place in the learning process and career interests.

SCHOOL NURSE INTERNSHIP INFORMATION

Internship Prerequisites

1. Holds current, unencumbered RN license.
2. Successful completion of all School Nurse Certificate courses.
3. Maintenance of a cumulative grade point average of 3.0.
4. Documentation of all clinical requirements:
 - a. A copy of current BCI and FBI check on file in school of employment (secure background check if current one not on file at student's expense);
 - b. Documentation of completion of all health requirements by the Internship site school; If no health mandates required, submit signed statement to this effect.
 - c. A copy of OBN verification of RN license.
5. Completion of School Nurse Internship Application. This should be completed and submitted to the Director of the School Nursing Program at least 8 weeks prior to the semester of the expected semester for the Internship.
6. Items 4. a. b. and c. are to be included with the Internship application.

Determination of Internship Hours Required

1. Two credit hour internship (160 hours)
Applicant has minimum of one year full-time employment as a nurse in a school system.
2. Four credit hour internship (320 hours)
Applicant does not have a validated minimum of one year full-time employment as nurse in a school system.

Placement Process

1. The Program Director selects, with input from Student Intern, an appropriate school district for placement and secures permission from the school district. Students currently employed in a school setting, may request completion in his/her current setting.
2. The Program Director, with input from Student Intern, secures School Nurse Mentor for 4 credit hours internships.
3. The Program Director assigns a University Clinical Faculty member to each Student Intern to facilitate all internship requirements.

This internship is designed to prepare the Bachelor's prepared registered nurse (RN) for practice as a school nurse in the provision of school nursing and school health services with children and youth which meets the national standards of the profession and the requirements of the State of Ohio. This is a precepted and/or supervised experience which provides the opportunity for the student to orient to the role of the school nurse. Under supervision, the student intern gradually assumes a full schedule of school nursing practice.

The school nurse intern is expected to gradually assume the school nursing role and responsibilities without the preceptor being present; however, the preceptor shall be available at all times, and the student intern will not serve as a substitute school nurse during the experience, if they do not hold a substitute license.

This study is broadening the experience that involves the application of knowledge, skills, and

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attitudes obtained by the school nurse intern during the required courses specific to the school nurse certificate.

FINAL EVALUATION CRITERIA

1. Documentation to validate the required clinical hours of supervised practice with a University Clinical Faculty and/or District School Nurse Mentor in a school setting.
2. Participate in a minimum of two (2) group teaching sessions on a health related topic (One related to staff training needs and one related to student learning needs). Develop appropriate lesson plans for each session.
3. Completion of a School Nurse Competency Evaluation. This tool enable the student to document demonstration of practice activities meeting the NASN/ANA Scope of Practice and Standards of the School Nurse. This tool also allows for professional self-evaluation and goal setting.
4. Completion of Professional Practice School Nurse Self-Evaluation and Professional Goal Setting exercises.
5. Completion of a Reflection Paper. This paper will allow the Intern to reflect upon the professional growth in education and application of school nursing concepts.

Students will also be asked to complete a self-evaluation regarding attainment of clinical performance criteria, clinical faculty/preceptor evaluations, and a program evaluation. These evaluations are utilized for program improvement purposes.

Requirements for School Nurse Certificate Completion

1. Completion of all course requirements according to the SNP Grading Policy and have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
2. Successful completion of the School Nurse Internship.
3. Register for Program Completion when all assignments have been completed.
<https://www.ashland.edu/administration/content/licensure-program-completion>

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School Nurse Internship Guidelines

Clinical Faculty

Qualifications of University Clinical Faculty

1. Status as professor or adjunct professor in the College of Nursing and Health Sciences and holds a minimum of a Master's degree.
2. Expertise in the teaching/learning process.
3. Demonstrates a thorough understanding of school nursing and the School Nurse Certificate.
4. ODE Professional Pupil Services License: School Nurse with minimum of five years school nurse experience (past/present) preferred.

District School Nurse Mentor

Qualifications of District School Nurse Mentor

1. Holds current, valid RN license.
2. Holds a current Professional Pupil Services License: School Nurse issued by the Ohio Department of Education.
3. Has a minimum of three years experience in the capacity of school nurse.
4. Mutually agrees to function as a District School Nurse Mentor.
5. Required for all students registered for the 4 hour internship.
6. Provides guidance on day-to-day school nursing practice and policies/procedures specific to the assigned district.

Roles and Responsibilities

Student Intern

- A. The Internship is an important part of the School Nurse Certificate. The internship provides opportunities, under the guidance and supervision of experienced and successful practitioners, for the Student Intern to develop and evaluate knowledge and skills in the major areas of school nursing.
- B. To achieve the goals of the internship experience, the student will perform the following tasks:
 1. Complete the Application for School Nurse Internship one semester prior to the semester in which the student would like to begin the Internship, and submit the application to the Director of the School Nurse Certificate.
 2. Collaborate with District School Nurse Mentor and/or University Clinical Faculty to complete required days of Internship experience with documentation on the Attendance Tracking Form.
 3. Participate in a minimum of two (2) group teaching lessons on a health related topic. Student Intern must develop appropriate Lesson Plan Forms for the group teaching sessions (one staff and one student audience).
 4. Collaborate with the District School Nurse Mentor to gradually assume full responsibility

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for the role of the school nurse.

5. Demonstrate knowledge of the objectives of the School Nurse Certificate.
6. Conscientiously seek to utilize the suggestions of the University Clinical Faculty and District School Nurse Mentor to improve performance.
7. Continually evaluate own performance in relation to the goals and objectives of the internship.
8. Participate in University Clinical Faculty and District School Nurse Mentor conferences following periodic visitations.
9. Complete a Professional Practice Self-Evaluation and Professional Goal Setting exercise at conclusion of Internship.
10. Complete University Clinical Faculty Evaluation and District School Nurse Mentor Evaluation at the conclusion of the internship.
11. Complete School Nurse Certificate Program Evaluation.
12. Complete the Reflection Paper via Blackboard.

District School Nurse Mentor

The District School Nurse Mentor is a regularly assigned school nurse who works directly with the student intern. The Mentor will also work directly with the University Clinical Faculty to structure learning experiences that fulfill the prescribed licensure/certification standards and provide opportunities for the student to demonstrate competencies related to school nursing practice. The preceptor is legally responsible for the general welfare of the students in the schools.

- A. The School Nurse Mentor enables the Student Intern to be accepted by pupils, teachers, staff, and administrative personnel; defines the role of the student to these parties; determines which responsibilities are to be delegated to the Student Intern and decides when the Student Intern is ready to assume them. The Mentor treats the Student Intern as a colleague, thus promoting acceptance and success in the learning experiences.
- B. To achieve the goals for the internship experience, the Mentor will perform the following tasks:
 1. Develop with the Student Intern an understanding of the objectives outlined for the internship.
 2. Inform the Student Intern as to their strengths and weaknesses so that continued growth may occur.
 3. Orient the Student Intern to the following areas: building; personnel; policies and procedures; pupils; routines and daily activities; documentation procedures; availability of community resources; opportunities for classroom teaching activities and learning resources; professional organizations and school committees/conferences.
 4. Provide the Student Intern with a copy of the school health services manual, school health policies/procedures, and discuss its contents.
 5. Provide opportunities for guided observation and discuss with the Student Intern what she/he is initially observing.

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6. Discuss with the Student Intern the various components of their learning agreement and give suggestions as to activities to include which will facilitate meeting the stated objectives of the course and requirements for certification.
7. Encourage Student Intern to ask questions concerning the handling of certain situations.
8. Emphasize the importance of using the nursing process to guide all activities, including assessment, nursing diagnoses, planning, implementation and evaluation.
9. Gradually delegate certain responsibilities to the Student Intern.
10. Schedule conference times, activities with the Student Intern to discuss concerns.
11. Give positive, constructive criticism and suggestions for improvement and continued growth.
12. Provide opportunities for the Student Intern to demonstrate initiative, creativity, flexibility, and decision making skills.
13. Confer with the University Clinical Faculty and Student Intern after each University Clinical Faculty observation/visitation.
14. Complete and submit to the University Clinical Faculty a mid-term and final evaluation of the Student Intern in relation to the stated course objectives.
15. Complete a mid-term and final conference with the University Clinical Faculty and Student Intern.
16. Write a letter of recommendation for the Student Intern, if requested.

University Clinical Faculty

- A. The University Clinical Faculty is a clinical professor of teaching and/or nursing process and evaluator of the Student Intern's performance and progress in the total teaching-learning process. The University Clinical Faculty is a facilitator of opportunities for students which allow for maximum development of the Student Intern's potential. The University Clinical Faculty is a liaison agent between the University and the cooperating public schools and a participant in the making of decisions affecting the Student Intern in the school.
- B. To ensure that there are systematic procedures for assessing the Student Intern's performance, Ashland University requires the following three dimensional (University Clinical Faculty, District School Nurse Mentor if student's level of experience requires, Student Intern) plan. It is the University Clinical Faculty's responsibility to ensure that each member of the triad/duo is aware of their individual roles and responsibilities.
- C. The University Clinical Faculty will:
 1. Supervise Student Interns during Internship experience:
 - Minimum of two (2) in-person contacts total with Intern for SNP 680 School Nurse Internship (2 credit hr). Weekly communications will be expected.
 - Minimum of three (3) in-person contacts total with Intern for SNP 680 School Nurse Internship (4 credit hr). Weekly communications will be expected.
 2. Refer to Handbook for SNP 680 School Nurse Internship for further responsibilities including evaluation reports.
 3. Convey the components of the School Nurse Certificate to the Student Intern and the District School Nurse Mentor.

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4. Arrange for the Intern's introduction to the District School Nurse Mentor in the school system, if needed.
5. Gather data in relation to specific goals of the program by means of on-site visitations, including a mid-term conference, for the purpose of observing the Student Intern and contributing to her/his growth through support, constructive criticism and suggestions for improvement. A brief conference with the Intern and District School Nurse Mentor should follow the observation.
6. All visitations must be documented as follows:
 - Mileage Reimbursement Log Form
 - Narrative Observation Form
7. Review the Intern's written journal and lesson plans.
8. Confer with District School Nurse Mentor and/or principal when serious problems arise; discuss with the Director of School Nursing Program arrangements for the removal of Student Intern when such a decision is made.
9. Determine the Intern's course grade for the clinical portion of the internship. Grade is based upon the following:
 - The District School Nurse Mentor's detailed observation of the student under varying conditions and situations.
 - The written evaluations submitted by the District School Nurse Mentor. The University Clinical Faculty's data from visitation and conferences, documentation of experiences as presented in the Intern's journal including lesson plans.
10. Hold a Final Evaluation conference with the District School Nurse Mentor and Student Intern.
11. Copies of the Final Evaluation and grade are to be submitted to the Intern and School Nursing Program Director.

Attendance Policies

1. Interns are expected to observe rules, regulations, and the accepted policies and procedures for school nurses in the district to which they are assigned, including arrival and departure times.
2. Interns are expected to follow the schedule of the school district rather than that of Ashland University, if there is a discrepancy in such events such as breaks and snow days.
3. Interns must be present at their assignment on every assigned day (e.g. five days per week for a specified number of weeks). **All** absences must be made up.
4. Interns are responsible for notifying the District School Nurse Mentor and/or Clinical Faculty the evening before, or the morning of, a justified absence. Failure to inform the District School Nurse Mentor and/or Clinical Faculty of absences and/or properly rescheduling for absences will be reflected in the student's final evaluation and grade.

Attire

Student Interns are expected to dress in a professional manner which conforms to the established dress code policy of the school district to which they are assigned.

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Health Requirements for Practicum/Clinical Engagement Experiences

SNP students enrolled in a course requiring engagement in a health care setting (with or without client contact) are responsible for investigating and complying with the health/clinical requirements of the respective school setting. Students are responsible for payment of all required examinations, tests, clearances or immunizations.

There continues to be considerable variation in district requirements regarding criminal record, child abuse requirements, and drug testing requirements. Therefore, graduate students are expected to follow the requirements of the district in which they will be completing a clinical internship.

Background Check Requirements

Criminal background inquiries will take place prior to clinical experiences in the School Nursing Program. The college reserves the right to withdraw any student based on the results of the inquiry, regardless of felony or misdemeanor convictions. A student who has been denied clinical placement by the college based on the results of a criminal background check may discuss the decision with the Dean of the College of Nursing and Health Sciences. If an affiliate agency in which a student is seeking assignment requires a more extensive check than completed, the student must meet that agency's requirement for placement in that agency at the student's expense.

Communicable & Non-communicable Illnesses

The College of Nursing and Health Sciences will maintain an environment that ensures the provision of safe, quality patient care and is also supportive of the well-being of students. Faculty and students will adhere to the Center for Disease Control (CDC) and Prevention Guidelines for work restrictions when exhibiting signs and/or symptoms or for post exposure follow-up of certain communicable diseases.

http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6153a1.htm?s_cid=mm6153a1

The College of Nursing will maintain the confidentiality of all information related to student health. No specific information concerning diagnosis shall be provided to any persons including college administrators, faculty, and professional staff other than the Dean of the College of Nursing and Health Sciences without the expressed written consent of the student. No information can be released to another person, agency, insurer or institution without the prior written consent of the student involved.

Fees

An additional fee paid for the School Nurse Internship is used to offset the expenses of materials, and expenses incurred by the University Supervisor. The fee for academic year 2017-18 is \$175.00 per student.

Application for Ohio Department of Education (ODE) Professional Pupil Services License: School Nurse

Applying for 5 Year ODE Professional Pupil Services License: School Nurse

1. Upon completion of the School Nurse Internship, the Program Director will verify completion of program requirements.
2. School Nursing Program Director will notify University Office of Teaching Licensure Office of student completion. This may take up to 4 weeks following the end of the internship semester.
3. Students are responsible for initiating application for the 5 year ODE license upon completion of the program.** <https://education.ohio.gov/Topics/Teaching/Licensure>
4. Students will need to submit BCI and FBI background checks (current within 1 year), transcript, and payment at the time of application directly to ODE. The current application fee (2016-2017) is \$200.00.
5. Upon completion of student application with ODE, student's application status will be classified as "Pending" on ODE website.
6. ODE will contact the University to verify program completion. The student application status will remain "Pending" during this time. This may take 2-4 weeks after application submission.
7. Upon final verification from University with ODE regarding program completion, ODE will grant approval of license application.

**Note: All ODE licenses are issued effective July 1 of each year. For students applying for the 5 year license following completion of the Fall Internship, the 5 year license will be back-dated to July 1 of that year (immediately prior to the internship period). This option may result in the student needing to renew the 5 year license in 4 years, rather than 5 years. If the temporary license is active until June 30 of the following year, students may wait to apply for the 5 year license until the end of the school year. The 5 year license will then be dated July 1 following the completion of the temporary license. This option will provide the student with a full 5 years before renewal.

Ashland University Safety Services may assist the student to get current criminal background checks by appointment for the following fees as of 4/6/15. Note: Identify that the BCI and FBI reports should be sent to ODE.

BCI check: \$27.00 FBI check: \$29.00
Both BCI and FBI checks at same time: \$55.00

Ohio Department of Education School Nurse Standards

Standard 1. Competent Practice: Candidates practice competently by providing nursing care within the scope of practice of nursing for a registered nurse in Ohio.

- 1.1 Candidates act as directed by the client's changing status, use safe nursing care as a basis for any observation or evaluation.
- 1.2 Candidates analyze data to reach a nursing diagnosis.
- 1.3 Candidates plan care based on desired outcomes.
- 1.4 Candidates implement a plan of care in an accurate, safe and timely manner.
- 1.5 Candidates evaluate and document response to nursing interventions in an accurate and timely manner.
- 1.6 Candidates use safe nursing care to prevent disease transmission in school and community.

Standard 2. Communication: Candidates practice safe nursing care in the communication of information.

- 2.1 Candidates collaborate with students, families and other school staff to promote educational goals and health of students and school.
- 2.2 Candidates consult with appropriate licensed practitioners including; other members of the health care or education team.
- 2.3 Candidates maintain confidentiality of student and family health and education information
- 2.4 Candidates use safe nursing care as a basis for any advice, instruction, or teaching.
- 2.5 Candidates document all aspects of school nursing care according to rules and regulations governing nursing practice.

Standard 3. Professional Behavior: Candidates use professional behavior skills to provide leadership in the practice of school nursing.

- 3.1 Candidates practice according to legal and ethical principles.
- 3.2 Candidates direct nursing care through supervision and delegation and provide direction to a licensed practical nurse and delegate nursing tasks only in accordance with rules and regulations.
- 3.3 Candidates use principles of program management to facilitate school health services.
- 3.4 Candidates use leadership principles when directing school health programs.
- 3.5 Candidates advance school nursing practice through research utilization.
- 3.6 Candidates evaluate professional practice to assure quality.
- 3.7 Candidates engage in professional development and continuing education.

ANA/NASN Scope and Standards of Professional School Nursing, 2017

Standard 1. Assessment

The school nurse collects comprehensive data pertinent to the healthcare consumer's health and/or the situation.

Standard 2. Diagnosis

The School nurse analyzes the assessment data to determine the diagnosis of issues.

Standard 3. Outcomes Identification

The school nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning

The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Standard 5. Implementation

The school nurse implements the identified plan.

Standard 5A. Coordination of Care

The school nurse coordinates care delivery.

Standard 5B. Health Teaching and Health Promotion

The school nurse employs strategies to promote health and a safe environment, especially regarding health education.

Standard 5C. Consultation

The school nurse provides consolation to influence the identified plan, enhance the abilities of others, and effect change.

Standard 6. Evaluation

The school nurse evaluates progress toward attainment of outcomes.

Standard 7. Ethics

The school nurse practices ethically.

Standard 8. Culturally Congruent Practice

The school nurse practices in a manner that is congruent with cultural diversity and inclusion principles

Standard 9. Communication

The school nurse communicates effectively in all areas of practice

Standard 10. Collaboration

The school nurse collaborates with key stakeholders in the conduct of nursing practice

Standard 11. Leadership

The school nurse leads within the professional practice setting and the profession

Standard 12. Education

The school nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

Standard 13. Quality of Practice

The school nurse contributes to quality nursing practice.

Standard 14. Evidence-Based Practice and Research

The school nurse integrates evidence and research findings into practice.

Standard 15. Professional Practice Evaluation

The school nurse evaluates one's own and others' nursing practice.

Standard 16. Resource Utilization

The school nurse utilizes appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible.

Standard 17. Environmental Health

The school nurse practices in an environmentally safe and healthy manner.

Standard 18. Program Management

The school nurse directs the health services program within the school and community that includes evidence-based practice and accountability measures for quality, student health, and learning outcomes.

INTERNSHIP SYLLABUS
SCHOOL NURSE INTERNSHIP

Course number & title: SNP 680: School Nurse Internship

Department(s): Nursing

Credit hours: 2 or 4

Field hours: 160 or 320 clinical hours of supervised practice in a school setting

Prerequisites: SNP 518, SNP 520, PSYC 594, EDIS 546, SNP 525, minimum GPA of 3.0, and Bachelor's prepared RN

COURSE DESCRIPTION:

This internship is designed to prepare the Bachelor's prepared registered nurse (RN) for practice as a school nurse in the provision of school nursing and school health services with children and youth which meets the national standards of the profession and the requirements of the State of Ohio. This is a precepted and/or supervised experience which provides the opportunity for the student to orient to the role of the school nurse. Under supervision, the student intern gradually assumes a full schedule of school nursing practice.

The school nurse candidate is expected to gradually assume the school nursing role and responsibilities without the preceptor being present; however, the preceptor shall be available at all times, and the school nurse candidate will not serve as a substitute school nurse during the experience, if they do not hold a substitute license.

This study is broadening experience that involves the application of knowledge, skills, and attitudes obtained by the school nurse intern during the required courses specific to the school nurse certificate.

COURSE OBJECTIVES

At the conclusion of the course, the nurse intern shall be able to:

1. Demonstrate competence in the knowledge of and experience in the role and responsibilities of the school nurse in assessing, Planning, implementing, and evaluating school health programs and activities in collaboration with other professional. (Std. #1)
2. Demonstrate competence in the knowledge of and experience in assessing students, staff, and families. (Std. #1)
3. Demonstrate competence in the knowledge of state and federal mandates as they relate to school health programs. (Std. #3)
4. Demonstrate competence in the knowledge of human growth and development as it relates to the learning process. (Std. #1)

5. Demonstrate competence in the knowledge of and experience in using a holistic approach in the health assessment of students, which includes a review of health care needs, problems and concerns of children and youth. This shall include, but not be limited to, the following screenings: vision, hearing, nutrition, blood pressure, growth and development and scoliosis. (Std. #1)
6. Demonstrate competence in the knowledge of and experience in assessment and evaluation of factors which impede the educational progress of children and youth including, but not limited to : child abuse, pregnancy, substance abuse and suicide, (Std. #2)
7. Demonstrate competence in the knowledge of and experience in assisting students, staff and families to use available community resources in meeting health care needs. (Std. #2)
8. Demonstrate competence in the knowledge of the impact of technological, cultural and social change on children and youth including, but not limited to: family structure and violence. (Std. #2)
9. Demonstrate competence in the knowledge of and experience in using the environmental, safety, and health standards to protect the health of all in the school community including, but not limited to: national occupational health standards and standard precautions. (Std. #1)
10. Demonstrate competence in the knowledge of and experience in utilizing the nursing process to develop and implement individual health care plans and in collaboration in the development of individualized education plans for selected children and youth. (Std. #1, 2)
11. Demonstrate competence in the knowledge of and experience in individual, family and group health counseling. (Std. #2)
12. Demonstrate competence in the knowledge of the organization and politics of education. (Std. #3)
13. Demonstrate competence in the knowledge of legal and ethical issues related to the practice of school nursing. (Std. #3)
14. Demonstrate competence in the knowledge of and experience in provision of health education as a resource person to school staff and students as well as the curriculum development process. (Std. #2)
15. Demonstrate ability to reflect on the extent to which learning objectives were met, appropriateness of methodology used, and professional development to improve personal performance. (Std. #3)

FIELD/CLINICAL PERFORMANCE CRITERIA

1. Utilize the nursing process in collaboration with other professionals to:
 - a. Assess, plan, implement and evaluate school health programs and activities which promote wellness. (Course Objectives #1 & 2)
 - b. Assess needs, problems, and concerns of students including screening for vision. Hearing. Nutrition, blood pressure, growth and development, scoliosis. (Course Objectives #4 & 5)

- c. Establish collaborative relationships with those in the school health system. (Course Objective #14)
 - d. Utilize community resources to meet health care needs. (Course Objective #7)
 - e. Participate in individual/family/group health counseling. (Course Objective #11)
 - f. Collaborate in the development of individual health care plans and individual education plans. (Course Objective #10)
2. Comply with state and federal mandates and codes of ethics in the practice of school health nursing. (Course Objectives #3, 8,9,13)
 3. Assess societal factors which impact on the educational progress of children to include, but not limited to: child abuse pregnancy. Substance abuse, suicide, family structure and violence. (Course Objectives #6, 8)
 4. Participate in activities which promote the maintenance of a healthful school environment. (Course Objective #9)
 5. Participate in appropriate professional organizations and self-improvement reflection activities. (Course Objectives #12, 15)
 6. Participate in health education activities by acting as a resource person and collaborate with appropriate persons in the development/implementation of health education curriculum/ programs. (Course Objectives #3, 8,9,13)

Student assessment criteria for the course:

School Nurse Competency Evaluation 25%
 Teaching Evaluation
 Staff 10%
 Student 10%
 Reflection Paper 20%
 Self-Evaluation 15%
 Professional Goal Setting 20%

Recommended Readings:

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Retrieved from http://nursingworld.org/DocumentVault/Ethics_1/Code-of-Ethics-for-Nurses.html (Reference only)

American Nurses Association and National Association of School Nurses. (2017). School nursing- Scope and Standards of Practice (3rd ed.). Silver Spring, MD: Author.

American Psychiatric Association. (2010). Publication manual of the American Psychiatric Association. Washington, DC: Author. (Should be purchased – writing style standards used by the College; all course assignments must be written in APA style)

Marx, E., & Wooley, S. F. (Eds). (1998). Health is academic- A guide to coordinated school health programs. New York, NY: Teachers College Press. Can be accessed through Ashland University library e-reserves.

National Association of School Nurses. (2010). Code of ethics. Silver Spring, MD: Author.

Retrieved from <http://www.nasn.org/RoleCareer/CodeofEthics> (can be accessed through link provided)

Selekman, J. (2013). *School Nursing: A Comprehensive Text*. Philadelphia, PA: F.A. Davis Company.

Internship Communications

Pre-Internship Conference—in-person

- Introducing yourself and you school.
- Discuss Internship requirements and expectations

Weekly Communications

- Submit School Nurse Competency Evidence weekly—submit to Blackboard weekly for review
- Email/call/skype/Collaborate, as necessary
- Post and respond to Internship discussion boards
- Discuss Teaching Experiences—submit Teach Experience documents via Blackboard

Post-Internship Conference—in-person, preferred

- Overall discussion of Internship experience
- Review Self-Evaluation, goals, School Nurse Competency evidence—all final documents should be submitted via Blackboard

Reflections Paper—submitted via Blackboard

Course Assignments

School Nurse Practice Competencies (25%)

Due within 1 week of completing required Internship hours (Date TBD with Clinical Faculty).

Required for post-internship conference with Clinical Faculty

- The School Nurse Competency document utilizes the ANA/NASN Scope and Standards of Professional School Nursing. This document will serve as a place to document the internship activities performed. The goal is to create a document of evidence for the school nurse on how he/she is meeting the scope and standards.

SNP 680 School Nurse Practice Competencies Evidence Rubric

	5	4	3	2	1
Completeness	81-100% of competencies completed with supporting evidence	61-80% of competencies completed with supporting evidence	41-60% of competencies completed with supporting evidence	21-40% of competencies completed with supporting evidence	0-20% of competencies completed with supporting evidence
Variety	Presents a great variety of evidence to meet competencies	Presents a variety of evidence to meet competencies	Presents some variety to meet competencies	Presents limited variety of evidence to meet competencies	Presents no variety of evidence to meet competencies
Collaboration	Initiates Collaboration with Clinical Faculty/Mentor regarding tasks and competencies. Actively looks for solutions.	Collaborates with Clinical Faculty/Mentor when prompted. Refines solutions suggested by others.		Minimal collaboration with Clinical Faculty/Mentor, prefers to be led to answers/solutions	Inadequate collaboration with Clinical Faculty/Mentor, unwilling to incorporate suggestions/resources into practice
Timeliness	Submitted by due date		Submitted more than 24 hours after due date		Submitted more than 48 hours after due date

Teaching Experiences (10% each)

Completed during the required Internship hours. Dates TBD. Observation may be completed by Clinical Faculty, Preceptor, or approved staff member.

- The student intern will be required to complete (2) teaching experiences--(1) related to school staff and (1) related to students. Each experience should utilize a lesson plan, teaching activity, and post-lesson reflection.
- Pre-teaching assessment should be completed by student and shared with Clinical Faculty prior to teaching experience.
- Lesson Plan should be completed by student and shared with Clinical Faculty prior to teaching experience.
- Teaching experience can be observed by Clinical Faculty, Preceptor, or approved staff member. The observer will be responsible for providing input on the Teaching Experience Rubric related to delivery.
- Post-teaching assessment should be completed by student and shared with Clinical Faculty following the teaching experience.

SNP 680 Teaching Experience Rubric

	5	4	3	2	1
Planning and Reflection	Planning and Reflection document completed with great thought	Planning and Reflection document completed satisfactorily	Planning and Reflection document completed, but not very descriptively	Planning and Reflective document not fully completed	Planning and Reflective document not completed
Lesson Plan	Lesson Plan completed in great detail, many innovation activities and resources utilized	Lesson Plan completed satisfactorily, quality resources identified	Lesson Plan completed, minimal resource/activities utilized	Lesson Plan not fully completed, several resources or activities identified	Lesson Plan not completed
Delivery	<p>Directions and procedures are dear to students. Anticipates possible student misunderstanding, plans, monitors for it.</p> <p>Transitions are seamless with students assuming some responsibility for efficient operation.</p>	<p>Directions and procedures are clear to students at an appropriate level of detail. Checks for understanding.</p> <p>Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.</p>	<p>Directions and procedures are clarified after initial student confusion or are excessively detailed.</p> <p>Transitions are sporadically efficient, resulting in some loss of instructional time.</p>	<p>Directions and procedures are confusing to the students.</p> <p>Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.</p>	<p>No directions or procedures provided to students.</p> <p>Very little instruction time or engagement of students in lesson.</p>
Timeliness: Planning and Lesson Plan	Submitted 1 week prior to teaching experience		Submitted more than 24 hours after due date		Submitted more than 48 hours after due date
Timeliness: Reflection	Submitted within 1 week after completion of teaching experience		Submitted more than 24 hours after due date		Submitted more than 48 hours after due date

Standards-based Self-Evaluation (15%)

Due within 1 week of completing required Internship hours (Date TBD with Clinical Faculty).

Required for post-Internship conference with Clinical Faculty.

- The student intern will complete a standards-based self-evaluation at the conclusion of the internship experience. This evaluation will allow the student to identify area of growth and areas for continued growth. This document will also allow the student intern to create goals for practice.

SNP 680 Self-Evaluation Rubric

	5	4	3	2	1
Completeness	100% of self-evaluation completed	80% of self-evaluation completed	60% of self-evaluation completed	40% of self-evaluation completed	0-20% of self-evaluation completed
Tally	Results of self-evaluation tallied by standard				Results of self-evaluation not tallied by standard
Summative tool	Strengths and areas of growth identified for each standard		Strengths and areas of growth identified for some of the standards		Strengths and areas of growth not identified any standard
Priority Setting	Identified strengths and areas of growth are clearly prioritized on the summative tool				Identified strengths and areas of growth not prioritized on the summative tool
Timeliness	Submitted by due date		Submitted more than 24 hours after due date		Submitted more than 48 hours after due date

Professional Goal Setting (20%)

Due within 1 week of completing required Internship hours (Date TBD with Clinical Faculty).

Required for post-Internship conference with Clinical Faculty.

- The student intern will complete a standards-based self-evaluation at the conclusion of the internship experience. This evaluation will allow the student to identify area of growth and areas for continued growth. This document will also allow the student intern to create goals for practice.

SNP 680 Professional Goal Setting Rubric

	4	3	2	1
Specific	Clearly focused on the desired outcome	Partially focused on the desired outcome	Desired outcome is unclear	Goal is unrelated to the assignment – no stated outcome
Measurable	Will be measurable because the evidence to be provided will clearly indicate progress	Will be only partly measurable because the evidence to be provided will not clearly indicate progress	Evidence of progress will be provided, but will not indicate progress	Not at all measurable – no method of measurement indicated
Achievable	The goal is within reason of the student’s abilities and can be achieved	The goal is mostly reasonable given the student’s abilities and can probably be achieved	The goal is only partially reasonable given the student’s abilities and will likely not be achieved	The goal is not at all within reason and cannot be achieved
Relevant	The goal has a strong connection to the student’s history, current interests and/or demonstrated abilities. The student has expressed this often. Based upon priority setting from Summative tool.	The goal has some connection to the student’s history, current interests and/or demonstrated abilities. The student has expressed a few times. Based upon priority setting from Summative tool.	The goal has only a slight connection to the student’s history, current interests and/or demonstrated abilities. The student has expressed rarely. Not based upon priorities from summative tool.	The goal has no connection to the student’s life because the student has no history or interest in or demonstrated ability to the goal. The student never expressed this. Summative tool not completed, no priority areas identified.
Timely	Has a definite date of what will be accomplished by this date. Is within the time frame of this school year.	Has an indefinite date of what will be accomplished by this date yet is within the time frame of this school year.	Has an indefinite date of what will be accomplished by this date AND has an unclear time frame by which the goal should be accomplished.	Has no dates and/or is over a period of time far beyond this school year

Reflection Paper

The Reflection Paper will allow the student to reflect upon the results of the self-evaluation, feedback from preceptor/clinical faculty, and from the overall growth throughout the School Nurse Certificate. The student will discuss how these experiences will prepare him/her to practice as a licensed school nurse.

- Provide at least 3 examples of experiences/topics from the School Nurse Certificate that have impacted your practice in a positive way. What has been the impact of these changes in your practice?
- What have been your greatest areas of growth? What are areas you would like to see continued growth?
- What additional resources will you need to achieve the goals you have set for yourself as you move forward? Why did you choose the goals you did?
- How would you describe your purpose as a School Nurse?

SNP 680 Reflection Paper Rubric

Objective/Criteria	5	3	1
Knowledge Gained	Student clearly explains with appropriate detail and specific examples, what he/she learned from the experience	Student explains with some detail and/or examples what he/she learned	Student vaguely explains what he/she learned with very little detail or examples
Self-Assessment	Student is able to fully and appropriately evaluate him/herself and his/her role in the practice of pharmacy at this point	Student vaguely evaluates him/herself and his/her role in the practice of school nursing at this point	Student provides little to no self-assessment information OR he she does not appropriately self-evaluate
Connections	Three or more examples of how the experience ties to past didactic work and/or previous healthcare/service/life experiences	One or two examples of how the experience ties to past didactic work and/or previous healthcare/ service/life experiences	Vague or no example(s) of how the experience ties to past didactic work and/or previous healthcare/service/life experiences
Reflection	Student clearly thought about the experience and describes its impact on his/her school nursing career/care of future patients	Student clearly thought about the experience and describes its impact on his/her school nursing career/care of future patients	Student does not describe the impact of the experience on his/her school nursing career/care of future patients
APA Format	No obvious errors	1-2 errors	Three or more obvious errors