

## **Program Title**

Online Orientation for School Nurses

## **Rationale**

Highly specialized skills and knowledge are required to safely and effectively manage a school health program. Comprehensive orientation programs within the local school division are not typically offered and school nursing content is not usually included in university nursing program curricula.

The Office of Student Services, in recognition of the impact of health on the education of students, has developed this course to provide the nurse with the knowledge, skills and resources to most effectively practice in the school setting and manage a comprehensive school health program.

## **Program Description**

School nursing requires highly specialized skills and knowledge. This program focuses on providing the school nurse with the tools necessary to safely and effectively manage a school health program. The course utilizes a web management system to provide six (6) independent modules: History of School Nursing, Advice from an Experienced School Nurse, School Entrance Requirements in Virginia, Legal Aspects of School Nursing Practice in Virginia, Standards of School Nursing Practice, and Standards of Professional Performance in School Nursing.

This is an optional, but highly recommended, learning opportunity for all new school nurses. The program is designed to allow the school nurse to access the modules in the order in which she needs the content. Additionally, seasoned school nurses may also access the content for validation of skills and to evaluate current clinical practice based upon the scope and standards of school nursing practice.

The Mission of the Virginia Department of Education encourages the provision of leadership to support student success (Board of Education, Commonwealth of Virginia, 2007). This program provides the new school nurse with the tools necessary to manage a comprehensive school health program that supports student learning and achievement.

## **Program Prerequisites**

Successful completion of an accredited nursing program and licensure as a nurse practitioner, registered nurse or licensed practical nurse is required. Basic computer skills including the ability to search the World Wide Web are required.

## **Program Objectives**

At the completion of all six (6) modules of the Online Orientation for School Nurses, the participant will be able to:

- Identify with 100% accuracy, a minimum of five (5) resources for school nurses in Virginia, listing the resource by name and the method of accessing the resource (i.e., Web address, phone number, title of the book).
- Describe, with 90% accuracy, the role of the school nurse in the care of the school aged child.

- Describe, with 100% accuracy, a minimum of three (3) standards of school nursing practice and at least (3) criteria for measurement of each chosen standard.

### **Program Resources**

The textbooks listed are highly recommended resources for school nurses but are not required to complete the program. Many school divisions have these resources and can make them available to the school nurse. Resources were chosen to provide the most comprehensive picture of school nursing practice and were written by recognized authorities in school nursing. The National Association of School Nurses (NASN) Web site provides the participant with a variety of resources. The issue briefs and position statements selected support the program content. The legislative Web site will allow the participant to access laws that relate specifically to school nursing practice.

### **Textbooks:**

- National Association of School Nurses (2005). *School Nursing: Scope and Standards of Practice*. Silver Spring, MD: American Nurses Association.
- National Association of School Nurses (2006). *Delegation of Care: Overview for the Registered Nurse Practicing in the School Setting*. Silver Spring, MD: National Association of School Nurses.
- Harrigan, J.F. (2001). *Overview of School Health Services* (2<sup>nd</sup> ed.). Silver Spring, MD: National Association of School Nurses.
- Schwab, N., Panettieri, M.J. & Bergren, M.D. (1998). *Guidelines for School Nursing Documentation: Standards, Issues, and Models* (2<sup>nd</sup> ed.). Silver Spring, MD: National Association of School Nurses.
- Selekman, J. (Ed.). (2006). *School Nursing: A Comprehensive Text*. Silver Spring, MD: National Association of School Nurses.
- *Virginia Law Deskbook, Volume I (Annotated Statutes and Regulation) 2007-2008 School Year Edition*. (2007). Dayton, OH: Michie.

### **Position Statements/Issue Briefs:**

The following Position Statements and Issue Briefs may be accessed at the NASN Web site: [www.nasn.org](http://www.nasn.org), Policy & Advocacy section:

- *Assistive Personnel in Health Services Programs* (Position Statement).
- *Delegation* (Position Statement).
- *Emergency Care Plans for Students with Special Health Care Needs* (Position Statement).
- *Privacy Standards for Student Health Records* (Position Statement).
- *Role of the School Nurse* (Issue Brief).
- *Standardized Nursing Languages* (Position Statement).
- *The Role of the School Nurse in Providing School Health Services*. American Academy of Pediatrics, Committee on School Health (Other Papers and Reports).

### **Related Web sites:**

- A Parent's Guide to Special Education  
[http://www.doe.virginia.gov/VDOE/Instruction/Sped/parent\\_guide.pdf](http://www.doe.virginia.gov/VDOE/Instruction/Sped/parent_guide.pdf).
- Virginia School Health Guidelines Manual, Virginia Department of Education, Health Services <http://www.pen.k12.va.us/VDOE/Instruction/Health/home.html>.

- Web access to the Code of Virginia and the Virginia Administrative Code <http://leg1.state.va.us/lis.htm>.

### **Program Delivery Method/Teaching Methods**

The course utilizes a web management system to access the six modules of the program. The student must navigate within the system to choose and complete the module of interest. The course is accessible through the Virginia Department of Education, School Health Services Web site at: <http://www.pen.k12.va.us/VDOE/Instruction/Health/home.html>.

The design of each module contains audio and PowerPoint® presentations. The PowerPoint® slides are available as a handout the student may download and use as the presentation unfolds. Some modules will contain a video of the speaker on a split screen with the PowerPoint® slides. The module titled, Laws that Impact School Nursing, will utilize a Web Quest activity to familiarize students with using a searchable database of Virginia laws and regulations. Students, with different learning styles and preferences, will benefit from the multiple teaching styles used to present the material.

This method of presentation was chosen to increase the accessibility of the content to school nurses across geographic locations. The program will continuously remain on the Web site so that it might be accessed at any point in the year that a nurse is hired. Additionally, by providing the information in smaller, stand alone modules, the nurse is able to proceed through the content at her own pace.

### **Special Requirements**

Participants will need to have access to the internet and a printer to print presentation materials.

### **Topical Outline**

Module I: History of School Nursing

- Early beginnings
- Models of school nursing
- School nursing in Virginia
- Current statistics (Virginia specific)
- School nursing practice today

Module II: Advice from an Experienced School Nurse

- Independent practitioner
- Relationship building
- Professional development
- Participation in the education family

Module III: School Entrance Requirements in Virginia

- Physical examination
- Immunizations
- Medical and religious exemptions
- Preschool requirements

Module IV: Legal Aspects of School Nursing Practice in Virginia

- Federal Laws: IDEA, NCLB, FERPA, HIPAA

- Confidentiality
- Minor's Right to Consent to Medical Treatment
- Virginia Laws and Regulations
- Delegation

#### Module V: Standards of School Nursing Practice

- Assessment
- Diagnosis
- Outcomes Identification
- Planning
- Implementation
- Evaluation

#### Module VI: Standards of Professional Performance in School Nursing

- Quality of Practice
- Education
- Professional Practice Evaluation
- Collegiality
- Collaboration
- Ethics
- Research
- Resource Utilization
- Leadership
- Program Management

#### **Rationale for Program Design**

This program design was chosen to facilitate the orientation of new school nurses unable to attend a face-to-face summer orientation program. Many new hires are not able to participate in a formal orientation program before beginning work in the school setting. Current nursing curricula contain little or no school nursing-specific content. The online format offers a convenient method to provide information for nurses to access at their convenience. The modular approach and absence of a specific sequence was chosen so that nurses could access content based upon their self-identified need.

Principles of effective teaching are illustrated throughout this program offering. The program is self paced and available, but not required, allowing the adult learner the choice of whether or not to participant. Several teaching strategies were used for the module presentations: PowerPoint® presentations that are both auditory and visual; video; and the provision of handouts for the student. In addition, the online format requires the student to interact with the material and engage in the learning process. In recognition of the educational level of school nurses, clinical skills are not addressed in this course, but rather built upon. The strategies utilized in the program assist the student to meet the stated objectives (Sauter & Applegate, 2005).

The program is supported by principles of adult learning theory and guided constructivism. Vandever & Norton (2005) report, “the basic assumptions about adult learners are that they are increasingly self-directed and have experiences that serve as a rich resource for their own and others’ learning” (p. 255). Nursing tends to utilize behaviorism because there is a proscribed

skills set and knowledge needed to practice as a nurse. However, the online format is theoretically more constructivist (O'Neil, Fisher & Newbold, 2004). The blending of the two theories is evident in this course as specific measurable objectives are set by the course designer, but the online format and multiple teaching strategies and learning activities are reflective of constructivist theory.

## References

- Board of Education, Commonwealth of Virginia. (2007). *Board of Education, Commonwealth of Virginia: Comprehensive Plan: 2007-2012*. Retrieved November 30, 2007 from: [http://www.doe.virginia.gov/VDOE/VA\\_Board/Comprehensiveplan.pdf](http://www.doe.virginia.gov/VDOE/VA_Board/Comprehensiveplan.pdf).
- Chapter: Bastable, S. B. (2003). Behavioral objectives. In S.B. Bastable (Ed.), *Nurse as Educator (2<sup>nd</sup> ed.)*. Sudbury, MA: Jones and Bartlett.
- Keating, S. B. (2006). Curriculum and program evaluation. In S.B. Keating (Ed.), *Curriculum development and evaluation in nursing* (pp. 163-208). Philadelphia, PA: Lippincott, Williams & Wilkins.
- O'Neil, C.A., Fisher, C.A. & Newbold, S.K. (2004). *Developing an online course: Best practices for nurse educators*. New York, NY: Springer Publishing Company.
- Sauter, M.K. & Applegate, M.H. (2005). Education program evaluation. In D.M. Billings & J.A. Halstead (Eds.) *Teaching in nursing: A guide for faculty* (pp. 543-599). St. Louis, MO: Elsevier Saunders.
- Vandevveer, M. & Norton, B. (2005). From teaching to learning: Theoretical foundations. In D.M. Billings & J.A. Halstead (Eds.) *Teaching in nursing: A guide for faculty* (pp. 231-281). St. Louis, MO: Elsevier Saunders.