

**New School Nurse
Orientation**

**Professional School
Nurse:
Roles and
Responsibilities**



Poll: How many years have you practiced as a school nurse?

1. 6 months or less
2. 1 to 3 years
3. 4 to 5 years
4. More than 5 years

Learning Outcomes

At the end of this Orientation Program, participants will be able to:

- Identify one of Connecticut Education Laws that pertain to school health services
- Describe one of the school nursing scope and standards of practice
- Identify Connecticut's School Nursing website that contains at least one of the topics: medication administration, documentation, confidentiality, immunization, screenings, and health assessment requirements
- Articulate one role of school nurses in supporting Special Education and Section 504 processes

New School Nurse Orientation Program

Day 1 – Monday, December 12, 2022

- School Nursing: Roles and Responsibilities
- Documentation and Confidentiality
- Immunization Requirements and Reporting Systems
- Screening and Health Assessment Requirements

Day 2 – Monday, January 9, 2023

- Special Education and Section 504
- Medication Administration in Connecticut Schools

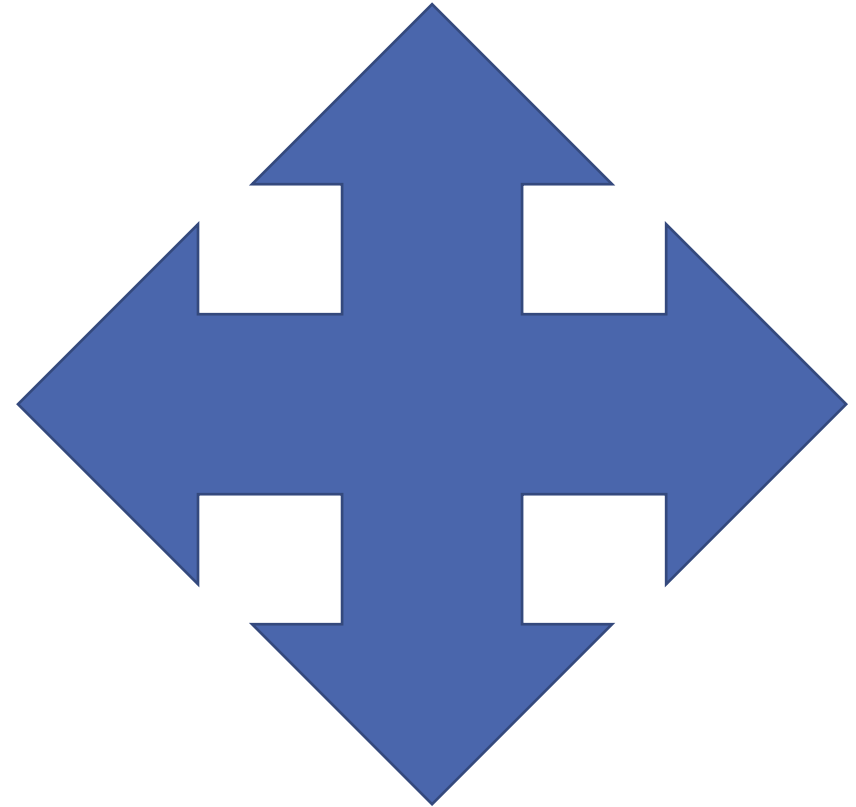
Definition: School nursing

“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.

Break Out Rooms

- Introduce yourself
- Town/District
- Why did you become a school nurse?



Why school nursing?

School nurses advocate for a diverse array of students, families, and school communities while supporting student health, safety, and learning; they are guided by nursing's ethical code a code of ethics specific to school nursing, and a culturally congruent and holistic approach to the nursing process.

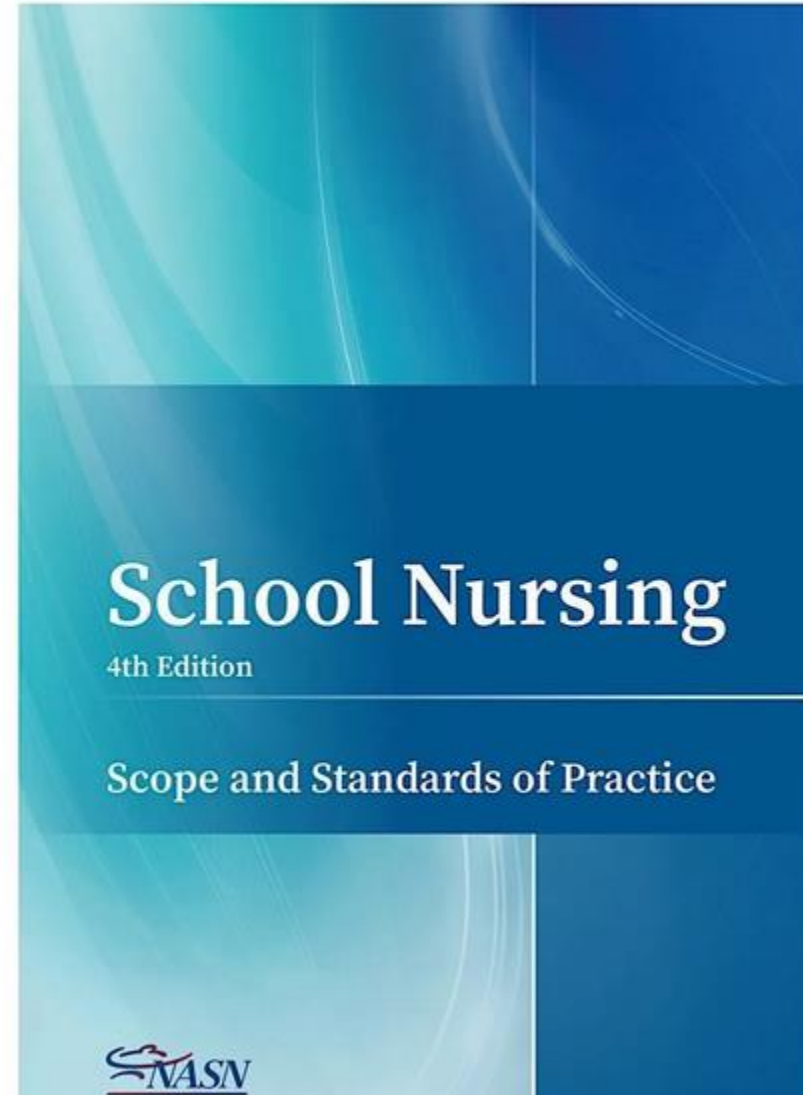
School Nursing: Scope and Standards of Practice (2017)

General Responsibilities: School Nurses

- Facilitate positive student responses to normal development
- Promote health and safety
- Intervene with actual and potential health problems
- Provide case management services
- Actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy, and learning

Standards of Professional School Nurse Practice

*School Nursing:
Scope and Standards
of Practice* 4th
Edition
(ANA & NASN, 2022)





Standards of Practice for School Nursing (1-6)

Standard 1: Assessment

Standard 2: Diagnosis

Standard 3: Outcomes Identification

Standard 4: Planning

Standards of Practice (cont'd)

Standard 5: Implementation

- 5A: Coordination of Care
- 5B: Health Teaching and Health Promotion
- 5C: Consultation
- 5D: Prescriptive Authority and Treatment

Standard 6: Evaluation



Standards of Professional Performance

Describes the expected behaviors the nurse in the role of a school nurse, including one unique to this specialty for the management of school health services



Standards of Professional Performance (7-17)

Standard 7: Ethics

Standard 8: Education

Standard 9: Evidence-Based Practice and Research

Standard 10: Quality of Practice

Standard 11: Communication

Standard 12: Leadership



Standards of Professional Performance (cont'd)

Standard 13: Collaboration

Standard 14: Professional Practice Evaluation

Standard 15: Resource Utilization

Standard 16: Environmental Health

Standard 17: Program Management



Connecticut Education and Public Health Laws: School Nursing

Connecticut Education and Public Health Laws: School Nursing

- Regulations of Connecticut State Agencies Section 10-212-2: Qualifications of a school nurse
 - https://eregulations.ct.gov/eRegsPortal/Browse/RCSA/Title_10Subtitle_10-212Section_10-212-2/
- Chapter 169: School Health and Sanitation
 - https://www.cga.ct.gov/current/pub/chap_169.htm
- Connecticut Education Laws Title 10: Education And Culture
 - https://www.cga.ct.gov/current/pub/title_10.htm

Social Determinants of Health

“Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks”

<https://health.gov/healthypeople/priority-areas/social-determinants-health>

Social Determinants of Health

SDOH can be grouped into 5 domains:

1. Economic Stability
2. Education Access and Quality
3. Health Care Access and Quality
4. Neighborhood and Built Environment
5. Social and Community

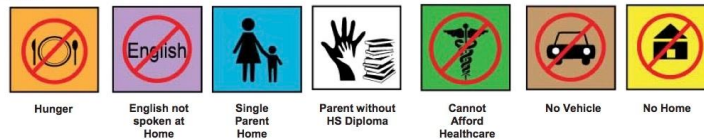
Social Determinants of Health



Home and Community Factors That Impact Health and Learning Per 100 U.S. Students



KEY:



Copyright 2015

National Association of School Nurses

National Professional Associations



State Professional Associations



Whole School, Whole Community, Whole Child (WSCC)



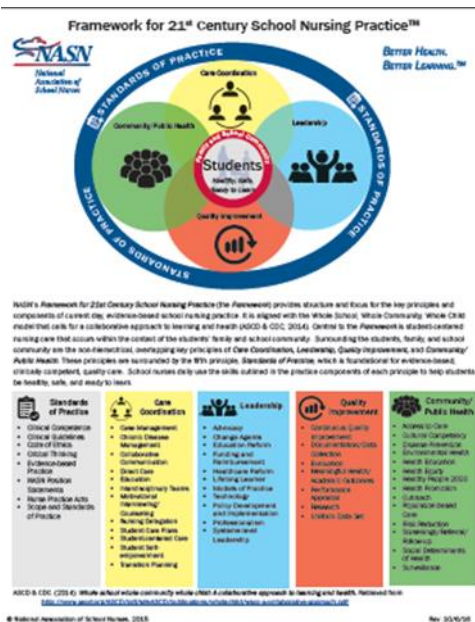
<https://www.cdc.gov/healthyyouth/wscw/index.htm>

NASN's Framework for 21st Century School Nursing Practice™

What it is

and

How to Use it...



National Association of School Nurses, 2016

NASN's Assumptions: School Nursing Specialty Practice

- Advances the well-being, academic success, and life-long achievement and health of students
- A dynamic profession that changes to meet current needs
- Leaders in school health
- Uses the nursing process (critical thinking)
- Focuses on the “school community,” (student, family, staff, and community)
- Rooted in public and community health
- Grounded in integrity, accountability, and responsibility for ethical practice

Who are school nurses?

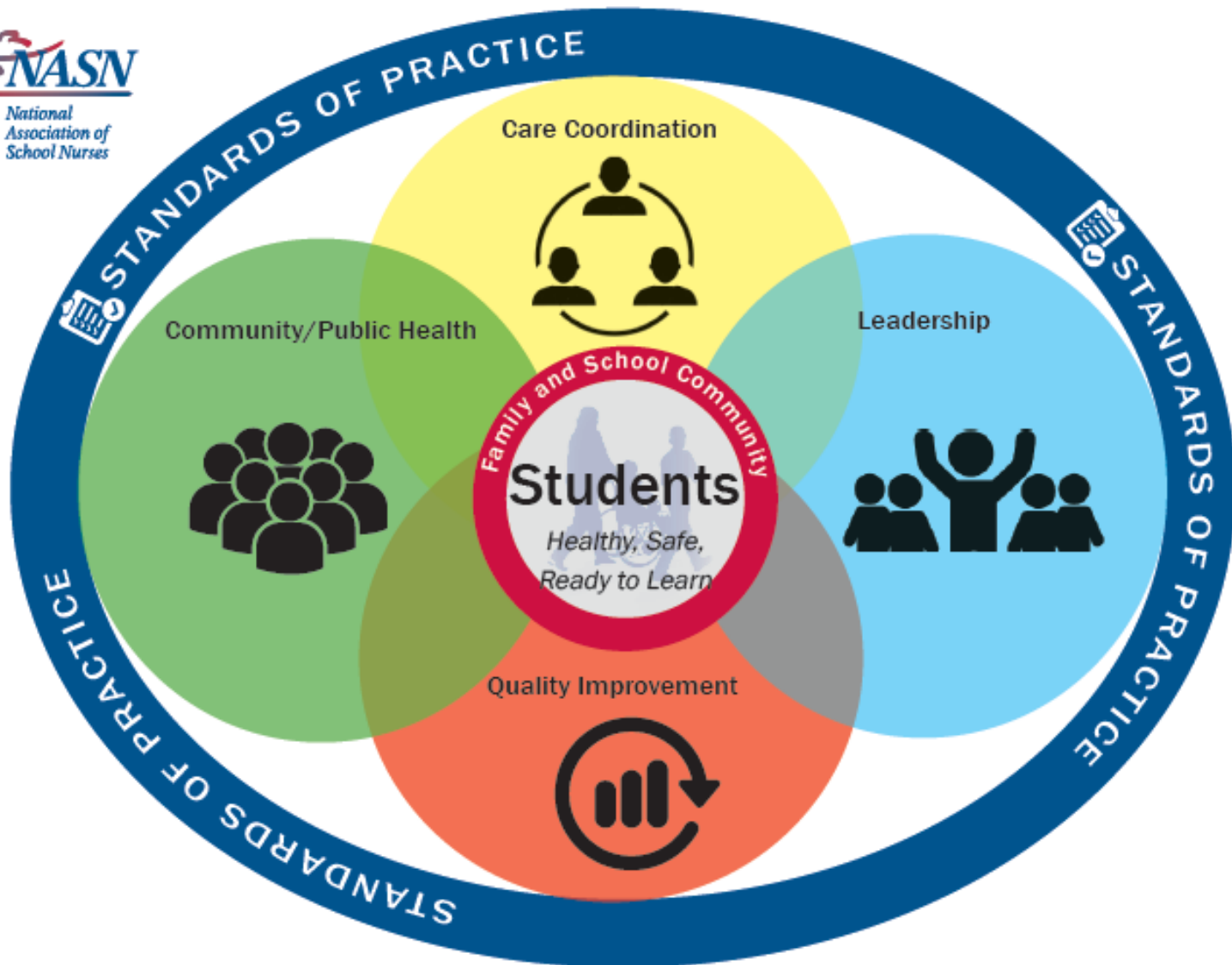


<http://digitalcollections.nypl.org/>

Need for Framework

- Lack of theory or standard of school nursing
- More evidence available
- Increased focus on prevention
- Increased numbers of students with special healthcare needs

Framework for 21st Century School Nursing Practice™



Framework for 21st Century School Nursing Practice™

NASN's *Framework for 21st Century School Nursing Practice* (the *Framework*) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the *Framework* is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of *Care Coordination*, *Leadership*, *Quality Improvement*, and *Community/Public Health*. These principles are surrounded by the fifth principle, *Standards of Practice*, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.



Standards of Practice

- Clinical Competence
- Clinical Guidelines
- Code of Ethics
- Critical Thinking
- Evidence-based Practice
- NASN Position Statements
- Nurse Practice Acts
- Scope and Standards of Practice



Care Coordination

- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning



Leadership

- Advocacy
- Change Agents
- Education Reform
- Funding and Reimbursement
- Healthcare Reform
- Lifelong Learner
- Models of Practice
- Technology
- Policy Development and Implementation
- Professionalism
- Systems-level Leadership



Quality Improvement

- Continuous Quality Improvement
- Documentation/Data Collection
- Evaluation
- Meaningful Health/Academic Outcomes
- Performance Appraisal
- Research
- Uniform Data Set



Community/Public Health

- Access to Care
- Cultural Competency
- Disease Prevention
- Environmental Health
- Health Education
- Health Equity
- Healthy People 2020
- Health Promotion
- Outreach
- Population-based Care
- Risk Reduction
- Screenings/Referral/Follow-up
- Social Determinants of Health
- Surveillance

ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>





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Leadership

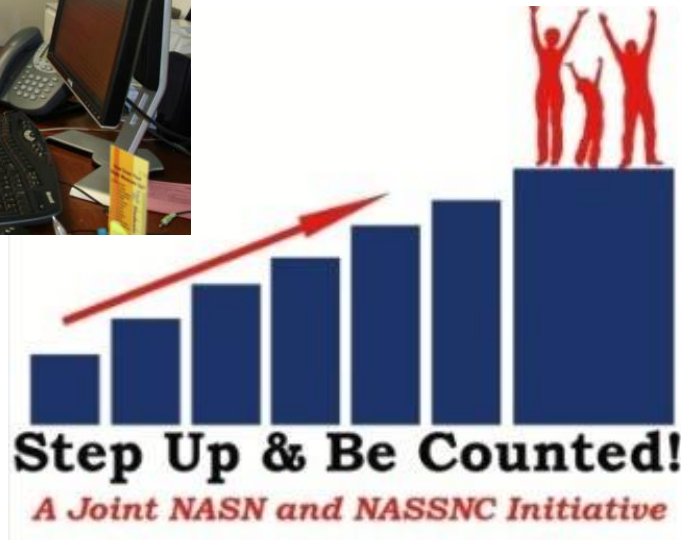
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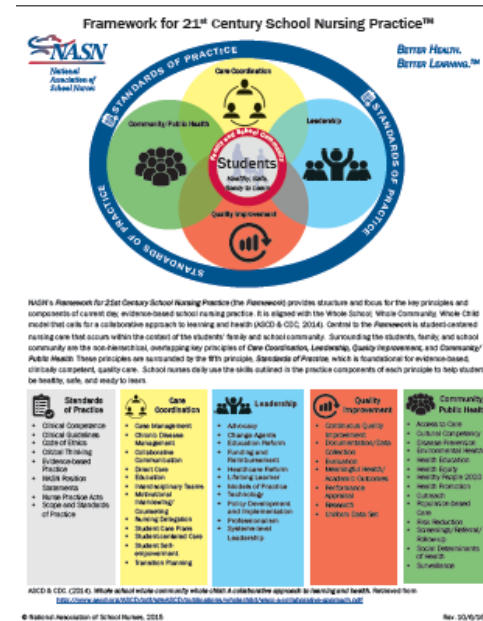


Quality Improvement

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How to Use the Framework

- Post it in your offices as a reminder
- Use it when speaking to administrators, policy makers, and teachers
- Develop job descriptions
- Develop end-of-year job evaluations
- Provide it to student nurses
- Find balance in your work
- Identify areas for professional development

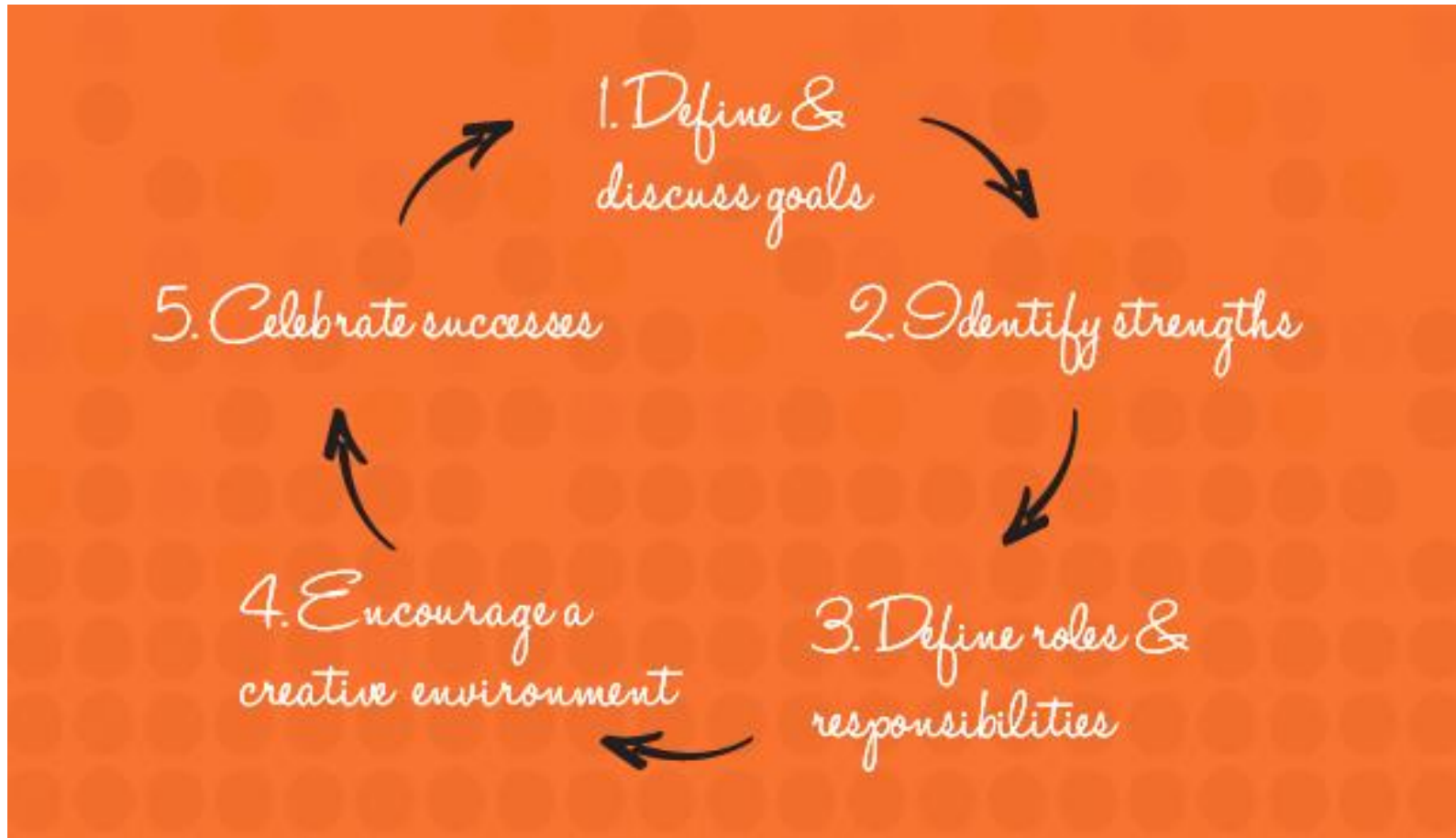


How do school nurses practice professionally?

Evidenced by:

The ways, means, methods, processes, and manner by which the school nurse practices to create and sustain health-oriented systems of care, including interprofessional collaboration

Collaboration



Skills Needed for Effective Collaboration

Communication

Authenticity

Compromise

Tolerance

Team Player

Reliability



References

- ASCD & Centers for Disease Control and Prevention. (2014). *Whole school, whole community ,whole child: A collaborative approach to learning and health*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>.
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- Green, L. (April 14, 2016). Big challenges, even bigger opportunities for nurses in today's healthcare arena . *Oncology Nursing News*. Retrieved from <http://nursing.onclive.com/web-exclusives/big-challenges-even-bigger-opportunities-for-nurses-in-todays-healthcare-arena?platform=hootsuite>
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- National Association of School Nurses. (2016). Framework for 21st Century School Nursing Practice. *NASN School Nurse*, 31(1), 45-53. doi: 10.1177/1942602X15618644 Retrieved from <https://www.nasn.org/portals/0/resources/21stCenturySchoolNurseFramework2015.pdf>
- Williams, M. (1922). *The velveteen rabbit*. New York, NY: HarperCollins Publishers.

Resources

- School Health Promotion/School Nurse Competency in School Nurse Practice www.ct.gov/sde/schoolnurse
- School Nurse Competencies Checklist and Evaluation Tool www.ct.gov/sde/schoolnurse
- School Nursing: Scope and Standards of Practice 4th Edition (2022) ANA & NASN
- Whole School, Whole Community, Whole Child (WSCC) Overview
https://www.cdc.gov/healthyschools/wsc/WSCCmodel_update_508tagged.pdf

Presenter

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