

APPENDIX A

SCHOOL NURSE COMPETENCIES TOOL

CHECKLIST FOR 16 SCHOOL NURSE COMPETENCIES

This School Nurse Competency Tool is based on the *School Nursing Scope and Standards of Practice* (ANA and NASN, 2005). Sixteen standards are presented and each section in this tool represents a separate standard. The tool is designed to assess where each nurse is with a particular standard at a given point in time. While each standard complements the others, the competency tool is designed to look at each standard independently. The performance evaluation tool in Appendix B is designed to provide an overall picture of an individual school nurse's achievement in meeting all of the School Nursing Standards of Practice.

This tool is presented in a checklist format in order that the school nurse/school nurse supervisor can identify the skills and knowledge that the school nurse applies in his or her daily practice. As you read each standard, the columns build from left to right, from novice to expert. In other words, to be considered proficient, the school nurse would have successfully accomplished all competencies identified under the emergent and competent level, as well as the competencies delineated for proficient. As mentioned above, each standard should be considered separately; therefore, a school nurse may find that she or he is at the expert level for assessment but only at the emergent level for research.

In order to fully use these competencies to guide individual school nurse practice, it is essential that some overarching principles are in place at the district level. These include an introduction to district policies and procedures, familiarity with the data system within the district for data collection and nursing documentation, knowing how and when to access the nursing supervisor, and having access to available resources both inside and outside the school district.

This competency tool is intended to be used as:

- an orientation plan for new nurses;
- an evaluation tool by a nursing supervisor;
- a self-evaluation tool by the school nurse;
- a program-planning tool; and
- a goal-setting tool for school nurses.

STANDARD 1: ASSESSMENT

The school nurse collects, analyzes and synthesizes comprehensive data pertinent to the student's health or the situation.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes a program of orientation to school district policies, procedures and systems for data collection and documentation. <input type="checkbox"/> Demonstrates ability to access and follow policies, procedures, protocols and supervisory direction to guide practice in data collection. <input type="checkbox"/> Collects, prioritizes, documents and evaluates basic student health information during routine student visits to the health office and in emergency situations, according to established policy, guidelines and protocols. <input type="checkbox"/> Collects basic student health information as it relates to state-mandated screenings and physical exam data as directed by the clinical supervisor. <input type="checkbox"/> Accesses consultation and supervision for setting priorities of data collection in more complex situations (for example: medically complex students; students not making educational progress; students with ongoing somatic complaints). <input type="checkbox"/> Learns to use an already-established data collection system in an organized manner. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates collection of data from students, parents, staff members and health care providers as guided by protocols and procedures. <input type="checkbox"/> With supervision, collects and analyzes focused and comprehensive data as indicated by student complaint, family concern/request or school team request. <input type="checkbox"/> Uses appropriate interview techniques with students, parents and staff members. <input type="checkbox"/> Drafts health history assessment summaries for individual students in collaboration with clinical supervision. <input type="checkbox"/> With direction, supervision and consultation collects, prioritizes, evaluates and documents data in more complex situations using prior and newly-acquired knowledge and skills in accordance with established policies, guidelines and protocols. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently collects, prioritizes, documents and evaluates individual and collective student health data guided by clinical judgment and current research information. <input type="checkbox"/> Synthesizes focused and comprehensive data according to student, program, school and community needs. <input type="checkbox"/> Uses a variety of modalities to collect and differentiate data, including observations, interviews, standardized assessment tools, outside sources and formal and informal settings with attention to cultural, environmental, educational and bio-psychosocial indicators. <input type="checkbox"/> Prioritizes data collection in routine and complex health and education situations based on prior experience and knowledge. <input type="checkbox"/> Uses policies and protocols to help set priorities. <input type="checkbox"/> Actively contributes to a data collection system that is organized, ongoing and flexible according to student needs. <input type="checkbox"/> Evaluates and revises the process as indicated. Retrieves individual and aggregate data to inform practice, policy, procedures and program development. <input type="checkbox"/> Identifies need for and drafts health history assessment summaries for individual students with clinical consultation. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Empowers students to be partners in the data collection process by encouraging them to develop effective communication, self-advocacy and self-awareness skills. <input type="checkbox"/> Intuitively prioritizes data collection and synthesizes the data in all situations through a variety of modalities. <input type="checkbox"/> Develops, implements and evaluates a districtwide data collection process that is organized, systematic and ongoing. <input type="checkbox"/> Uses the system for research purposes to develop best practice guidelines for the subspecialty of school nursing; instructs others. <input type="checkbox"/> Designs, implements and evaluates data collection protocols for research initiatives in school health practice at the individual, group and community levels.

STANDARD 2: DIAGNOSIS

The school nurse analyzes assessment data to determine the nursing diagnoses and collective problems.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assigns appropriate nursing diagnoses for individual students after analysis of assessment data during routine office visits and emergency situations. <input type="checkbox"/> Consults frequently with a supervisor and proficient school nurse colleagues regarding the choice of nursing diagnoses in the routine and competent care of students. <input type="checkbox"/> For individual students, documents nursing diagnoses according to district procedures in order to facilitate expected outcomes and a plan of care. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Derives appropriate nursing diagnoses for individual students through analysis of a broad range of assessment data, including data from the student, family, school staff and health care providers. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Derives a variety of nursing diagnoses for individual students through a holistic assessment of the students within the educational environment and the families. <input type="checkbox"/> Derives and validates appropriate nursing diagnoses for groups of students and for the school community. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conceptualizes and explores implementation of new nursing diagnoses relevant to the care of the students and community in the educational environment. <input type="checkbox"/> Proposes to accredited bodies, such as NANDA, new diagnoses relevant to the care of students and communities. <input type="checkbox"/> Uses trends in student diagnoses to guide district planning for future programs.

STANDARD 3: OUTCOMES IDENTIFICATION

The school nurse identifies expected outcomes for a plan that is individualized to the student or the situation.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies expected short-term student health outcomes based on the nursing diagnoses that are developmentally appropriate. <input type="checkbox"/> Possesses beginning awareness of the educational implications of health concerns or problems. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies expected short-term student health and educational outcomes based on the nursing diagnoses <input type="checkbox"/> With consultation, identifies outcomes that are culturally appropriate and realistic in relation to the student’s present and potential capabilities. <input type="checkbox"/> Determines outcomes with consideration of resources that are needed and available. <input type="checkbox"/> Constructs and documents student health outcomes that are measurable and include a reasonable time frame. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies short- and long-term outcomes that are mutually formulated with the student, family, school staff, community and other providers, as appropriate. <input type="checkbox"/> Independently identifies outcomes that are culturally appropriate and realistic in relation to the student’s present and potential capabilities. <input type="checkbox"/> Considers risks, costs, benefits and scientific evidence in the development of outcomes. <input type="checkbox"/> Constructs and documents student health and educational outcomes that are measurable, expressed in educational terms and include a reasonable time frame. <input type="checkbox"/> Serves as case manager for students with health needs. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentors proficient school nurses in the role of case manager for students with health needs. <input type="checkbox"/> Identifies and uses trends in student outcomes to guide district planning for future school programs. <input type="checkbox"/> Acts as a resource for the school community in the development of health and educational outcomes for students.

STANDARD 4: PLANNING

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

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a plan of interventions to meet the immediate needs of students making routine health office visits for wellness concerns, injuries and illnesses. <input type="checkbox"/> Communicates the intervention plan to the individual student. <input type="checkbox"/> Documents the intervention plan in the student health record. <input type="checkbox"/> Recognizes and prioritizes students' needs for individualized health care plans. <input type="checkbox"/> Initiates the individualized health care plan with the direction of the school nurse supervisor. <input type="checkbox"/> Documents the completed IHCP according district policy. <input type="checkbox"/> Differentiates the essential competents of the health care plan, such as an emergency care plan, routine interventions, transportation plans, off-site plans and medication plans. <input type="checkbox"/> Collaborates with other school team and family members to develop individualized health care plans based on standardized health care plan templates. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a plan of intervention to meet the immediate health promotion, education and developmental needs of students making routine health office visits. <input type="checkbox"/> Seeks consultation from and makes referrals to other health and education professionals. <input type="checkbox"/> Includes all the essential competents in the development of the health care plan with guidance. <input type="checkbox"/> Collaborates with other school team and family members to complete an individualized health care plan. <input type="checkbox"/> Recognizes program differences related to health care plans that are developed within the regular education, Section 504 and IEP. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates health promotion, education and prevention activities for students making routine health office visits. <input type="checkbox"/> Integrates a self-care model into planning for routine health office visits based on a student's developmental age and abilities. <input type="checkbox"/> Collaborates with others in the school community to develop planned strategies to promote appropriate use of the health office. <input type="checkbox"/> Establishes an efficient system for documenting routine health office visits. <input type="checkbox"/> Uses current health care standards, trends and evidence-based information to develop health care plans in a timely manner. <input type="checkbox"/> Integrates the appropriate competents into the health care plan as appropriate to the individual or group of students. <input type="checkbox"/> Considers the impact of the potential recommendations on available school and family resources, such as staffing patterns and availability of equipment and supplies. <input type="checkbox"/> Independently develops individualized health care plans within the appropriate educational programs (regular education, Section 504 and special education). <input type="checkbox"/> Uses professional consultation, when appropriate, in developing more complex individualized health care plans. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a consistent district-wide approach to the planning for student and school community health needs. <input type="checkbox"/> Provides district- and community-level guidance and consultation in the development of health care plans for students. <input type="checkbox"/> Provides a global and research-based perspective to the process of planning for students with special health and developmental needs. <input type="checkbox"/> Establishes a planning process that reflects all applicable federal and state laws and regulations, and professional standards of practice.

STANDARD 5: IMPLEMENTATION

The school nurse implements the interventions identified in the plan of care/action.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides interventions using the written health care plan and district policies, procedures and clinical protocols to address health needs. <input type="checkbox"/> Seeks supervision when considering revisions to an established plan of care. <input type="checkbox"/> With supervision, provides education and direction to school staff members in carrying out specific aspects of the plan. <input type="checkbox"/> Documents the nursing interventions in the appropriate health records according school district policies and procedures (nursing notes, medication administration sheets, IHCP, CHR, etc.) 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> According to the established health care plan, provides education and direction to school staff members in carrying out specific aspects of the plan. <input type="checkbox"/> Coordinates the delivery and provides for the continuity of health-related supports and services as identified in the health care plan. <input type="checkbox"/> Documents implementation of the nursing interventions using standardized nursing language or equivalent terminology. <input type="checkbox"/> Documents the nursing interventions in the appropriate health and educational records according school district procedures, including the IEP. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with nursing and school staff members, community health care providers and community services (such as after-school programs, SBHCs, young parent programs, summer camps, etc.). <input type="checkbox"/> Identifies and implements changes or modifications in the plan of care. <input type="checkbox"/> Seeks scientific evidence through multiple information resources (such as reputable Internet sites, research-based and peer-reviewed journals, text books, etc.) to identify and implement nursing plans. <input type="checkbox"/> Serves as an advocate for students, families and staff members on the implementation of care. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a mentor to other school nurses on appropriate implementation of plans of care. <input type="checkbox"/> Uses creative thinking to advocate for the appropriate implementation of a plan with school administrators, families and health care providers.

STANDARD 5A: COORDINATION OF CARE

The school nurse coordinates care delivery.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinates with other school personnel and families to carry out specific aspects of the plan by providing education and direction. <input type="checkbox"/> Documents coordination of care in the appropriate health care records according to district policy (such as IHCP, nursing notes, 504 plan, etc.) 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to integrate the health care plan into routine school programs. <input type="checkbox"/> Coordinates the delivery of and provides for continuity of health-related supports and services as identified in the health care plan. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates the individualized health care plan into the student's educational day. <input type="checkbox"/> Coordinates with families and community providers (such as coaches, after-school program directors, etc.) to promote transition of the health care plan goals into students' extra-curricular and community activities. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes coordination of the plan with all agencies involved in the student's care (such as DMR, DSS, DCF, community-based providers, etc.).

STANDARD 5B: HEALTH TEACHING AND HEALTH PROMOTION

The school nurse provides health education and employs strategies to promote health and a safe environment.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides basic health information and counseling to individual students related to identified concerns within a health office visit. <input type="checkbox"/> Gives consideration to developmental differences among students in their school when providing health information. <input type="checkbox"/> Acts as a health resource to classroom teachers when approached. <input type="checkbox"/> With guidance and supervision, provides basic staff wellness education (such as universal precautions, flu prevention, etc.) 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates evidence-based, developmentally appropriate health education and counseling to individual students during the health office visits. <input type="checkbox"/> Provides evidence-based health education and counseling to families based on students' needs as identified in the health office visit. <input type="checkbox"/> Gives consideration to cultural and linguistic differences among students in their school when providing health information. <input type="checkbox"/> Serves as a professional health resource in classroom instruction to enhance the curriculum and promote health literacy. <input type="checkbox"/> Begins to identify areas of need for health education and health instruction based on health office data. <input type="checkbox"/> Promotes wellness among school staff members, based on staff concerns. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates evidence-based health promotion concepts into teaching and counseling with individual and groups of students, such as healthy lifestyles, reducing risky behaviors, bullying and violence prevention, and other health promotion activities based on the Connecticut Healthy and Balanced Living Frameworks. <input type="checkbox"/> Seeks opportunities to provide evidence-based education and counseling to individual families and parent groups. <input type="checkbox"/> Seeks opportunities and provides continual health education to students by co-teaching or serving as a classroom resource. <input type="checkbox"/> Promotes the integration of health topics into all areas of the school curriculum (e.g., math, reading, art, physical education, etc.). <input type="checkbox"/> Identifies areas of need for health education and health instruction based on student health data, community needs and youth risk behavior trends. <input type="checkbox"/> Ensures that health and safety are incorporated into all areas of the school environment, such as serving nutritious foods, safe playground, safe social/emotional environment, indoor air quality. <input type="checkbox"/> Participates with school staff members in the development and revisions of the health curriculum. <input type="checkbox"/> Promotes and provides staff wellness programs and health information. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs and evaluates health education strategies and programs to improve the effectiveness of health teaching and counseling with individuals and groups of students to meet their developmental, cultural, linguistic and learning needs. <input type="checkbox"/> Develops partnerships with families and communities to enhance the design and delivery of health education. <input type="checkbox"/> Conducts research to support and direct evidence-based practice in health education and counseling. <input type="checkbox"/> Designs a planned program competent to provide ongoing student health education as a part of the health education curriculum. <input type="checkbox"/> Initiates assessments and surveys to determine the areas for individual teaching and curriculum development in health education and health instruction, collaborating with health educators and curriculum leaders. <input type="checkbox"/> Designs districtwide staff wellness programs.

STANDARD 5C: CONSULTATION

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

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies and obtains baseline data in response to a request for consultation. <input type="checkbox"/> Seeks supervision to analyze data and provide appropriate consultation. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and synthesizes information from a variety of sources. <input type="checkbox"/> Seeks supervision to ensure effective consultation. <input type="checkbox"/> Identifies stakeholders and includes them in the decision-making process related to the health plan. <input type="checkbox"/> Independently communicates recommendations and provides relevant consultation to school personnel and family members, as appropriate. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synthesizes data according to evidence-based practice and theoretical frameworks. <input type="checkbox"/> Requests supervision, as needed, to promote effective consultation. <input type="checkbox"/> Initiates opportunities to provide consultation to others in order to influence the plan and enhance practice. <input type="checkbox"/> Independently communicates recommendations to, and facilitates understanding by, community-based providers and agencies. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a mentor and resource to others on effective consultation practices. <input type="checkbox"/> Develops models for effective consultation.

STANDARD 6: EVALUATION

The school nurse evaluates progress toward attainment of outcomes.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <p><i>With supervision,</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a systematic approach to evaluate whether or not plans were implemented as specified. <input type="checkbox"/> Involves the student and others to evaluate outcomes. <input type="checkbox"/> Documents the results of the evaluation according to district policies and procedures. <input type="checkbox"/> Revises the plan as needed. 	<p>The competent school nurse:</p> <p><i>Independently,</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a systematic approach to evaluate whether or not plans were implemented, and specified health outcomes were achieved. <input type="checkbox"/> Involves the student and others to evaluate outcomes. <input type="checkbox"/> Documents the results of the evaluation according to district policies and procedures. <input type="checkbox"/> Revises the plan as needed. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates whether student outcomes had the desired impact on educational progress. <input type="checkbox"/> Aggregates data from student outcomes to effect change to policies and procedures, and promotes school health programs that support student learning and healthy development. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops systems for outcome evaluation. <input type="checkbox"/> Conducts research and publishes articles to advance practice in the field.

STANDARD 7: QUALITY OF PRACTICE

The school nurse systematically evaluates the quality and effectiveness of nursing practice.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with the supervisor to assess the quality of student care in the health office. <input type="checkbox"/> Adheres to the district's system for the collection of data which will be used to monitor the quality and effectiveness of nursing care. <input type="checkbox"/> Adheres to district policies, procedures and practice guidelines/ protocols to promote quality of care. <input type="checkbox"/> Implements activities to enhance the quality of nursing practice as directed by the supervisor. <input type="checkbox"/> Appropriately documents all essential communications. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements activities to enhance the quality of nursing practice in collaboration with the supervisor. <input type="checkbox"/> Participates in evaluation and research to test the quality and effectiveness of nursing care. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to the development of research to determine the quality and effectiveness of nursing care. <input type="checkbox"/> Formulates recommendations to improve school nursing practice and/or student outcomes in collaboration with school administrators, boards of education and boards of health. <input type="checkbox"/> Initiates changes in nursing practice at the building level based on the results of quality assurance activities. <input type="checkbox"/> Contributes to the development of policies, procedures and practice guidelines to improve the quality of care. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops policies, procedures and practice guidelines to improve the quality of care. <input type="checkbox"/> Initiates changes in nursing practice at the district level based on the results of quality assurance activities. <input type="checkbox"/> Designs, implements and evaluates research to test the quality and effectiveness of school nursing practice.

STANDARD 8: EDUCATION

The school nurse attains the knowledge, skills and competencies required for quality practice in schools.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates basic knowledge and skills appropriate to the specialty practice of school nursing, including but not limited to: <ul style="list-style-type: none"> • Knowledge of growth and development; • Pediatric and adolescent primary care issues; • Infectious and communicable diseases or infestations; • Chronic disease management for school-aged youths; • School health laws and regulations; • Family systems theory; • Roles of school team members; • Skills related to effective oral and written communication; • Information technology; and • Assessment of common pediatric primary care problems. <input type="checkbox"/> Participates in continuing education activities to enhance current clinical knowledge and professional issues in consultation with a supervisor. <input type="checkbox"/> Seeks clinical supervision to enhance their knowledge and skills in school nursing practice. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies knowledge and skills appropriate to the specialty practices of school nursing. <input type="checkbox"/> Identifies personal needs for professional development and ongoing formal education. <input type="checkbox"/> Participates in appropriate professional development and higher education activities. <input type="checkbox"/> Acquires more in-depth knowledge related to: <ul style="list-style-type: none"> • Special education; • Section 504; and • IHCP/IEP process. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursues an advanced degree in nursing or a related field. <input type="checkbox"/> Seeks advanced knowledge and skills appropriate to the specialty practices of school nursing and the educational environment. <input type="checkbox"/> Contributes to the design and implementation of professional development programs in school health at the local or state level. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has an advanced degree in nursing or a related field at the master's level or beyond. <input type="checkbox"/> Plans, designs and implements professional development or higher education programs in school health at the local, state or national level.

STANDARD 9: PROFESSIONAL PRACTICE EVALUATION

The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in performance appraisal on a regular basis in order to identify strengths and areas for improvement. <input type="checkbox"/> Uses constructive feedback from a clinical supervisor to improve one's practice. <input type="checkbox"/> Develops annual goals and objectives in collaboration with a supervisor. <input type="checkbox"/> Implements performance strategies to achieve goals identified through the evaluation process. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in peer review, as appropriate. <input type="checkbox"/> Seeks constructive feedback from a clinical supervisor regarding one's practice. <input type="checkbox"/> Independently identifies professional strengths and areas for improvement. <input type="checkbox"/> In collaboration with a supervisor, develops annual goals and objectives to enhance performance. <p>The proficient school nurse:</p>	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates and participates in peer review, as appropriate. <input type="checkbox"/> Collaborates with a supervisor to develop annual goals and objectives to enhance the district's health services program. <input type="checkbox"/> Contributes to the development and revision of the district's performance appraisal process. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and revises the district's performance appraisal process. <input type="checkbox"/> Mentors others in self- and peer evaluation.

STANDARD 10: COLLEGIALITY

The school nurse interacts with and contributes to the professional development of peers and school personnel as colleagues.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the organizational structure of the school and district and understands the role of other school staff members. <input type="checkbox"/> Contributes appropriately to nurse and faculty meeting discussions. <input type="checkbox"/> Explores participation in appropriate professional organizations. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares nursing knowledge and skills with nursing colleagues and begins to share with interdisciplinary colleagues. <input type="checkbox"/> Seeks new knowledge and skills from educational colleagues to enhance nursing practice. <input type="checkbox"/> Understands and supports contributions from other disciplines to the educational processes. <input type="checkbox"/> Suggests items for and presents school health information at faculty meetings. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes knowledge to the staff about the impact of health on academic achievement. <input type="checkbox"/> Seeks constructive feedback from nursing and education colleagues. <input type="checkbox"/> Provides peers with constructive feedback regarding their practice. <input type="checkbox"/> Provides professional development to school personnel. <input type="checkbox"/> Provides educational opportunities for students of nursing and other professions, as well as other employees. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Researches and synthesizes information on national, state and local issues and their impact on health in schools. <input type="checkbox"/> Provides mentoring opportunities for nursing and education professionals.

STANDARD 11: COLLABORATION

The school nurse collaborates with student, family, school staff and others in the conduct of school nursing practice.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks supervisory assistance to identify, prioritize and establish cooperative relationships with: <ul style="list-style-type: none"> • Core school; • Core district staff; and • Essential community-based partners. <input type="checkbox"/> With supervisory support, articulates for students, parents/guardians and school staff members the school nurse's role within a coordinated approach to support the health, learning and achievement of students. <input type="checkbox"/> Seeks orientation about and accesses school district policies and procedures regarding standards to share and protect students' health, mental health and educational information, both internally and externally, including obtaining appropriate authorizations. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cogently articulates the nurse's role and the importance of health services to support learning, health and achievement by students. <input type="checkbox"/> Independently establishes and maintains cooperative relationships within the school and community, based on ethical and legal standards permitted and through protected communications. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models the nurse's role and the importance of health services to support learning, health and achievement by students. <input type="checkbox"/> Identifies and helps to resolve barriers to effective collaboration. <input type="checkbox"/> Advocates for a collaborative approach to student supports and services. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates multidisciplinary teams to promote collaboration. <input type="checkbox"/> Builds consensus within the school community to achieve identified goals. <input type="checkbox"/> Collaborates with a multidisciplinary team to initiate systems change and develop policies and programs. <input type="checkbox"/> Mentors and supervises others in the collaborative process.

STANDARD 12: ETHICS

The school nurse integrates ethical provisions in all areas of practice.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses the ANA and NASN Codes of Ethics and school district policies to guide decision making in his or her practice. <input type="checkbox"/> Seeks a supervisor’s assistance in interpreting ethical standards as they apply to specific situations. <input type="checkbox"/> Delivers care in a manner that preserves and protects the autonomy, dignity and rights of students and, when applicable, their families. <input type="checkbox"/> Maintains therapeutic and professional student-nurse relationships, including appropriate role boundaries, and seeks supervision as necessary. <input type="checkbox"/> Seeks orientation to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality. <input type="checkbox"/> Delivers care in a manner that is sensitive to diversity within the school community. <input type="checkbox"/> Recognizes ethical dilemmas involving students, colleagues or systems and participates in resolving them with consultation. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a network of resources for consultation in resolving ethical dilemmas. <input type="checkbox"/> Facilitates exploration and resolution of ethical dilemmas of students, colleagues or systems. <input type="checkbox"/> Educates others about therapeutic and professional student-nurse relationships and role boundaries. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops policies, procedures and professional development activities that promote staff adherence to ethical standards related to: <ul style="list-style-type: none"> • student autonomy, dignity and rights; • diversity within the school community; • educational laws, health care laws, nursing ethics, and federal, state and district regulations; • advocacy for students; and • staff wellness. <input type="checkbox"/> Acts as a consultant to others to resolve ethical issues of students, colleagues or systems. <input type="checkbox"/> Contributes to the establishment and operations of an Ethics Committee for the district.

STANDARD 13: RESEARCH

The school nurse integrates research findings into practice.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with a supervisor to seek and use evidence-based data from professional literature to guide practice decisions. <input type="checkbox"/> Participates in data collection (surveys, pilot projects, studies) as directed by the supervisor. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses evidence-based data to guide practice decisions and professional growth. <input type="checkbox"/> Identifies clinical issues for data collection. <input type="checkbox"/> Participates on a formal committee or program (e.g., indoor air quality, crisis, wellness, school health advisory). 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and synthesizes broad-based data to inform and guide clinical practice. <input type="checkbox"/> Identifies clinical problems specific to nursing research (student care and nursing practice). <input type="checkbox"/> Uses school-based data to identify patterns and trends in student health and health services programs. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses evidence-based research to develop, implement and disseminate policies and protocols (health and academic) of practice. <input type="checkbox"/> Designs and conducts research and contributes to school nursing literature.

STANDARD 14: RESOURCE UTILIZATION

The school nurse considers factors related to safety, effectiveness, cost and impact on practice in the planning and delivery of school nursing services.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With supervision, assigns or delegates tasks to school personnel as defined by the Connecticut Nurse Practice Act and Declaratory Rulings, and other relevant statutes and regulations. <input type="checkbox"/> Follows district procedures for purchasing and maintaining health office supplies and equipment. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently assigns or delegates tasks to school personnel. <input type="checkbox"/> Assists students and families in securing appropriate services within the school and community. <input type="checkbox"/> Participates in the budgetary process of the school health office. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers factors such as safety, effectiveness, cost and impact on practice when choosing interventions that result in desired student outcomes. <input type="checkbox"/> Informs students and families about health promotion, health education, school health services, and individualized health interventions for students within the limitations of school resources. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and evaluates school health programs that consider cost effectiveness, cost-benefit and efficiency factors. <input type="checkbox"/> Independently seeks resources (grant-writing, special funds, etc.) for appropriate school health programs.

STANDARD 15: LEADERSHIP

The school nurse provides leadership in the professional practice setting and the profession.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is recognized as a team participant who demonstrates energy, excitement and a passion for quality work. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages lifelong practice of healthy behaviors for self and school community. <input type="checkbox"/> Maintains active member status in state and national professional organizations. <input type="checkbox"/> Demonstrates knowledge of the philosophy and mission of the school district. <input type="checkbox"/> Pursues national certification as a school nurse. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convenes a multidisciplinary team, including relevant school and community members, to address health needs of students and the school community. <input type="checkbox"/> Maintains national certification as a school nurse. <input type="checkbox"/> Promotes active member status and contributes to local, state and national professional organizations through committee work. <input type="checkbox"/> Serves in formal and informal leadership roles within the school community. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes and facilitates a coordinated approach to school health by serving as a leader for the school health council. <input type="checkbox"/> Models the use of critical thinking skills, risk taking and data-driven decision making to foster a learning community. <input type="checkbox"/> Serves in formal and informal leadership roles in professional organizations and committees at the local, state or national level.

STANDARD 16: PROGRAM MANAGEMENT

The school nurse manages school health services.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
<p>The emergent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains an organized health room in an efficient manner. <input type="checkbox"/> Uses technology (assistive, informational and medical) to effectively manage school health programs. 	<p>The competent school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of existing school health programs and current pediatric and adolescent health trends that may impact client care. <input type="checkbox"/> Implements needed health programs using a program planning process. <input type="checkbox"/> Orients, trains, supervises and evaluates health aides and assistants. <input type="checkbox"/> Participates on school teams to manage environmental health and safety issues in the school building. 	<p>The proficient school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts school health program needs assessments to identify current health problems and the need for revising or developing new programs. <input type="checkbox"/> Initiates changes in the school health program based on the results of a school health needs assessment, data analysis and quality care activities. <input type="checkbox"/> Provides leadership for teams to manage environmental health and safety issues in the school building. 	<p>The expert school nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates ongoing school health programs for effectiveness and efficiency and communicates findings to administrators, boards of education and boards of health, as appropriate. <input type="checkbox"/> Secures resources, such as staffing and technology, to efficiently provide district school health services. <input type="checkbox"/> Develops systemwide strategies in response to problem analysis.