


## Introduction to School Nursing Leadership for Vermont School Nurses


 Northeastern University School Health Academy in collaboration with the Vermont Department of Health. 2022

1

### Disclosures

None of the planners for this educational activity have a relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

At this time, none of the presenters for this educational activity have a relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. If relevant financial relationships are identified, this information will be shared with learners prior to the educational activity.



2

Presenter



Kathleen Hassey DNP, M.Ed., BSN, RN  
Co-Director of the Northeastern University  
School Health Academy

Vermont Department of Health

3

## Learning Outcomes

After viewing the presentation, the participant will be able to:

1. Recognize how Nursing Theory impacts school nursing practice.
2. Identify Nursing theorists that are crucial to how school nursing practice operates.
3. Recognize the Framework for 21<sup>st</sup> Century School Nursing Practice.
4. Describe the **Leadership Standards** from School Nursing Scope and Standards.

4

## Nursing Theory

- **1860 Florence Nightingale - Environment Theory**
- **1952 Hildegard Peplau - Interpersonal theory**
- **1955 Virginia Henderson - Need Theory**
- **1962 Ida Jean Orlando - Nursing Process theory**
- 1968 Dorothy Johnson - System model
- 1970 Martha Rogers -Unitary Human beings
- **1971 Dorothea Orem - Self-care theory**
- 1979 Sister Calista Roy - Adaptation theory
- **1979 Jean Watson - Philosophy and Caring Model**
- 1982 Patricia Benner - From Novice to Expert
- **2002 Madeleine Leininger -Transcultural nursing**

5

## Nursing Leadership Theories

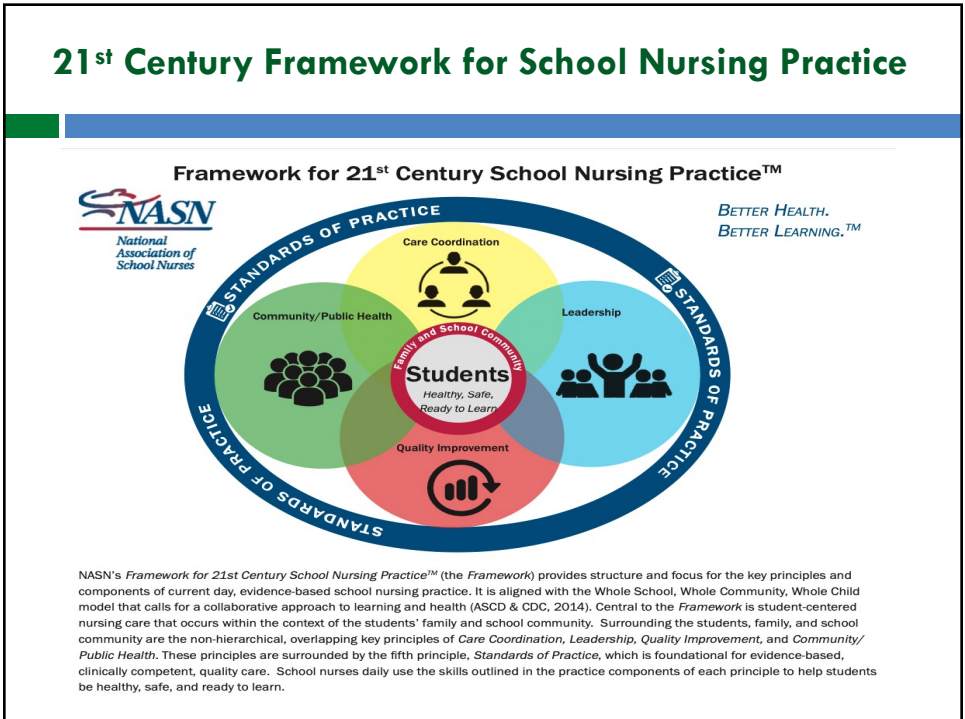
- Transformational Leadership Theory
- Autocratic Leadership in Nursing
- Transactional Leadership Theory  
(Also known as Management Style)
- Democratic Leadership Style in Nursing
- Laissez-Faire Leadership in Nursing








<https://www.freshrn.com/what-are-the-leadership-theories-in-nursing/>

6

# 21<sup>st</sup> Century Framework for School Nursing Practice



7

 <p><b>Standards of Practice</b></p> <ul style="list-style-type: none"> <li>• Clinical Competence</li> <li>• Clinical Guidelines</li> <li>• Code of Ethics</li> <li>• Critical Thinking</li> <li>• Evidence-based Practice</li> <li>• NASN Position Statements</li> <li>• Nurse Practice Acts</li> <li>• Scope and Standards of Practice</li> </ul>	 <p><b>Care Coordination</b></p> <ul style="list-style-type: none"> <li>• Case Management</li> <li>• Chronic Disease Management</li> <li>• Collaborative Communication</li> <li>• Direct Care</li> <li>• Education</li> <li>• Interdisciplinary Teams</li> <li>• Motivational Interviewing/ Counseling</li> <li>• Nursing Delegation</li> <li>• Student Care Plans</li> <li>• Student-centered Care</li> <li>• Student Self-empowerment</li> <li>• Transition Planning</li> </ul>	 <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Change Agents</li> <li>• Education Reform</li> <li>• Funding and Reimbursement</li> <li>• Healthcare Reform</li> <li>• Lifelong Learner</li> <li>• Models of Practice</li> <li>• Technology</li> <li>• Policy Development and Implementation</li> <li>• Professionalism</li> <li>• Systems-level Leadership</li> </ul>	 <p><b>Quality Improvement</b></p> <ul style="list-style-type: none"> <li>• Continuous Quality Improvement</li> <li>• Documentation/Data Collection</li> <li>• Evaluation</li> <li>• Meaningful Health/Academic Outcomes</li> <li>• Performance Appraisal</li> <li>• Research</li> <li>• Uniform Data Set</li> </ul>	 <p><b>Community/Public Health</b></p> <ul style="list-style-type: none"> <li>• Access to Care</li> <li>• Cultural Competency</li> <li>• Disease Prevention</li> <li>• Environmental Health</li> <li>• Health Education</li> <li>• Health Equity</li> <li>• Healthy People 2020</li> <li>• Health Promotion</li> <li>• Outreach</li> <li>• Population-based Care</li> <li>• Risk Reduction</li> <li>• Screenings/Referral/Follow-up</li> <li>• Social Determinants of Health</li> <li>• Surveillance</li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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/wscc-a-collaborative-approach.pdf>

© National Association of School Nurses, 2015 Rev. 10/6/16

Vermont Department of Health

8

**LEADERSHIP**

---

**The School Nurse leads within their professional practice setting and the profession.**

**Direct Service  
Nurse Administrator  
1:1 Nurse**

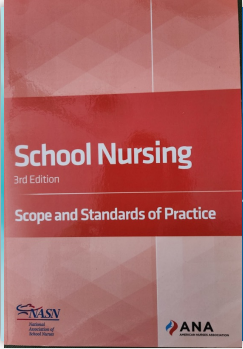
**\*ALL School Nurses are LEADERS\***

9

**Scope and Standards of Practice School Nursing**  
**4<sup>th</sup> edition** (18 Standards)

---

<ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Diagnosis</li> <li>3. Outcomes Identification</li> <li>4. Planning</li> <li>5. Implementation             <ul style="list-style-type: none"> <li>o Coordination of Care</li> <li>o Health Teaching and Health Promotion</li> </ul> </li> <li>6. Evaluation of Professional Performance</li> <li>7. Ethics</li> <li>8. Advocacy</li> </ol>	<ol style="list-style-type: none"> <li>9. Respectful and Equitable Practice</li> <li>10. Communication</li> <li>11. Collaboration</li> <li><b>12. LEADERSHIP</b></li> <li>13. Education</li> <li>14. Scholarly Inquiry</li> <li>15. Quality of Practice</li> <li>16. Professional Practice Evaluation</li> <li>17. Resource Stewardship</li> <li>18. Environmental Health</li> </ol>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



10

# Competencies of Leadership

11

## Competency 12.1.

Establishes a culture of respect, trust, dignity, and integrity



The word cloud is circular and composed of the words 'TRUST', 'RESPECT', 'DIGNITY', and 'INTEGRITY'. The words are arranged in a circular pattern, with 'TRUST' being the most prominent word in the center. The colors of the words vary, including shades of blue, green, yellow, orange, and red. The words are of different sizes, with larger words indicating higher frequency or importance.

12

**Competency 12.3**  
Uses evidence-based leadership strategies to promote effective relationships, influence others, and manage change to achieve quality outcomes and a culture of safety.

<https://ca-safe-supportive-schools.wested.org/about/>

13

**Competency 12.4**  
Adopts evidence-based conflict management strategies to facilitate critical conversations and diffuse tense situations among team members, students, parents, school staff and community partners.

14

## De-escalation Process

### The Three-Step Process of Effective De-Escalation

#### 1. Ignore The Words

The first step is to ignore the angry words. It's just noise and means nothing. When you ignore the words, three things happen. First, you are less likely to be triggered by the insults because you are not paying attention to them. Second, you remain calm because the noise does not make you anxious. Third, you free up bandwidth in your brain to execute the next steps.

#### 2. Guess At The Emotions

The second step is to guess at the emotions. This is super simple in angry situations. The emotions are anger, frustration, anxiety, fear, and disrespect. Those emotions cover 95% of all anger.

#### 3. Reflect The Emotions With A Simple "You" Statement

The third step is to reflect back those emotions to the angry person with a simple "you" statement. "You are angry." "You are frustrated." "You are anxious." "You are afraid." "You are disrespected." Keep your reflections short and straightforward. Keep reflecting until you get a verbal response like "Yeah!" or "Exactly!" Keep reflecting emotions for a few more seconds until you observe the speaker visibly relaxing.

<https://dougnoil.com/de-escalate/de-escalation-techniques/>

15

## Competency 12.5

Directs the health services program within the school system



16



### Competency 12.6

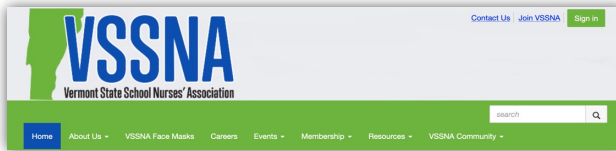
Accepts authority, ownership, accountability and responsibility for the quality of school health services.



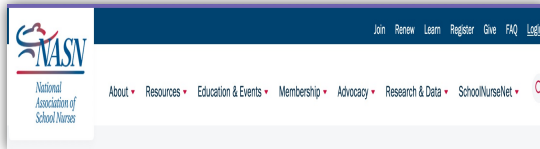
17

### \* Competency 12.7

Contributes to the evolution of the profession through participation in professional organizations.



[www.vssna.org/home](http://www.vssna.org/home)



[www.nasn.org](http://www.nasn.org)



<https://anavermont.nursingnetwork.com/>

18

## Competency 12.8

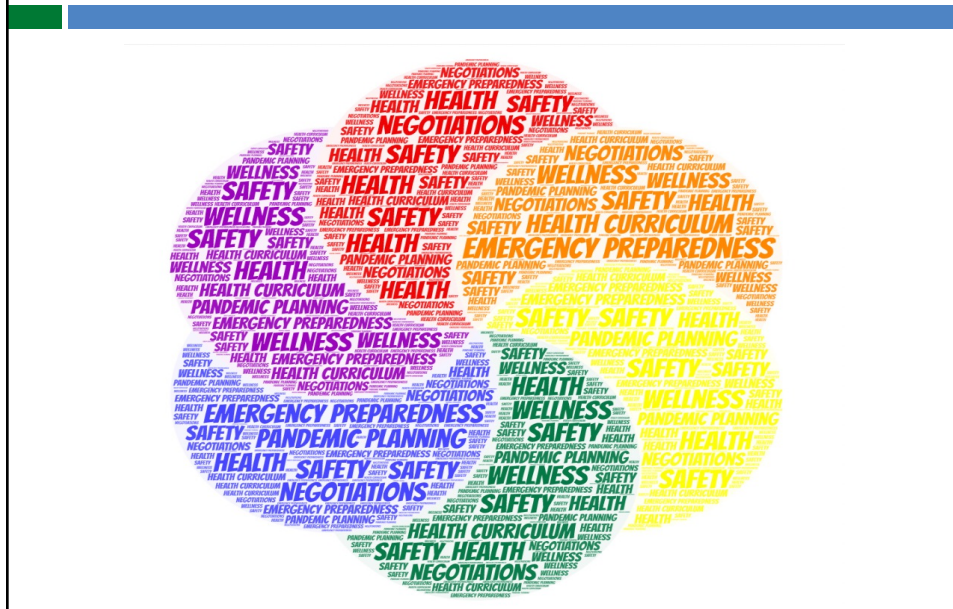
Influences policy to promote health for student and school communities at the local, state, national and global levels.

The screenshot shows two browser windows side-by-side. The left window is the Vermont Agency of Education website (https://education.vermont.gov/state-board-councils/state-board). It features a navigation menu with links for Home, COVID-19 Resources, Student Learning, Student Support, Educator Licensure, Education Quality Assurance, Vermont Schools, Data and Reporting, State Board and Councils, State Board of Education, State Board Rules, Rulemaking, and State Board Committees. The main content area is titled 'STATE BOARD OF EDUCATION' and contains text about its responsibilities under Title 16 of the Vermont Statutes, Chapter 3. It also lists several bullet points: 'State Board Membership', 'Meeting Dates and Locations for 2022-2023', '2020 Annual Report', 'Vision Statement', 'The State Board of Education's Final Statewide Plan Under Act 46, Sec. 10', and 'State Board Memos and Statements'. The right window is the Vermont General Assembly website (https://legislature.vermont.gov/people). It has a search bar with options for 'Bill or Resolution', 'Legislator', and 'Committee'. Below the search bar is a 'Find a Legislator' section with a search input field and a 'SEARCH' button. There are also links for 'All Legislators', 'All Senators', and 'All Representatives'.

19

## Competency 12.9

Serves in key roles in the school and work settings by participating on and leading committees, councils, and administrative teams



20

**Competency 12.10**  
Respects and promotes structures and processes that reflect that people are the most valuable asset in an organization.

---

**"...IN TODAY'S KNOWLEDGE-BASED ECONOMY, THERE IS NO QUESTION THAT EMPLOYEES ARE THE MOST IMPORTANT ASSET OF AN ORGANIZATION."**



scuslemonis.com/business/business-assets-employees

21

**Competency 12.11**  
Promotes recognition of school nursing accomplishments and achievement of school nurse colleagues.

---



22

## Competency 12.12

Demonstrates inclusiveness and recruits diverse school nurses.



23

## Resources/References

- Leadership Theories in Nursing <https://www.freshrn.com/what-are-the-leadership-theories-in-nursing/>
- 3 Powerful New De-Escalation Techniques That Work <https://dougnull.com/de-escalate/de-escalation-techniques/>
- NASN. (2022). *School Nursing 4th Edition: Scope and Standards of Practice* (4th ed.). NASN.
- **Nursing Leadership: What Is It and Why Is It Important?** [Felicia Sadler, MJ, BSN, RN, CPHQ, LSSBB](#), and [Natalie Vaughn, MBA](#), April 6, 2020  
<https://www.relias.com/blog/nursing-leadership>
- **6 Reasons Employees are the Most Important Asset of a Business**  
<https://www.marcuslemonis.com/business/business-assets-employees>
- Enhancing Diversity in the Workforce <https://www.aacnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity>

24