



NASN's 21st Century Framework for School Nursing Practice

Review the Framework
Apply it to practice


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

1

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Vermont Department of Health

2

Presenter



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Vermont Department of Health

3

Learning Outcomes

After viewing this presentation, the learner will be able to:

- Recognize the NASN 21st Century Framework for School Nursing Practice
- Identify the 5 standards of the Framework
- Examine the individual standards as they relate to school nursing practice
- Apply the principles to everyday school nursing practice

4

“Care is transforming and shifting as we’re sitting here...**Nurses have to ensure that they are relevant....**”

Susan Hassmiller, Robert Wood Johnson Foundation (Green, 2016)

5

5

What message do you want to send?



<http://digitalcollections.nypl.org/> 6

6

Need for Framework

- Lack of theory or overall standard of school nursing
- More evidence available
- Increased focus on prevention
- Increased numbers of medically fragile, complex students

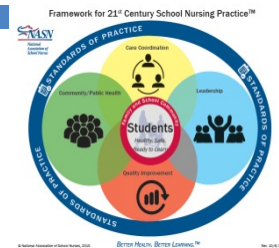


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7

Development of Framework

- Review of literature
- NASN Board of Directors input
- Process for developing theory¹
- Feedback from practicing SN
 - ▣ Online survey, conference feedback
- Finalized
- Approval vote by the NASN Board



¹Fawsett & Desanto-Madeya, 2013

8

8

NASN's Assumptions

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



9

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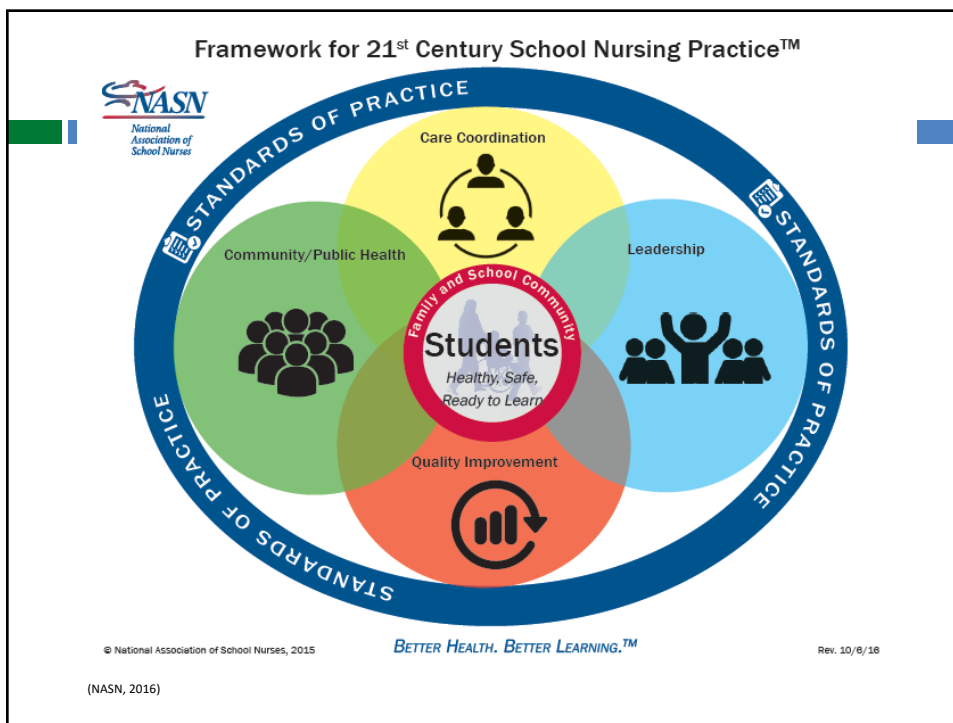
Whole School, Whole Community, Whole Child Model



(ASCD & CDC, 2014)

10

10



11

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	Care Coordination	Leadership	Quality Improvement	Community/Public Health
<ul style="list-style-type: none"> • Clinical Competence • Clinical Guidelines • Code of Ethics • Critical Thinking • Evidence-based Practice • NASN Position Statements • Nurse Practice Acts • Scope and Standards of Practice 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Advocacy • Change Agents • Education Reform • Funding and Reimbursement • Healthcare Reform • Lifelong Learner • Models of Practice • Technology • Policy Development and Implementation • Professionalism • Systems-level Leadership 	<ul style="list-style-type: none"> • Continuous Quality Improvement • Documentation/Data Collection • Evaluation • Meaningful Health/Academic Outcomes • Performance Appraisal • Research • Uniform Data Set 	<ul style="list-style-type: none"> • 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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BETTER HEALTH. BETTER LEARNING.™

12



(NASN, 2016)

13

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

(NASN, 2016)

14

14



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




15

15








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

16

16



Community/ Public Health

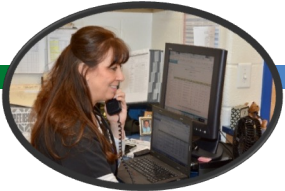

- Access to Care
- Cultural Competency
- Disease Prevention
- Environmental Health
- Health Education
- Health Equity
- Healthy People 2020
- Health Promotion
- Outreach
- Population-based Care
- Risk Reduction
- Screenings/Referral/
Follow-up
- Social Determinants
of Health
- Surveillance


(NASN, 2016)






17



Quality Improvement


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



About ▾ Resources ▾ Education & Events ▾ Mem

National School Health Data Set:

Every Student Counts!



<https://www.nasn.org/research/everystudentcounts>
 (NASN, 2016)

18

How to Use the Framework

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

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 and evidence-based school nursing practice. It is aligned with the Illinois Statewide, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ISCS, 2014). Central to the Framework is evidence-based practice that occurs within the context of the student's health and school community. Success in the student, family, and school community can be best achieved through the principles of Care Coordination, Leadership, Quality Improvement, and Community/Public Health. These principles are supported by the 10 Standards of Practice which function as evidence-based, critical components, quality care. School nurses rely on the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Standards of Practice	Care Coordination	Leadership	Quality Improvement	Community/Public Health
<ul style="list-style-type: none"> 1. Clinical Competence 2. Clinical Judgment 3. Crisis Response 4. Critical Thinking 5. Data Management 6. Health Promotion 7. Health Screening 8. Health Status Assessment 9. Injury and Disaster Response 10. Professionalism 	<ul style="list-style-type: none"> 1. Care Coordination 2. Clinical Decision Making 3. Communication 4. Crisis Response 5. Data Management 6. Health Promotion 7. Health Screening 8. Health Status Assessment 9. Injury and Disaster Response 10. Professionalism 	<ul style="list-style-type: none"> 1. Change Agents 2. Collaborative Leadership 3. Communication 4. Crisis Response 5. Data Management 6. Health Promotion 7. Health Screening 8. Health Status Assessment 9. Injury and Disaster Response 10. Professionalism 	<ul style="list-style-type: none"> 1. Change Agents 2. Collaborative Leadership 3. Communication 4. Crisis Response 5. Data Management 6. Health Promotion 7. Health Screening 8. Health Status Assessment 9. Injury and Disaster Response 10. Professionalism 	<ul style="list-style-type: none"> 1. Change Agents 2. Collaborative Leadership 3. Communication 4. Crisis Response 5. Data Management 6. Health Promotion 7. Health Screening 8. Health Status Assessment 9. Injury and Disaster Response 10. Professionalism

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Standards of Practice

Goal: Consistently apply Standards to and for evidence-based practice in daily work.

Activities: Read and refresh on standards, ethics. Visit nasn.org to review position documents. Review current state regulations. Review district policies. Plan and conduct staff trainings.

Care Coordination

- Increase SN participation on IEP teams
- Timely completion IHPs
- Identify students for partnerships

Leadership

- School level— plan staff wellness health screening
- State level- advocacy day attendance
- National level- submit abstract

Quality Improvement

- Develop data dictionary
- Accurately input data
- Compile and share reports.
- Plan to attend NASN regional conference

Community/ Public Health

- Write a newsletter article-- immunizations
- Develop screenings schedule
- Conduct Surveillance

Putting the Framework into practice

NCESD School Nurse Activities Calendar

SEPTEMBER	
COMPLETED	National Health Observances: Fruits and Veggies - More Matters Month, Childhood Obesity Awareness Month, National Suicide Prevention Week, School Backpack Awareness Day
Framework: Standards of Practice	
	<ul style="list-style-type: none"> Review evidence-based guidelines regarding screenings/referrals.
Framework: Care Coordination	
	<ul style="list-style-type: none"> Complete priority activities from previous month. (Identifying health conditions, IHP development and training) Develop emergency contact plan for school personnel when you are not available. Check fall field trip schedule and plan ahead (parent consents, medication training, staff training, staff tools (care plans, summary action pages, etc.).
Framework: Leadership	
	<ul style="list-style-type: none"> Continue to advocate for student needs. Develop a plan for accomplishing professional and self-care goals. Develop a plan of communication for Superintendent/Supervisor on Health Services updates. Arrange regular meetings with student support staff, counselors, etc. Develop a calendar of continuing education and standard meeting dates/times.
Framework: Quality Improvement	
	<ul style="list-style-type: none"> Review monthly data for trends; adjust as needed. SNC Districts: Collaborate on district site visit date. Check medication expiration dates
Framework: Community/Public Health	
	<ul style="list-style-type: none"> Send home conditional status letters to students that are not compliant with immunizations- communicate to building administration number of students out of compliance. Work with administrators and district staff on organizing required screenings for October Reserve equipment (if needed) through NCESD SNC Lending Library, Lions Club, or other sources. SNC Districts: Set date for vision/hearing screening events in October and create schedule (grades K-3, 5 and 7) Identify screening team (may use school staff and/or volunteers) Determine who performs District AED maintenance. If nurse responsibility, check for expiration dates on pads and batteries and schedule routine checks.

Example from the North Central Educational Service District, Wenatchee, WA

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21

The graphic illustrates the 'Framework for 21st Century School Nursing Practice'. At the center is a red circle labeled 'Students'. Surrounding it are four colored quadrants: a green quadrant for 'Family and School Community', a blue quadrant for 'Leadership', a red quadrant for 'Quality Improvement', and a yellow quadrant for 'Standards of Practice'. The entire framework is enclosed in a blue circular border with the text 'STANDARDS OF PRACTICE'. Logos for the National Council of School Nurses (NCSN) and the National Board of Certification in School Nursing (NBCSN) are present. The slogan 'BETTER HEALTH. BETTER LEARNING.' is at the bottom. Two photographs show school nurses in their professional roles.

22

Start where you are at...Identify one area to work on!



“It doesn't happen all at once,' said the Skin Horse. 'You become. It takes a long time. That's why it doesn't happen often to people who break easily, or have sharp edges, or who have to be carefully kept.”

(Williams, 1922)

23

23

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24

24