

# School Nurse Activities Tracking During Remote Learning School Year 2020-2021

This document is intended to be used by the school nurse as a guide to document nursing activities provided during school remote learning. The activities are aligned with NASN's Framework for 21st Century School Nursing Practice. The activities are examples and should be adapted by the school nurse to meet the population served when planning and providing nursing care. The Oregon *Licensed Professional School Nurse Activities During School Closure* document was used as a reference.

Developed by Jane Boyd, MSN, RN, NCSN and Mandy Pennington, BSN, RN



**NASN**  
National  
Association of  
School Nurses

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

BETTER HEALTH.  
BETTER LEARNING.™



NASN's Framework for 21<sup>st</sup> 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"> <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>	<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>	<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>	<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>	<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>• Screening/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/aboutASCD/publications/wholechild/wscoc-collaborative-approach.pdf>

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National Association of School Nurses [NASN]. (2016). Framework for 21st century school nursing practice: National Association of School Nurses. *NASN School Nurse*, 31(1), 45-53. doi:

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<https://www.nasn.org/nasn/nasn-resources/professional-topics/framework>

*Guidelines for Framework Useage* :

[https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Framework%20for%2021st%20Century%20School%20Nursing%20Practice/NASN\\_Identity\\_Manual\\_Framework\\_Page\\_11.pdf](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Framework%20for%2021st%20Century%20School%20Nursing%20Practice/NASN_Identity_Manual_Framework_Page_11.pdf)

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<b>Standards of Practice</b>		
The foundation for evidence-based, clinically competent care that guide the decisions and actions of the school nurse.		
<b>Skill</b>	<b>Activity</b>	<b>Date</b>
<b>Clinical Competence</b>		
<a href="#">National Board Certification of School Nurses (NBCSN)</a>		
Demonstrating competency in area of practice		
Attending and completing accredited and pertinent professional development related to school nursing		
Collaborating with nursing colleagues and community agencies to promote the standards of school nursing		
<b>Clinical Guidelines</b>		
Providing safe care		
Developing and implementing care plans		
Developing and implementing health policy		
Using evidence based practice to guide and improve nursing care		
<b>Code of Ethics</b>		
<a href="#">Code of Ethics for Nurses</a>		
Reviewing the provisions and interpretative statements to target activities		
Using the Code of Ethics as a guide when providing nursing care and to advocate for the student and family		
<b>Critical Thinking</b>		
Utilizing problem solving, prioritization, clinical decision making, clinical implementation and reflection when providing nursing care		

Skill	Activity	Date
<b>Evidence Based Practice</b>		
<a href="#">School Nursing: A Comprehensive Text 3rd Edition</a>		
<a href="#">School Nurse Resource Manual 10th Edition</a>		
Referring to and utilizing school nursing related resources to guide nursing practice and to make sound clinical judgements		
Referring to and utilizing credible resources (e.g., CDC, Division of Public Health, American Lung Association) to guide nursing practice		
<b>NASN Position Statements</b>		
<a href="#">NASN Position Statements</a>		
Referring to and utilizing to guide nursing practice		
<b>Nurse Practice Acts</b>		
<a href="#">Insert State Board of Nursing website</a>		
Practicing within scope of practice and extent of nursing license in the school setting		
<b>Scope and Standards of Practice</b>		
<a href="#">School Nursing: Scope and Standards of Practice 3rd Edition</a>		
Reviewing ANA/NASN Scope and Standards for School Nursing Practice; 18 standards & related competencies		
Standards 1-6, nursing process; standards of practice		
Standards 7-18, standards of professional performance		

National Association of School Nurses. (2020). Framework for 21<sup>st</sup> century school nursing practice clarifications and updated definitions. *NASN School Nurse*, 35 (4), 224-233.

Oregon State School Nurse Consultant & Oregon State Nurse Association. (March 2020). *Licensed professional School nurse activities during school closure*.

<b>Care Coordination</b>		
The student-center activities that are deliberate and purposeful in the delivery of healthcare and services.		
<b>Skill</b>	<b>Activity</b>	<b>Date</b>
<b>Case Management</b>		
Using a collaborative approach with primary healthcare provider and school team to provide and coordinate health care in the school setting		
<b>Chronic Disease Management</b>		
Providing and assisting with student disease self-management and assistance with access to resources		
Coordinating medication parent/guardian delivery and consent		
Reviewing and updating health materials to train staff		
Providing nursing services remotely and onsite, if applicable		
<b>Collaborative Communication</b>		
Using clear and respectful communication to promote continuity of healthcare services		
Continuing to remain in contact with student and family during remote learning		
Adhering to privacy and confidentiality when communicating via remote devices (computer, tablets, cell phone, virtual meeting platforms, email)		
Using secure devices to safe guard privacy and confidentiality of health information		

Skill	Activity	Date
<b>Direct Care</b> (N/A during 100% remote learning)		
Providing student-centered care for acute, emergency and chronic health needs		
Adhering to the healthcare provider order for routine medications and procedures and emergency plans		
Addressing and including interventions in student's education plan (IEP, OHI, 504 Plan)		
<b>Education</b>		
Providing health education and health promotion individually or in group setting		
<b>Interdisciplinary Teams</b>		
Working with teams to address the needs of the student and family		
Remaining connected with school counselors, social workers, school nutrition services, coaches, educators, and other agencies		
Providing outreach and messaging regarding health information and access to services		
<b>Motivational/Interviewing/Counseling</b> (this is NOT mental health counseling)		
Working to empower the student to identify concerns and develop solutions		
<b>Nursing Delegation</b>		
Assigning tasks as appropriate with training, ongoing supervision and evaluation by the school nurse in accordance with state-specific legal parameters		

Skill	Activity	Date
<b>Student Care Plans</b>		
Developing plans based on nursing assessment to direct nursing care		
Reviewing, updating and modifying student care plans (e.g., IHP, emergency care plans)		
<b>Student-centered Care</b>		
Addressing the whole child (health and educational needs) in partnership with student, family and educational team to address specific needs of the student		
<b>Student Self-empowerment</b>		
Facilitating student autonomy in self-advocacy of health care		
<b>Transition Planning</b>		
Supporting and preparing the student between remote learning and return to school		

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<b>Leadership</b>		
The "mind-set" of the school nurse in leading the culture and practice of health within the school.		
<b>Skill</b>	<b>Activity</b>	<b>Date</b>
<b>Advocacy</b>		
Supporting the cause of the student, family and/or school population using problem-solving, communication, influence and collaboration		
Advocating for the appropriate use of nursing time to deliver educational sessions, attendance at meetings, collaboration with other school team members and outside agencies		
Advocating for student and other higher risk groups that may be of concern due to the change in routines or related to underlying health conditions		
Advocating and promoting measures to address unmet health needs and stigma		
<b>Change Agents</b>		
Identifying health concern(s) to promote role modeling, guidance and facilitation of others to adopt the change		
<b>Education Reform</b>		
Staying informed of current events that may impact school health services		
<b>Funding and Reimbursement</b>		
Remaining aware of funding and reimbursement that may impact school health services		
<b>Healthcare Reform</b>		
Staying informed of health care practices that may impact school health services		



Skill	Activity	Date
<b>Lifelong Learner</b>		
Remaining current on emerging information to be able to appropriately answer questions		
Pursuing accredited and pertinent nursing education and other learning opportunities		
<b>Models of Practice</b>		
Adhering to the model of practice of school nursing established in the state		
<b>Technology</b>		
Sharing knowledge and/or actively learning about technology to ensure continued service provisions and health education		
Utilizing the established COVID-19 electronic documentation codes for uniformity and standardization of nursing care and data collection		
Adhering to privacy and confidentiality when communicating via remote devices (computer, tablet, cell phone, virtual meeting platforms, email)		
<b>Policy Development and Implementation</b>		
Creating evidence-based guidance and rules to focusing on school safety		
Pursuing accredited continuing education to increase knowledge about health policy review and development		
Promoting the adoption and integration of school health polices and procedures that are recommended by the state Department of Education and Division of Public Health		

Skill	Activity	Date
<b>Policy Development and Implementation (continued)</b>		
Adhering to school health policies established by charter or district, state Department of Education or Division of Public Health		
<b>Professionalism</b>		
Adhering to the attributes of accountability, problem solving, collaboration, proactive approach, postivity, professional speech, appropriate attire, and evidence-based, student-center practice		
<b>Systems-level Leadership</b>		
Understanding interconnections among persons, organizations, policies and systems while looking for trends to break down the whole into parts		

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Quality Improvement		
The use of data collection for consistent improvement and growth as an on-going process to guide school nursing practice.		
Skill	Activity	Date
Continuous Quality Improvement		
Using the Nursing Process to deliver nursing care		
Documentation/Data Collection		
Recording events, actions and activities related to nursing care		
Utilizing established electronic documentation codes for uniformity and standardization of nursing care and data collection		
Documenting, reviewing and updating student health records		
Considering data that is not available and create a plan for change in data collection to ensure needs are met		
Reviewing data about available health services to identify gaps and determine measures to improve		
Documenting and tracking nursing activities during remote learning		
Evaluation		
Identifying the impact of school nursing activities during remote learning and applying to student outcomes		
Seeking ways to improve nursing activities and services during remote learning		

Skill	Activity	Date
<b>Meaningful Health/Academic Outcomes</b>		
Collaborating with school team to identify ways to measure and foster student success during remote learning		
<b>Performance Appraisal</b>		
Remaining aware of professional evaluation and seeking ways to apply goals to remote learning		
<b>Research</b>		
Partnering in research as appropriate		
<b>Uniform Data Set</b>		
Promoting the NASN national data set		
National Association of School Nurses. (2020). Framework for 21 <sup>st</sup> century school nursing practice clarifications and updated definitions. <i>NASN School Nurse</i> , 35 (4), 224-233.		
Oregon State School Nurse Consultant & Oregon State Nurse Association. (March 2020). <i>Licensed professional School nurse activities during</i>		

<b>Community/Public Health</b>		
The use of community/public health knowledge and skills to deliver nursing services in the school setting.		
<b>Skill</b>	<b>Activity</b>	<b>Date</b>
<b>Access to Care</b>		
Providing nursing services and referrals for students		
<b>Cultural Competence</b>		
Providing culturally sensitive nursing care		
<b>Disease Prevention</b>		
Providing activities that promote primary, secondary and tertiary prevention to promote disease prevention		
<b>Environmental Health</b>		
Supporting an environment that reduces environmental risks and promotes a healthy and physical safe school community		
<b>Health Education</b>		
Providing health information from reliable and credible sources		
Tailoring health education and messaging to meet the needs of the learner/community while considering age, developmental level, language, readiness to learn		
Providing health education and messaging in a variety of methods (e.g., online via virtual meeting platform, school website and school approved social media, in writing via newsletters)		

Skill	Activity	Date
<b>Health Equity</b>		
Remaining aware that current events will have disproportionate impact on certain groups/community and addressing issues with school administration as appropriate		
Participating and supporting school outreach in identifying resources (food, social supports)		
Providing measures to consolidate resources among schools in order to reach large numbers of families that may have students who are enrolled/attend multiple schools within the district		
<b>Healthy People 2020</b>		
<a href="#">Healthy People 2020</a>		
Utilizing Healthy People 2020 as a resource		
<b>Health Promotion</b>		
Seeking ways to promote and collaborate in improvement of the population's health (individual health improvement using social and environmental interventions)		
<b>Outreach</b>		
Providing connection to resources and services within the community for students, families and staff		
<b>Population-based Care</b>		
Providing entire population interventions with a focus on communication, collaboration and advocacy		

Skill	Activity	Date
<b>Risk Reduction</b>		
Providing interventions and strategies that target decreasing adverse health outcomes or reducing the impact of factors considered hazards for a specific disease (e.g., collaborating with the High School School Based Wellness Center to develop educational sessions or materials that target the link between vaping and COVID-19)		
<b>Screenings/Refferal/Follow-up</b>		
Adhering to the current recommendations		
<b>Social Determinants of Health</b>		
Addressing the social needs and advocating for change in regards to inequities		
<b>Surveillance</b>		
Providing ongoing, systemic collection, analysis and interpretation of health related data to use for planning, implementing and evaluation of care		
Collecting, monitoring and reporting data to school administration, public health and/or Department of Education in identifying outbreaks (e.g., COVID-19 Contact Tracing)		

National Association of School Nurses. (2020). Framework for 21<sup>st</sup> century school nursing practice clarifications and updated definitions. *NASN Scho*

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