

# Licensed Professional School Nurse

## Activities during school closure



This document is intended as a resource for the Registered Nurse practicing in the school setting, while regular school functions are disrupted. Outlined activities follow NASN's Framework for 21<sup>st</sup> Century School Nursing Practice.

Please note: these are examples, not requirements. Individual practice is at the discretion of the RN.

Compiled by Oregon's State School Nurse Consultant  
in collaboration with OSNA  
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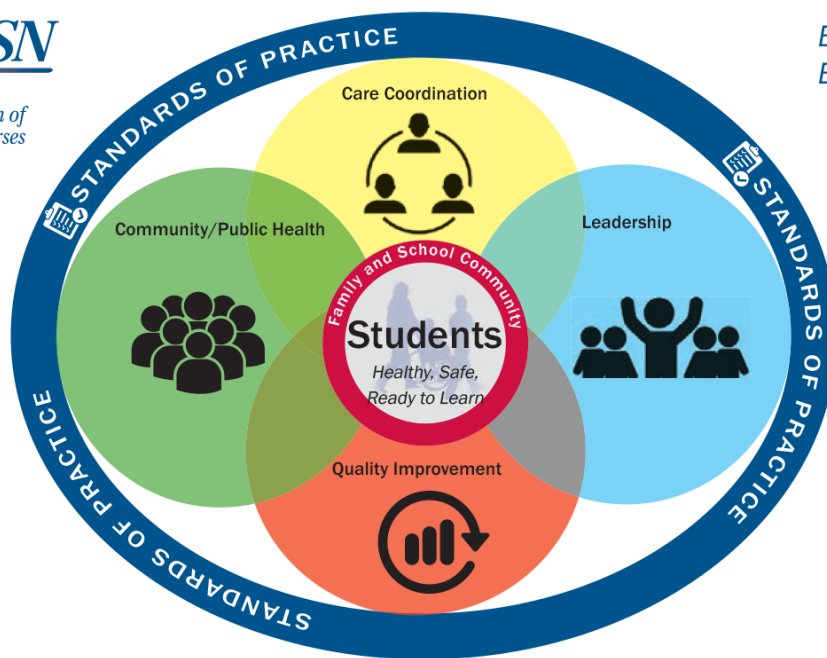
# NASN's Framework for 21<sup>st</sup> Century School Nursing Practice

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



National  
Association of  
School Nurses

BETTER HEALTH.  
BETTER LEARNING.™



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"> <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>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>

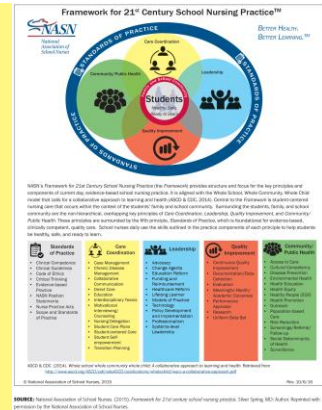
# Community / Public Health



- Risk reduction
  - Advocate for evidence-based practices aligned with local public health recommendations. [[CDC](#); [OHA video](#)]
- Screening
  - Update illness screening practices for your site(s) per public health recommendations – consider symptoms of concern, length of exclusion [OHA/ODE Communicable Disease updates; Oregon [Division 19](#) reporting]
- Health education
  - Seek health information from reliable sources [[CDC](#), [WHO](#), [NIH](#), OHA "[Fact Sheet](#)" "[prevention flyer](#)"]
  - Tailor messages to the ages and needs of your school community [[CDC HealthCards](#); [Health Messaging & Age Considerations](#) (Bell, 2016)]
  - Share through available means; post to school website or school-sanctioned social media
- Health Equity
  - Anticipate that current events will have disproportionate impact on certain individuals/groups in your community. [[Social Determinants of Health](#) ; [CDC FAQ](#); [NIH article](#)]
  - Participate in school outreach; identify resources for your community (food, social supports) and share information.
- Cultural agility
  - Protect against stigma; avoid and correct language that targets racial/cultural groups. [CDC [reducing stigma](#); OHA [Know the Facts](#) video]

*RN services do depend on context. Decisions about individual practice should be made considering applicable law, personal circumstances and work site specifics.*

# Care Coordination



- Chronic condition management
  - Consider care hand-offs, such as ensuring students' school medication supplies can be picked up for use at home.
  - Review/update materials to train and delegate care.
  - If applicable, provide nursing services onsite or remotely\* [ODE [Long-term School Closure](#) & [SPED letter](#)]
  - If applicable, establish process to identify and support health needs of children onsite\* [Oregon [ELD resources](#)]
- Collaborative communication
  - Stay connected with members of the school staff, and with families and care providers if appropriate\*
  - Consider FERPA as well as personal privacy, especially if communicating via personal devices [[\\*67 prior to calling](#); [TextNow app](#)]
- Interdisciplinary teams
  - Stay connected with counselors, teachers, other staff
  - Outreach to share information and support – accurate health information, links to services, positive messages
- Student care plans
  - Review/modify care plans for students out of school
  - Consider care plans for emergency child care\*

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# Leadership



- Lifelong learner
  - Stay current on the emerging information to appropriately answer questions now and when schools reopen [CDC]
  - Pursue accredited continuing nursing education (CNE) hours and other learning opportunities [NASN [eLearning](#)]
- Advocacy
  - Advocate for appropriate use of your time as a nurse [NASN [advocacy skills](#); NASN [School nurse role](#)]
  - Advocate for students / groups at higher risk from change in routine or underlying health conditions [[Social Determinants of Health](#)]
  - Collaborate, plan actions to address unmet health needs and stigma [CDC [reducing stigma](#)]
- Policy Development
  - Pursue education (CNE) to increase your capacity for health policy review and development [NASN [eLearning](#)]
  - Use emerging data to inform updates to health protocols and policies in your school community
- Technology
  - Share knowledge (or actively learn) about technology to ensure continued service provision & health education
  - Use strategies to protect health information [NASN [privacy](#)]

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# Standards of Practice



- Know your Nurse Practice Act, scope and legal requirements [[OSBN Nurse Practice Act](#)]
  - Recognize opportunities and challenges [[OSNA resources](#); [OSBN crisis nursing FAQs](#)]
    - Providing safe care
    - Demonstrating competency in your area of practice
    - Developing and implementing care plans
    - Providing health education
    - Developing and implementing health policy
  - Can you practice to the full extent of your license?
    - if not – document challenges and address if possible
  - Can you practice within your scope?
    - if not – document challenges and address if possible
- Know your Standards of Practice [[NASN Standards](#)]
  - Recognize opportunities and challenges
    - Review 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
  - Can you fulfill the competencies related to your standards of practice?
    - if not – document challenges and address if possible

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