Focus on the Framework: Care Coordination

A Program for School Nurses

Focus on the Framework: Care Coordination is an interactive program geared towards helping school nurses develop a deeper understanding of their role in case management, chronic disease management, collaborative communication, direct care, education, interdisciplinary teams, motivational interviewing/counseling, nursing delegation, student care plans, student self-empowerment and transition planning. Bring this course to your organization and watch school nurses soar in their approach to student-centered care. Put Framework for 21st Century School Nursing Practice™ into action now!

CONTINUING EDUCATION:

6.50 CNE Contact hours awarded for attending the full program and completing an evaluation.

National Association of School Nurses is accredited with distinction as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

(NASN is approved by the California Board of Registered Nursing, Provider Number #CEP 12292)

LEARNING OUTCOMES:

Upon completion of this presentation, school nurses will be able to:

1. Describe how the Framework for 21st Century School Nursing Practice™ (the Framework) reflects a mindset for contemporary school nursing practice.
2. Articulate the practice components of care coordination as described in the Framework.
3. Explain how care coordination is used to provide 21st century school nursing when addressing the health needs of students.
4. Apply the practice components of the care coordination principle to the steps of the nursing process.
5. Describe potential strategies and actions to help students and their families reach their identified health and academic goals through care coordination.

NASN programs are written for registered nurses employed in the specialty of school nursing.

For more information about how to bring this educational offering to your area, including responsibilities and rewards of hosting, contact Tiffany Strong at tstrong@nasn.org.

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