

School Nursing Standards Development: Significant Documents and Their Contributors

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1917	<i>The School Nurse*</i>	Lina Rogers Struthers	This is the first “textbook” of school nursing.
1920s–1950s	Numerous statements on role, function, and preparation of the Public Health Nurse in the school	National Organization for Public Health Nursing (NOPHN)	NOPHN’s first statement on the role of the school nurse, published in 1926, was followed by several more versions.
1931	<i>School Nursing</i>	Mary Ella Chayer Supervisor, School Nurses and Director, Health Education, Independent School District, Des Moines, IA	A school nursing textbook, subtitled <i>A Contribution to Health Education</i> , addressed the traditional school nurse roles and functions of the era (2nd ed., 1937).
1941	<i>The Nurse in the School</i>	Joint Committee of the National Education Association (NEA) and the American Medical Association (AMA)	A joint publication by NEA and AMA describes the role of the nurse (2nd ed., 1955). Professional educational and medical groups believed it important to weigh in on defining nursing practice. The American Academy of Pediatrics (AAP, 2008)

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			and others continue to publish statements on the role of the nurse in the school, but the paternalism has been replaced by collegiality and networking.
1953	<i>School Nursing in the Community Program</i>	Marie E. Swanson, State Supervisor of School Nursing, NY State Education Department, Albany, NY	This school nursing text was comprehensive and contained a detailed description of the role of the nurse with children, parents, and teachers; as well as liaison relationships with the health department and other local agencies.
1956	<i>Cooperative Formulations of School Nurse Functions</i>	Committee on School Nursing, American Public Health Association (APHA)	An organizational statement by the school nursing committee of APHA described the role of the nurse in the school. Later, the public health nursing section of APHA weighed in on school nursing standards development and role definition.
1956 and 1959	<i>Recommended Policies and Practices for School Nursing*</i>	Committee on School Nursing Policies & Practices of the American School Health Association (ASHA), Eunice Lamona (1956), Chief Nurse, Los Angeles City Board of Education; Lyda Smiley (1957), La Mesa, CA; and Irma Fricke (1959), Supervisor of School Nursing, Community Consolidated Schools, Evanston, IL, with a 62-member committee from 25 states	A 4-year effort by the school nursing committee of ASHA resulted in an important document describing practice.
1961	<i>Functions Standards & Qualifications for Public Health Nurses*</i>	School Nurses Branch, Public Health Nursing Section of the American Nurses Association (ANA)	Its first edition published in 1955; two versions followed (1964 and a philosophy statement in 1966).

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1963	<i>The Nurse in the School Health Program</i>	Gertrude E. Cromwell Supervisor, Health & Nursing Services, Des Moines, IA	This textbook addresses the preparation and qualifications of the nurse; the nursing role with students, school staff, and parents; and the role with official and voluntary agencies. It emphasized a philosophy of school health and the importance of nursing to interrelationships.
1963	<i>Evaluation of School Nursing Activities: A Pilot Project Using a Scoring System and Accepted Standards of School Nursing</i>	Delores Basco, Supervising Public Health Nurse, Bureau of Public Health Nursing, Baltimore City Health Department, Baltimore, MD	In her research, the author incorporated both the 1959 ASHA and the 1961 ANA documents into the development of a research questionnaire. Basco supervised 160 public health nurses, 71 of who delivered services in schools ranging from 2.5 to 18 hours per week. It was the first published attempt during this era to use in-print accounts of school nursing functions as a framework for understanding and evaluating school nursing practice.
1967	<i>The Nurse in the School Health Program: Guidelines for School Nurses</i>	ASHA School Nursing Committee	A revision of ASHA's 1959 landmark publication, The Committee on School Nursing Policies & Practices was now termed the School Nursing Committee. This group had national representation and some inter-organizational constituency.
1969	<i>The Unique Functions of the Professional School Nurse</i>	National Council of School Nurse Organizations	This policy statement was adopted in 1967 by a coalition group of school nursing and school health organizations.

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1970	<i>Standards for School Nurse Services*</i>	National Commission on Standards, Department of School Nurses of the NEA (later National Association of School Nurses [NASN]); Gemma Jean, New Hampshire, with representation from eight states	This strategic document was authored by a committee of the group that later became NASN. NASN is now considered the premiere professional organization for school nurses in the United States.
1973	<i>School Nursing in Transition</i>	Doris S. Bryan, Supervisor Nursing Services, Oakland Public Schools, Oakland, CA	This useful and provocative textbook of school nursing painted a clear and comprehensive role for the nurse in the schools.
1973	<i>Standards of Nursing Practice*</i>	Congress for Nursing Practice of ANA	The first nursing standards for <i>all</i> of nursing, this document set the stage for publication of standards by ANA and specialty nursing groups.
1974	<i>Guidelines for the School Nurse in the School Health Program</i>	School Nurse Subcommittee, School Nurse Section of ASHA; Virginia Thompson, Texas with representation from 10 states	A revision to ASHA's 1967 work, school nursing was conceptualized using role concepts such as "Health Manager" and "Deliverer of Health Services" rather than a mere listing of duties or responsibilities. The book also addressed educational qualifications, supervision of nurses, performance evaluation, and guidelines for employment and supervision of health assistants. The school nurse is referred to generically as "school nurse practitioner" throughout.
1981	<i>School Nursing: A Framework for Practice*</i>	Susan Wold (Editor) with multiple contributors	This is considered the premier school nursing textbook for the 20th century

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1981	<i>Guidelines for a Model School Nursing Services Program*</i>	Study Committee on Professional Standards of NASN, Helen Weber, Nebraska, Public School Nurse for Fremont Family Care Center, Fremont, NE, with representation from 12 states	This is an update to NASN's 1970 work (then the Department of School Nurses of NEA).
1983	<i>Standards of School Nursing Practice*</i>	A multi-organizational committee chaired by Georgia Macdonough, School Nurse Consultant, Arizona State Department of Health, Phoenix, AZ, representing National Association of State School Nurse Consultants (NASSNC), with representation from NASN, ANA, APHA, ASHA, and the National Association of Pediatric Nurse Practitioners (NAPNAP)	The first ANA officially endorsed set of standards for school nursing, this document, together with a few others, constitutes a key piece of the school nursing literature in the last half century.
1987	<i>The Scope of Nursing Practice</i>	The Task Force on Scope of Practice of ANA	Work is considered nursing's update to the 1980 social policy statement, with a broad definition of the core or essence of professional nursing as the "diagnosis and treatment of human responses to health and to illness" (ANA, 1980, p. 1)
1990	<i>Guidelines for a Model School Nursing Services Program</i>	Susan Proctor, Professor of Community Health & School Nursing, California State University, Sacramento, Sacramento, CA	The 1990 version incorporated all eight school nursing standards from the 1983 book. The revision combined the ANA school nursing standards with two standards formulated in California for the educational preparation of school nurses, "Communication" & "Clients with Special Health Needs" (CTC, 1989). Each of the 10 standards were explicated with a central theme

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1991	<i>Implementation Guide for the Standards of School Nursing Practice</i>	Implementation Guide Committee of the School Nurse Study Committee, ASHA, Alicia Snyder, Assistant Coordinator Nursing Services, Albuquerque Public Schools, Albuquerque, NM, with representation from six states	definition, rationale for the standard, measurement criteria, and a narrative titled "Building Toward This Standard." School nursing was described in terms of concepts rather than duties or tasks
			Unbeknownst to NASN, the School Nurse Study Committee of ASHA also was engaged in the development of an implementation guide for the 1983 <i>Standards of School Nursing Practice</i> . The project, conceived in 1984, was delayed in its development and publication. Unfortunately for the school nursing community, the book was not issued until a year after NASN's 1990 <i>Guidelines</i> revision appeared in the literature. Structured around the eight school nursing standards of practice, a narrative of two to three single-spaced pages was interspersed after each standard statement. These did not address measurement criteria, but rather discussed the use of the standard in practical terms, leaving it to the reader to apply to his or her own setting. A section titled, "Contemporary Issues" featured articles on issues of the day (e.g., HIV), several of which were authored by committee members. The product of their work was a scholarly, useful, and meaningful contribution to the school nursing literature. It remains to be surmised

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1991	<i>Standards of Clinical Nursing Practice</i>	ANA Practice & Guidelines Committee with representatives from Nursing Organization Liaison Forum (NOLF); Donna Zaiger, Coordinator Health Services, North Kansas City School District, Kansas City, MO, NASN representative	<p>what product might have emerged had NASN and ASHA been aware of the other's efforts and had worked together.</p> <p>ANA's Practice & Guidelines Committee, in 1990, undertook the development of new generic standards of practice, again applicable to all nurses in all practice setting. These supplanted the 1973 <i>Standards of Nursing Practice</i> and were intentionally retitled <i>Standards of Clinical Practice</i> to differentiate them from nursing standards developed for nonclinical practice settings or roles. Realizing that there was a long-standing recognition of the need for specialty standards, ANA invited representatives of more than 40 specialties within NOLF to work with them. The result was a new set of generic standards that differed from the 1973 work in two significant ways. First, the standards were divided into "Standards of Care," which incorporated the steps of the nursing process, and "Standards of Professional Performance," describing a "competent level of behavior in the professional role" (ANA, 1991, p. 3). The document served as a template for nursing specialty organizations in the development of revised specialty standards.</p>

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1993	<i>School Nursing Practice: Roles and Standards*</i>	Susan Proctor, professor of Nursing, California State University, Sacramento, Sacramento, CA, with Susan Lordi, Past President of NASN and Coordinator of Health Services, Orange Co. Office of Education, Costa Mesa, CA, and Donna Zaiger, Coordinator Health Services, North Kansas City School District, Kansas City, MO	An update to the 1990 NASN <i>Guidelines for a Model School Nurse Services Program</i> was “retrofitted” to align with the format of the 1991 ANA “generic” standards.
1998	<i>Standards of Clinical Nursing Practice</i> (2nd ed.)	ANA Task Force with NOLF input	Refining their 1991 work, ANA made minor changes to the language of one of the standards and added several measurement criteria throughout the document. The revised work continued the use of “Standards of Care” and “Standards of Professional Performance.” (NOTE: This book was the second edition using this title, but actually the third published set of generic standards.)
1998	<i>Standards of Professional School Nursing Practice*</i>	Multiorganizational Standards of Practice Task Force, Charla Dunham, Chair, NASN Standards & Practice Committee, Coordinator Health Services, Tenino School District, Tenino, WA, with representation from ANA, the Public Health Nursing Section of APHA, ASHA, and NASSNC	NASN’s second set of standards was based on the ANA template.
2000	<i>Standards of Professional School Nursing Practice: Applications in the Field</i>	Susan Lordi, Past-President, NASN, Coordinator of Health Services, Los Angeles County Office of Education, Downey, CA, with Beverly Bradley, President-Elect, ASHA, school nurse consultant, San Diego Unified School District, San Diego, CA	Standards are designed as overriding principles and require some explication before unfettered use. Two years after publication of the 2nd edition of the NASN <i>Standards</i> , an implementation manual was developed by Susan

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2001	<i>Scope and Standards of Professional School Nursing Practice</i>	Standards/Practice/ Issues Committee of NASN; a short scope statement added to the 1998 standards	Lordi, with assistance from Beverly Bradley. The “Applications” book reiterated the standards and their measurement criteria, but also elucidated two additional sections within each standard: “Institutional Support” and a discussion of the meaning of the standard. The Institutional Support section listed criteria for evaluating the extent to which the school district supported the nurse in attaining a given standard in one’s practice. The discussion section provided the nurse with greater understanding of the meaning of the standard and suggested ways the standard might be achieved.
2004	<i>Nursing: Scope and Standards of Practice</i>	Work group of Congress, Nursing Practice & Economics of ANA, Karen Ballard, Chair	In 2004, ANA published what became known as the “green book,” a substantively revised version

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			<p>of their generic standards of practice. This edition contained a “scope” statement. For the first time, the practicing registered nurse had a document that combined all earlier versions of standards, social policy, and scope statements with the most recent standards of nursing practice, painting a picture of the evolution in the conceptualization of the practice of nursing. The 2004 version addressed some functional roles for nurses within the scope statement and articulated a “nursing role specialty,” as well as the Advanced Practice Registered Nurse (APRN) role. Four “sub-standards” were added to Standard 5, “Implementation”: “Coordination of Care,” “Health Teaching & Health Promotion,” “Consultation,” and specific to the APRN, “Prescriptive Authority & Treatment.” “Standards of Care” was also retitled “Standards of Practice.”</p>
2005	<i>School Nursing: Scope and Standards of Practice*</i>	Standards of Practice Task Force Elizabeth “Libby” Thomas, Chair, School Health Consultant, DE (NASN), with representation from ANA, APHA Public Health Nursing Section, NAPNAP, NASSNC, and the National Center for School Health Nursing	
2006	<i>School Nursing: A Comprehensive Text</i> (1 st ed.)	Janice Selekman (Editor), Professor, University of Delaware School of Nursing, Newark, DE, with multiple contributors	Linda Wolfe, NASN past president, saw the need for a comprehensive and contemporary textbook of school nursing and Janice

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2011	<i>School Nursing: Scope and Standards of Practice (2nd ed.)*</i>	Standards of practice work group members, Elizabeth “Libby” Thomas, Chair, School Health Consultant, DE, and an NASN committee representing school nursing staff and administration, past and current presidents, president-elect, state directors, authors, journal editors, executive committee members, and academia	Selekman assumed the editorship. The text was sponsored by the NASN and addressed the many aspects of the school-nursing role. It was developed to be a resource for both new school nurses engaged in academic study of the school nursing role, as well as a for the seasoned nurse, providing the state of the science for school nursing’s evidence-based practice. The book is not a clinical guide, but rather a scholarly view of the profession, looking at many of the larger issues that affect practice and the school nurse. The book won the <i>American Journal of Nursing’s</i> book of the year award in 2006 in three categories.

* Further discussed in Chapter 3.