

# Licensed Professional School Nurse

## Activities During Distance Learning



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  
March 2020  
*Updated September 2020*



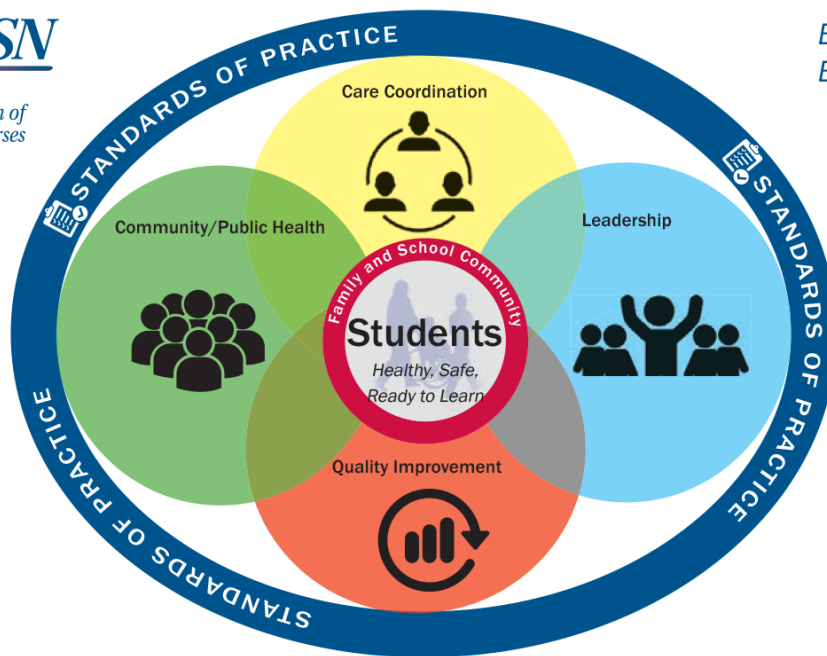
# NASN's Framework for 21<sup>st</sup> Century School Nursing Practice

## 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>

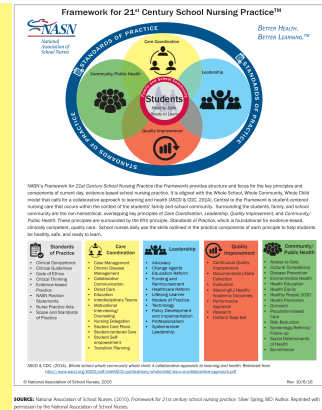
# Community / Public Health



- Risk reduction
  - Advocate for evidence-based practices aligned with local public health recommendations. [[CDC](#); [OHA video](#); ODE [Ready Schools Safe Learners \(RSSL\)](#) guidance]
- Screening
  - SYMPTOMS screening: Update illness screening practices for your site(s) per public health recommendations – consider symptoms of concern, length of exclusion [Oregon [Division 19](#) reporting; CDC symptoms of concern; RSSL [Planning for COVID-19 Scenarios](#); OHA/ODE [Communicable Disease Guidance for Schools](#)]
  - HEALTH screening: guidance for Oregon screenings such as vision, dental, and hearing is under review as of September 2020
- 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; consider visiting online classes with teacher permission, or posting to school website or approved social media
- Health Equity
  - Anticipate that current events will have disproportionate impact on certain individuals/groups in your community. [[CDC FAQ](#); [NIH article](#); OSNA [Social Determinants and Acuity Strategies](#)]
  - Participate in school outreach; identify resources for your community (food, social supports) and share information. [211 statewide resource line]
- 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
  - Review/update training materials; provide trainings, teaching for anticipated emergencies; delegate care to staff for current or planned onsite needs; consider keeping care provision within cohorts. [[OHA Interim Guidance for Lifesaving Treatment Protocols](#)]
  - If applicable, provide nursing services remotely or onsite [[ODE School Nurse Telehealth FAQs](#); [ODE Specialized Clinical Procedures](#); pre-K/childcare [ELD resources](#)]
  - Consider care hand-offs, such as whether school medications would be sent home if school closes or student quarantines.
- 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 [[OSBN Telehealth Nursing](#) interpretive statement; District processes; [\\*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; modifications or accommodations appropriate to home learning; additional PPE or other adjustments to care in the school setting [[RSSL Specialized Clinical Procedures](#)]

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# Leadership



- Lifelong learner
  - Stay current on the emerging information [[CDC](#); [OSNA COVID-19 Resources](#)]
  - Pursue accredited continuing nursing education (CNE) hours and other learning opportunities [[NASN eLearning](#); Workshops and Conferences from [OSNA](#)]
- Advocacy
  - Advocate for appropriate use of your time as a nurse [[Oregon School Nurse Manual](#); [NASN advocacy skills](#); [NASN School nurse role](#)]
  - Advocate for students / groups at higher risk from change in routine, from underlying health conditions, and from racism or stigma [[Social Determinants of Health](#); [CDC reducing stigma](#)]
  - Collaborate and plan actions to address unmet needs
- 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 learn about technology to ensure continued service provision & health education
  - Use strategies to protect health information [[NASN privacy](#)]

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# Quality Improvement



- Data collection
  - Consider data available about current student needs and nursing services provided; plan for changes to data collection to ensure needs are met
  - Review med sheets, other available data about health service provision; identify gaps or opportunities to improve [NASN [data points](#)]
  - Collaborate with applicable school staff to align school health data collected, symptoms of illness etc. aligns with Ready Schools requirements [OSNA [COVID-19 Toolkit](#)]
- Documentation
  - Document your activities whether onsite or remote
  - Update school health records – care notes, screenings, immunizations, alerts
    - Consider updating SNAP/Synergy/PowerSchool – notes and charting options for improved flow
  - Review student info forms, compile problems/allergies lists; ensure records are up to date
    - Prepare for end-of-year acuity reports [ODE 2020 [Medical Acuity reporting guidelines](#); OSNA [Social Determinants and Acuity Strategies](#)]
- Evaluation
  - Prepare feedback regarding personal and collaborative efforts
  - Consider student health supports and outcomes
  - Consider challenges and opportunities related to current events – systems, policies, tools needed

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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 and 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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