National Association of School Nurses

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How Standards of School Nursing Practice, Competencies, and the *School Nursing Practice Framework™* Work Together

This table is not an exhaustive list of competencies and their potential alignment with the NASN *School Nursing Practice Framework™* (*Framework)* principles. This table is meant to be a guide for considering how standards of practice, the competencies that serve as evidence of compliance with school nursing standards, and the *Framework* principles align with one another.

Note: Competencies have been quoted or paraphrased from National Association of School Nurses (2022). *School nursing: Scope and standards of practice* (4th ed.). NASN.

	Standards of Practice	Care Coordination	Leadership	Quality Improvement	Community/Public Health
Assessment	1.7 and 1.9 Identify school nurse standards, laws, federal/state/ local policies, and CPGs relevant to situation	1.5 Recognize student and parent as decision-makers regarding own health; Assess student, family, school, or community knowledge, skill, direct care, or care transition needs that support individual student health	1.19A Assess student, family, school, or community needs for advocacy, change/reform at the school, district, state, federal, education system or healthcare system levels	1.12 Use national and regional standardized data sets and systems when possible to document aggregate assessment findings; 1.11 Documents data accurately	1.14 Participate in school community assessment; Assess school and community education and care needs that support population health
Diagnosis	2.10A Identify gaps in policies, guidelines, or laws addressing common nursing diagnoses related to student or school community health and safety	2.3 Use assessment findings to formulate diagnoses; verify diagnoses with student, family, school, or community; document diagnoses	2.7 Interprets both nursing and interprofessional diagnoses for student, family, school community, and appropriate school staff	2.9A Use technology to articulate diagnoses and efforts to address diagnoses across health-illness continuum	2.12A Use assessment findings to formulate diagnoses to address unmet needs; 2.4 verify diagnoses with school or community; 2.6 document diagnoses; 2.5 prioritize diagnoses based on mutually established goals

Outcomes Identification	3.3 Integrate evidence and best/promising practices to identify expected outcomes	3.1 Engage the student/ family to develop expected holistic care outcomes and goals	3.1 Engage interprofessional (potentially IEP or 504) team to develop outcomes and goals	3.6 Document expected outcomes; 3.9A determine changes in school nurse sensitive student outcomes to inform school nursing practice; 3.4 modify expected student outcomes based on changes in health/wellness status	3.5 Develop expected goals and outcomes for population interventions in partnership with stakeholders
Planning	4.10 Develop a plan that reflects compliance with current statutes, rules, regulations, and standards	4.4 Prioritizes plan elements based on assessment of student's level of risk, safety needs, assets/strengths, and social determinants of health	4.14 Participate in development of emergency/ disaster plans	4.11 Modify the plan according to ongoing assessment of the student's response; 4.12 Document the plan using standardized language or recognized terminology	4.3 Develop a plan to address the needs of the school community and student populations with community partners
Implemen-tation	5.1 Translate evidence and clinical practice guidelines into practice; Delegate according to nurse practice act regulations, institution, and regulatory entities	5.10 Integrate traditional, alternative, and complementary healthcare practices as appropriate; 5.11 Provide prescribed interventions (medication, treatment, counseling, crisis intervention)5.4 Develop professional therapeutic relationships while promoting developmentally appropriate independence	5.3 Integrate interprofessional collaboration and communi-cation in the implementation of plan; 5.13 Coordinate implementation of emergency or disaster plan	5.9 Document implementation and modifications of the plan	5.5 Provide culturally sensitive inclusive, holistic care that focuses on the student and school community and addresses and advocates for the needs of diverse populations; 5.12 Utilize systems, organizations, school, and community resources to implement plan
Coordination of care/Health teaching and	5B.3 Use evidence-based learning principles to communicate health	5A.3 Manage student's care and promotes developmentally	5A.1 Coordinate creation and implementation of plans; 5A.5 and 5B.9 Communicates with the	5A.7 Document the coordination of care	5A.4 Facilitate access to care; 5B.1 Provides opportunities for school community to identify health promotion and disease

health promotion	promotion and disease prevention information	appropriate independence	student, family, stakeholders, and interprofessional team, and community-based resources to effect safe transitions in continuity of care and be primary resource of health information		prevention topics for school nurse to teach; 5B.10 Conduct health teaching and counseling at the individual, aggregate, and population levels
Evaluation	6.1 Use applicable standards/defined criteria in evaluation process (e.g., Quadruple Aim); 6.6 Share evaluation data in accordance with federal, state, and local regulations	6.2 Determine—in partnership with student/family—the effectiveness of strategies used	6.8 Use results of evaluation to recommend process, policy, procedure, or protocol revisions	6.3 Collect data to conduct evaluation of goals and outcomes; 6.5 Documents results of evaluation	6.5 Include recommendations from community partners in evaluation; 6.4 Conduct process evaluation of school-wide evidence-based interventions
Ethics	7.8 Safeguard privacy and confidentiality of students and their data	7.6 Demonstrate primary commitment to student regardless of setting or situation	7.10 Collaborate with other health professionals to protect human rights, enhance cultural humility/congruence, and reduce health disparities		7.10 Collaborate with public to protect human rights, enhance cultural humility/congruence, and reduce health disparities
Advocacy	8.11 Promotes evidence-based policies, regulations, and legislation at the school, local, state, and national levels	8.6 Promotes self-advocacy by students and families	8.8 Informs the political arena about complex needs of students, role of school	8.3 Advocate for adequate school nurse staffing models to improve student, school, community health	8.7 Participates in healthcare initiatives on behalf of student, family, school, and community

Respectful and equitable practice	9.5 Seek to understand the effects and impact of discrimination	9.6 Respect student and family decisions based on age, tradition, belief and family influence, and stage of acculturation	9.10 Advocate for policies, procedures, programs, and services that promote health, prevent harm, and improve equitable access to care for culturally diverse students and families; 9.12 Promote equity by educating colleagues, other professionals, and stakeholders about cultural similarities and differences	9.15 Document student and family cultural practices preferences, beliefs, languages, interventions/outcomes	9.11 Advance equitable access to school health services, interventions, health promotion programs, enrollment in research, health and academic education, and other opportunities
Communi-cation	10.3 Apply laws and regulations pertaining to privacy and confidentiality in all communications	10.5 Utilize evidence-based health counseling techniques as effective communication strategies	10.9 Contribute nursing perspective in interactions with stakeholders and members of interprofessional team; 10.10 Maintain communication with interprofessional team and others to facilitate safe transitions and continuity in care	10.12 Communicate student and school community outcomes	10.12 Communicate school community outcomes to key stakeholders
Collaboration	11.3 Adhere to standards and applicable codes of conduct that govern behavior among peers/colleagues	11.7 Partner with students/families to create, implement, and evaluate a comprehensive plan for change	11.4 Leverage unique and complimentary abilities of all members of a team to optimize attainment of desired outcomes; 11.6 Leads efforts to establish, improve, and sustain collaborative relationships	11.12 Document the outcomes and decisions of collaborative planning	11.8 Facilitate partnerships between families, schools, communities, and other agencies to support student health and education goals; 11.5 Translate knowledge of community health systems and populations to enhance effective collaboration on population health issues

Leadership	12.8 Influence policy to promote health for students and school communities at local, state, national, and global levels	12.1 Establish a culture of respect, trust, dignity, and integrity	12.5 Directs the health services program within the school and community ; 12.6 Accepts authority, ownership, accountability, and responsibility for the quality of school health services	12.2 Embrace evaluation in practice and role performance to attain professional goals	12.9 Serve in key roles in school, work, and community settings by participating on and leading committees/councils/coalitions
Education	13.1 Commit to lifelong learning through critical thinking, self-reflection of knowledge and practice alignment with standards; 13.9 Achieve any required state credentials.	13.5 Demonstrate application of education and knowledge in care coordination activities	13.6 Share knew knowledge with peers/colleagues; 13.7 Translate school culture for novice school nurses by role modeling, coaching, and sharing information relative to optimal care delivery; 13.8 Facilitate an environment supportive of ongoing education of team members	13.4 Participate in continuing professional development	13.3 Acquire learning experiences to maintain and advance knowledge, skills, and abilities relative to population of students served, school community, and the status of local and global health
Scholarly inquiry	14.9 Comply with institutional, district, state, and federal policies regarding safe conduct of research	14.4 Engage with scientific literature that is foundational to school nursing practice	14.7 Share peer reviewed research findings with colleagues; 14.8 Collaborate with researchers from outside educational system when they seek to study student health, school nursing practices, school communities	14.2 Identify questions in school nurse practice that may be resolved through research; 14.3 Participate in data collection (surveys, pilot projects, formal studies, national dataset)	14.8 Collaborate with researchers from outside the educational system (such as community partners) when they seek to study student population health and school communities
Quality of practice	15.11 Provide review and evaluation of policies, procedures, and guidelines to improve quality and	15.10 Use creativity and innovation to enhance school nursing care; adopt available technology	15.9 Collaborate with interprofessional and stakeholder team members in all stages of the quality improvement process	15.3 Document school nursing practice in a manner that supports quality and performance improvement; 15.4 Use a systematic,	15.10 Use creativity and innovation to enhance school nursing as population-based care, the school environment,

	delivery of school health services			ongoing process to monitor quality of care, implement corrective actions, and evaluate the outcomes of corrective actions; 15.5 Collect structure, process, and outcome data	and students' equitable access to learning
Professional practice evaluation	16.2 Adhere to professional practice guidance (School Nursing: Scope and Standards of Practice, NASN Code of Ethics, etc.); 16.3 Ensure nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statues, rules, and regulations	16.5 Provide evidence for practice decisions and actions related to care coordination and evaluation of care coordination	16.9 Maintain a professional portfolio based on school nursing standards of practice that provides evidence of competence and lifelong learning; 16.7 Provide peers and others with formal and informal constructive feedback regarding their practice/role performance	16.6 Seek formal and informal feedback; 16.11 Documents the evaluative process, including strategies to enhance one's own and others' school nursing practice	16.8 Act to achieve learning needs and goals identified during evaluation process, especially as they relate to providing culturally sensitive care for diverse student populations, screening and surveillance, and social and environmental determinants of health
Resource stewardship	17.5 Delegates in accordance with applicable legal and policy parameters, such as state nurse practice acts, NASN Principles of Practice for Delegation and NCSBN National Guidelines for Nursing Delegation	17.1 Assess student care needs and available resources to achieve desired outcomes	17.7 Advocate for resources that support and enhance school nursing practice and delivery of school health services	17.12 Report data on all aspects of resource utilization, including delegation and staff training; 17.13 Contribute data to budget analysis	17.2 Assists in analyzing costs, risks, and benefits in decisions about care and delivery of school health services, including health promotion, health education, and maintaining a healthy and safe environment

Environmental health	18.8 Use products or treatments consistent with evidence-based practice to reduce environmental threats and hazards	18.6 Address environmental health risks for students	18.7 Advocate for safe, judicious, appropriate use of products and environmentally safe disposal of waste at school and in community	18.10 Incorporate identified environmental health learning needs in one's own professional development plans	18.1 Recognize the environment as a determinant of health that impacts educational, health, and social equity; 18.2 Assess school and community to identify environmental determinants of health and impact on holistic student health and education