

The Scope and Standards of School Nursing Practice

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Objectives

1. Describe the legal framework for school nursing practice by the Registered Nurse.
2. Examine the role and responsibilities of the RN School Nurse in: Competency determination, Delegation decisions, Supervision, Consultation practice, and Planning
3. Identify risk management and quality improvement strategies for the School Nurse
4. Apply principles of scope and standards, function and role in implementing a school's medication administration program.

The legal framework for School Nursing practice

- Nebraska Nursing Licensure laws
- Nationally-recognized Standards of Care
- Federal law, state statutes, and rules and regulations pertaining to school health
- Local school policies
- Contracts and job descriptions

Licensure Laws

- See the description of situations where the nurse might be subject to discipline:
<http://dhhs.ne.gov/crl/nursing/rn-lpn/conduct.htm>
- Read about scope of practice and delegation decisions in the regulations governing the practice of nursing in Nebraska, Title 172 NAC Chapter 99:
http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-99.pdf
- Materials from the School Health Program on delegation www.dhhs.ne.gov/schoolhealth

Standards of Nursing Practice

- Nursing: Scope and Standards of Practice, 2nd Ed. (ANA, 2010)
- Nursing's Social Policy Statement: The Essence of the Profession (ANA, 2010)
- Code of Ethics with Interpretive Statements. (ANA, 2001)

Standards of School Nursing Practice ANA/NASN Consensus statement 2011

- Six Standards of Practice
 - Assessment
 - Diagnosis
 - Outcomes Identification
 - Planning
 - Implementation
 - Direct or Indirect Care
 - Coordination of Care
 - Health Teaching and Health Promotion
 - Consultation
 - Prescriptive Authority and Treatment (APRN)
 - Evaluation

Standards of School Nursing Practice ANA/NASN Consensus statement 2011

- Eleven Standards of Professional Performance
 - Ethics
 - Education
 - Evidence-based Practice and Research
 - Quality of Practice
 - Communication
 - Leadership
 - Collaboration
 - Professional Practice Evaluation
 - Resource Utilization
 - Environmental Health
 - Program Management

Reasonable and Best Practices in School Nursing and School Health Services

- American Academy of Pediatrics; Bright Futures
- National Association of School Nurses
- American School Health Association
- American Nurses Association
- National Association of State Boards of Education
- CDC Division of Adolescent and School health
- National Association of State School Nurse Consultants, and the
- Nebraska State School Nurse Consultant and Nebraska School Health Guidelines

Evidence-based Practices

Recommended Reading:

Exploring the Evidence-base for the
Relationship between Health and Learning
(2010)

[http://www.dhhs.ne.gov/SchoolHealth/Exploring-Evidence-Base-Relationship-between-HealthLearning%20\(updated%20May%202010\).pdf](http://www.dhhs.ne.gov/SchoolHealth/Exploring-Evidence-Base-Relationship-between-HealthLearning%20(updated%20May%202010).pdf)

Goals of a School Health Program

- Provide health screening and immunization monitoring
- Control the spread of communicable disease
- Provide nursing consultation and specialized cares for children with special health care needs.
- Promote utilization of primary care
- Provide a healthy and safe school environment
- Promote comprehensive and appropriate health education
- Provide a system for dealing with crisis medical situations
- Evaluate the health program.

Seven Core Roles of School Nurses

- Direct care
- Leadership for the overall system of care
- Health screening and referral
- Promote healthy school environment
- Health promotion and health education
- Leadership for policy and program development
- Liaison between school personnel, families, health care professionals, and the community
 - AAP/NASN Consensus Statement

Questions for Nebraska School Nurses

- *How do you represent your priorities and goals to others?*
- *If you are not a full-time nurse in a school district, how do you modify the goals and core roles to adapt to part-time availability?*

Federal Laws, State Statutes, and Regulations pertaining to School Health

- See: Nebraska School Nurses
<http://www.dhhs.ne.gov/SchoolHealth/SNqualifications1208.pdf>
- See: State statutes and regulations
<http://www.dhhs.ne.gov/SchoolHealth/Regulations.htm>
- Highlights:
 - IDEA
 - Section 504
 - FERPA
 - Immunizations and Screening
 - Physical exam and Visual evaluation
 - Communicable disease control

Local School Policy

- Every educational employee is obliged to know and follow school policy
- How does your district recognize professional certification and licensure?
- Does local school policy address:
 - Medication administration
 - Immunization compliance and enforcement
 - Exposure control precautions
 - Confidentiality expectations
 - Response to injuries and sudden illness
 - Emergency response

Contracts and Job Descriptions

- What's in your job description or contract?
- Your job description describes the assigned tasks for which your employer has hired you, approved for you, and authorized for you.
- Does your job description include:
 - Planning or consultation
 - Supervision or direction of unlicensed personnel
 - Competency determination
 - Education of students, families, and staff
 - Responsibility for employee health or wellness

The Unique Role of the RN School Nurse

- RN Nurse-driven
- Medically current and clinically demanding
- Individual-level direct care *and* population-based
- Individual and *systems*-based interventions
- Delivered in absence of parent yet family-centered
- *Highly collaborative: multidisciplinary practice in a non-health environment*

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Actually, it's Roles

- Indirect as well as direct provision of nursing care
- Leadership role expressed as consultant, supervisor, content expert/educator, facilitator
- Unique strength linking community resources to the school
- Considerable time, effort, and expertise dedicated to planning
- Prepare students for lifelong adaptation and self-management.

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and Legal Functions**

- **Competency Determination** = affirmation that at a point in time an individual demonstrated sufficient knowledge, skill, and intent to fulfill an assigned specific function.
- **Delegation** = the transference from one individual to another the authority, responsibility, and accountability to perform nursing interventions.
- **Supervision** = the provision of oversight and includes retaining accountability for determining whether or not nursing care is adequate and delivered appropriately.
- **Direction** = provision of guidance and supervision by a person who is responsible for managing the provision of care by another person
- **Consultation** = providing information and guidance for use in problem-solving to improve care.
- **Planning** = prescribing strategies and interventions to reach identified outcomes

** Influenced by federal law, state statute and regulation, local school policy, and workplace agreements (job descriptions and contracts).

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Delegation

- See the School Health Program website materials on delegation
<http://www.dhhs.ne.gov/SchoolHealth/Guidelines.htm>
- Make use of the guidance in the nursing regulations!
- <http://www.hhs.state.ne.us/crl/nursing/m-lpn/Delegation-decision-tree.pdf>
- You may be subject to discipline for making a delegation decision contrary to the regulations
- Only the Registered Nurse in Nebraska is credentialed to make the delegation decision

Supervision

- Unless school nurses are assigned to supervise other school nurses, rarely are school nurses “supervisors” of unlicensed personnel.
- The supervision role is most often retained by the school administrator.
- Still the licensed school nurse is positioned to be accountable for direction, delegation, and supervisory functions with regard to student care services.

Direction

- Licensed nurses provide direction to unlicensed person in the provision of auxiliary patient care services.
 - Specific observations to be monitored, and how to record and communicate
 - Specific interventions, with client specific instructions or limitations
 - Expected results
 - Unexpected results and how to communicate with timeline and method specified
 - Includes supervision, direct or indirect by RN, direct only by LPN.

Consultation Nebraska Nursing Regulations

Licensed nurses provide nursing care through a variety of roles including a) the direct provision of care, b) the indirect provision of care through administering, managing and supervising the practice of nursing, c) the teaching of health care practice to individuals, families and groups, and d) collaboration and consultation with other health professionals in the management of health care.

Consultation ANA/NASN Scope and Standards

- STANDARD 5C: CONSULTATION
- The School Nurse provides consultation to
 - Influence the identified plan
 - Enhance the abilities of others, and
 - Effect change
- Seven competencies plus four for the graduate-prepared, and advanced practice RN

Consultation Competencies

- Seeks and documents consultations with other health care professionals.
- Synthesizes data according to evidence-based practice and theoretical frameworks when providing consultation.
- Independently communicates recommendations to and facilitates understanding by community-based providers and agencies.
- Facilitates the effectiveness of consultation by involving the health care consumers and stakeholders in decision-making and negotiating role responsibilities.
- Communicates consultation recommendations that influence the identified plan, facilitate understanding by stakeholders, enhance the work of others, and effect change
- Acquires knowledge through participation in formal or informal consultation to address issues in nursing practice.
- Source: ANA and NASN. *School Nursing: Scope and Standards of Practice*. American Nurses Association. Silver Spring MD. 2011.

Consultation Competencies

Additional competencies for the graduate-level prepared school nurse and the APRN:

- Synthesizes data according to evidence-based practice and theoretical frameworks when providing consultation.
- Develops models for effective communication.
- Serves as a mentor and resource to others on effective consultation practices.
- Synthesizes clinical data, theoretical frameworks, and evidence when providing consultation.

Planning Nebraska Nursing Regulations

- The Registered Nurse develops a plan of care for individuals, families and groups based on assessment and nursing diagnoses. The LPN assists in the development of a plan of care. The plan includes:
 - Culture
 - Consideration of client/patient wishes
 - Identification of priorities
 - Collaboration
 - Prescribe interventions
 - Identify measures to maintain comfort, support human function and response
 - Education to promote health
 - Identification of community resources for continued care

Planning AN/NASN Scope and Standards

- STANDARD 4: PLANNING
- The School Nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.
- 17 competencies plus two for the graduate-level prepared school nurses and APRNs.

Planning Competencies

- Develop an IHP
- Establish plan priorities with family and others.
- Include in the plan strategies to address each diagnosis including emergency care provisions. Include strategies for health and wholeness. Address multifaceted needs of students with complex medical needs. Incorporate time lines. Identifies evaluation strategy. Includes values and belief system of student and family.
- Provide for continuity within the plan.
- Consider economic impact of the plan.
- Integrate current scientific evidence, trends, and research.
- Use the plan to provide direction to other members of the healthcare team.
- *Source: ANA and NASN. School Nursing: Scope and Standards of Practice. American Nurses Association. Silver Spring MD. 2011.*

Planning Competencies, cont.

- Explores practice settings and safe space and time for the nurse, student, and family to explore suggested, potential, and alternative options.
- Defines the plan to reflect current statutes, rules and regulations, and standards.
- Modifies the plan based on the ongoing assessment of the student's response and other outcome indicators.
- Documents the plan in a manner that uses standardized language or recognized terminology.
- Identify strategies that reflect current evidence, data, and expert knowledge.

Competencies for the graduate-prepared SN or APRN:

- Leads the design and development of interprofessional processes to address the identified diagnosis or issue.
- Actively participates in the development and continuous improvement of systems to support the planning process

Application to Practice: Medication Administration

- Reference statutes and regulations :
http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-59.pdf
- Aspects of medication administration included in the regulations:
 - The role of the licensed health care professional
 - Competency areas
 - PRNs, other routes
- Aspects of the medication administration program NOT included in the regs
 - Consenting, inventory, delegation

Competency Determination

- Role is assigned by statute and regulation.
- Competency determination is to be performed by a licensed health care professional within whose scope of practice falls “medication administration”.
- Fourteen areas described.
- Documented for each individual assigned to provide medications to students, and must be repeated no less than every three years.

Competency Determination

- Regulations state that “training” is not a requirement.
- See the statute and resource materials for more detail on medication administration.
- Consider the framework YOU will adopt for carrying out this important function!

Special Considerations

- Meds by other routes
- Medications involving delegation decisions
- Consenting
- Communication with prescriber
- Lost or stolen medications
- Controlled substances
- Field trips

Quality Improvement in Medication Administration

- Competency determination
- Inventory
- Error reporting
- Security
- Periodic oversight
- Field Trips

Resources for the Nurse

From the DHHS School Health Program:

- Documentation materials
- Sample consent forms
- Sample training materials: outlines, powerpoints, tests, videos
- Resource: “The Medication Aide Act for School Administrators”
<http://www.dhhs.ne.gov/SchoolHealth/medadmbriefsummary508.pdf>
- Resource:

Quality Improvement in School Nursing Practice

1. Always study and continuously learn
2. Rigorously apply the nursing process
3. Fearlessly identify key information needed before finalizing recommendations or plans
3. Be knowledgeable about applicable laws, statutes, regulations, and policies – be prepared to explain
4. Ground your information and resources in evidence-based, theoretically-sound, best practice
5. Acknowledge and be true to your professional values: e.g., family-centered care, cultural frameworks, age-appropriate, respect for individual rights
6. Give some thought to your documentation practices: communicate professionally, consistently, cite important sources.

Risk Management Strategies: THE WISDOM OF YOUR PEERS

- Seek input from professional colleagues
- Join the school nurse listserv
- Read and stay current
- Don't "just" document: gather signatures
- Involve additional resources in your school: counselor and/or administrator
- Communicate with parents
- Develop your local school policies and procedures
- Use report forms: CA and accident
- Describe your "nurse" concerns in "school" terms
- Training: get it, give it

THANK YOU !

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