**Nursing Competencies:**

 **Individualized Care Plans/Students With Chronic Condition**

*The purpose of this checklist is to outline the expected behaviors of a school nursing as it relates to individual care plans for students with chronic conditions. The self-assessment can also be used to identify areas where further professional development may be needed.*

**Overall**

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| --- | --- |
| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| Utilizes the nursing process when developing individualized health plans and emergency plans (and knows the difference between the types of plans) |  |  |  |
| Accepts authority, ownership, accountability, and responsibility of practice |  |  |  |
| Advocates for student and school population health: in policies, actions, appropriate staffing models, and removing individual and systemic barriers |  |  |  |
| Uses innovation and creativity to enhance school nursing practice and environment |  |  |  |
| Communicates activities, progress, and outcomes with administrators, school board, and community. |  |  |  |
| Documents each step in the nursing process |  |  |  |

**Nursing Process: Assess**

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| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| Utilizes several sources of data (i.e. healthcare provider, teacher, parents/family, student, whole child exam) to assess the whole student. |  |  |  |
| Obtains a health history and conducts a whole child assessment (i.e. cultural, developmental, social/home/family, behavior assessment, physical assessment, safety needs, level of risk). |  |  |  |
| Uses evidence-based tools (i.e. depression screening, food insecurity) when collecting data. |  |  |  |
| Validates data with student/parent or interprofessional team |  |  |  |

# Nursing Process: Diagnosis

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| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| Synthesizes assessment data to identify concerns related to health and academics. |  |  |  |
| Identifies resources available, along with strengths and abilities including developmental level, support system, health literacy, and engagement in self-care.* *A nursing diagnosis in schools must take into account the whole child.*
 |  |  |  |
| Utilizes assessment data when articulating the nursing/interprofessional diagnosis.* *Categories of nursing diagnoses include problem-focuses, risk, health promotion, or syndrome.*
* *Utilizes nursing diagnosis language: (Problems/risk/potential concern) related to (etiology or related factors) as evidenced by (assessment findings).*
 |  |  |  |
| Prioritizes nursing and interprofessional diagnoses based on importance, severity, timeliness, trends, and readiness, as well as resources, impact and urgency of need.* *More than one issue may arise from the assessment-so prioritization is needed in the order things will be addressed.*
 |  |  |  |
| Interprets nursing and interprofessional goals for student/family, and as appropriate school staff.* *Remember an IHP is a nursing care plan-written for the nurse. Some parts may need to be interpreted for non-nursing team members.*
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# Nursing Process: Outcomes

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| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| Engages student, family and team in developing outcomes. |  |  |  |
| Sets outcomes that are specific, measurable, attainable, realistic, time limited, inclusive, and equitable (SMARTIE)* *SMARTIE outcomes should reflect what success looks like or where the student needs to progress.*
* *SMARTIE outcomes help when planning timeline for implementation and if you achieved your outcomes.*
 |  |  |  |
| Uses established benchmarks (i.e. Healthy People 2030)/promising practice to identify expected outcomes, if appropriate. Clearly state and document these goals/outcomes.* *When making outcomes “measurable” there needs to be an objective number (i.e. 80% of the population will, 12% increase). The number can be hard to determine and so use the county or other goals already in place to help you determine a realistic number.*
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# Nursing Process: Plan & Implement

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| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| Develops a holistic, evidence-based, individualized healthcare plan that is directly linked back to the outcomes.* *An evidence-based plan includes interventions based on the best evidence (including NASN’s clinical guidelines) and should NEVER be just education.*
* *Plans should Addresses the safety, timeliness, effectiveness, efficiency, equitability and patient-centeredness of the plan (STEEP).*
* *Interventions may include motivational interviewing/counseling, education, 504 accommodations, advocacy, incentive programs, etc.*
* *As appropriate integrate technology, culture, strengths into the plan.*
 |  |  |  |
| Engages student, family/caregivers, and others (as appropriate) in plan development.* *Utilizes shared decision making with students/families.*
* *Includes appropriate interprofessional and community partners.*
* *Empowers student to achieve developmentally appropriate self-care.*
 |  |  |  |
| Coordinates care with interprofessional team. * *Incorporates plan into education day and school-sponsored activities.*
* *Delegates as appropriate (after appropriate training), but maintains accountability (follows up after training*
* *Partners with librarians, faculty, and community providers to address student/ family health literacy needs and looks for cross-curriculum opportunities.*
* *Provide referrals to community providers and resources, as needed.*
 |  |  |  |
| Modifies plan based on continuous monitoring (see evaluation) |  |  |  |

# Nursing Process: Evaluation

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| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| Evaluates IHP Plan* *Utilizes data (numbers and feedback) to determine if goals/ objectives have been met.*
* *Collects feedback from peers, students/family, teachers, supervisors, etc. Reviews and incorporates feedback into the plan.*
* *Determines the safety, timeliness, effectiveness, efficiency, equitability, and patient-centeredness of the plan (STEEP).*
 |  |  |  |
| Reviews progress of outcomes and plan and modifies as needed. |  |  |  |

**Reference**

National Association of School Nurses (2022). School Nursing: Scope and Standards of Practice, 4th Edition. Silver Spring, MD: NASN.

**Created by the Center for School Health Innovation & Quality (2024) based on NASN’s Scope and Standards of School Nursing Practice (intentionally using wording from S&S for fidelity) with the intention of state and district leaders updating to include state or district specific laws or policies.**