**Nursing Competencies: Student Health Office Visits for Acute Issue**

*The purpose of this checklist is to outline the expected behaviors of a school nursing as it relates to health office visits for students with acute health issues. The self-assessment can also be used to identify areas where further professional development may be needed.*

|  |  |
| --- | --- |
| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| **Overall*** Creates a safe place for students, families, faculty, and colleagues to share and be themselves.
* Models safe, respectful, inclusive, and accepting school nursing practice.
* Seeks to improve clarity and actively listens to others.
* Uses communication styles and methods that are professional, caring, and empathetic.
* Recognizes cultural and other language barriers that may impede communication and appropriately uses adult interpreters, translators, cultural brokers. Uses alternative strategies for those with visual, hearing or other difficulties.
* Identifies culturally specific meanings of interactions, terms, and content.
* Seeks to understand the impact of culture, diversity, and discrimination on health.
* Utilizes terminology and professional language in written and oral communications.
 |  |  |  |
| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| **Assess**Conducts a focused assessment, prioritizing the immediate reason for the student visit. * Utilizes several sources of data (i.e. student’s words, observation, physical assessment, if needed) to assess student concern.
* Assess student’s developmental level.
* As needed ask about cultural and social factors, student’s strengths and gaps, and available resources.

Frequently Visiting Students* As appropriate, uses evidence-based tools (i.e. depression screening, food insecurity) to assess deeper concerns.
 |  |  |  |
| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| **Diagnose**Develops nursing diagnosis.* Utilizes assessment data to identify nursing diagnosis (student concern) in a timely manner.
* Interprets nursing and interprofessional goals for student/family, and as appropriate school staff.

If student has chronic condition IHP* Determines if concern is linked to student’s IHP nursing diagnosis.

Frequently Visiting Students* Identifies underlying nursing diagnosis that goes beyond acute visit.
 |  |  |  |
| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| **Outcome**Determines outcome for immediate issue* Engages student, family (when appropriate) in developing outcomes (for immediate issue).
* As appropriate, outcome should be specific, measurable, attainable, realistic, time limited, inclusive, and equitable (SMARTIE). *For example, student will return to class ready to learn in 10 minutes.*

If student has chronic condition IHP* Determines if concern is linked to student’s IHP nursing diagnosis.

Frequently Visiting Students* Sets outcome for underlying issue that brings the student to the office often. As appropriate, outcome should be specific, measurable, attainable, realistic, time limited, inclusive, and equitable (SMARTIE).
 |  |  |  |
| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| **Plan/Intervention**Determines and carries out an evidence-based plan intervention that links back to the identified nursing diagnosis and outcome goal. Interventions may include:* Appropriate, evidence-based care, treatments, and/or medications.
* Motivational interviewing/consulting that empowers student to achieve developmentally appropriate self-care and/or address immediate need.
* Crisis intervention

As needed, coordinates care with interprofessional team* Provides referrals to community providers and resources.

If student has chronic condition IHP* Provide care and as appropriate document in student IHPs the link.

Frequently Visiting Students* Address deeper concern with student.
* Document immediate care and link to Frequent visitor plan, as appropriate.
 |  |  |  |
| **Competency** | **Self-Assessment**D=DevelopingE=EmergingP=Proficient |
| **D** | **E** | **P** |
| **Evaluation**Evaluates Actions* Documents each step of the nursing process outlined above, including if ‘outcome’ was met.
* Assesses effectiveness of own communication skills.
* Regularly reviews data for trends of types of visits or concerns, broken down by groups of concern (i.e. low income, homeless, race/ethnicity, LGBTQ+)

If student has chronic condition IHP* Evaluates how acute interactions impact IHP.

Frequently Visiting Students* Evaluates plan for decreasing frequent visits to office.
 |  |  |  |

**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.**