**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.*

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| **Competency** | **Self-Assessment**  D=Developing  E=Emerging  P=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=Developing  E=Emerging  P=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=Developing  E=Emerging  P=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=Developing  E=Emerging  P=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=Developing  E=Emerging  P=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=Developing  E=Emerging  P=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.**