**School Nurse Competencies Based on**

***NASN’s Scope & Standards of School Nursing Practice (2022)***

*The purpose of developing these competencies was to operationalize NASN’s Scope and Standards of School Nursing Practice (2022) for job responsibilities, descriptions and evaluation. Wording from the S&S were purposefully used to keep the fidelity of the standards. A group of state school nurse consultants and district school nurse leaders reviewed the document.*

*Color Codes correspond with the Principles of NASN’S Framework for 21st Century School Nursing Practice. (Although many of the Principles overlap and are integrated with other principles. This is especially true of Standards of Practice).*

*Red=Quality Improvement*

*Yellow=Care Coordination*

*Blue=Leadership*

*Green=Community/Public Health*

*Grey=Standards of Practice*

**COMPETENCY 1: School nurses use their knowledge of the nursing process to facilitate students’ ability to learn.**

**COMPETENCY 2: School nurses use data, current evidence, and the nursing process to provide student-centered care at the school community, or population level so that school-age population are ready to learn to their full potential.**

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| **Standards** | **C1. Individual Level**  ***(NASN’s Care Coordination)*** | **C2. Population Level**  ***(NASN’s Community/Public Health)*** |
| The SCHOOL NURSE collects pertinent data and information relative to student, family, and beyond (SS1)  *Assesses (SS1)* | * Uses evidence-based tools (i.e. depression screening, food insecurity) * Utilizes several sources of data (i.e. healthcare provider, teacher data, parents/family) to assess the whole student. * Conducts physical assessment proficiently. * Obtains a health history and conducts a whole child assessment (i.e. cultural, developmental, social, and behavior assessment) * Prioritizes immediate student need. * Validates data with student/parent or interprofessional team | * Conducts community assessment using population-based, community engagement, socio-ecological/systems perspective (including multiple sources of data). * Recognizes the environment as a determinant of health. * Uses evidence-based screening tools. * Integrates local, national, and global initiatives in assessment process. * Validates data with population and/or interprofessional team. * Uses national and regional standardized data set/systems when possible |
| The SCHOOL NURSE analyzes assessment data to describe actual or potential diagnoses (SS2)  *Diagnoses* | * Identifies strengths and abilities including support system, health literacy, and engagement in self-care. * Identifies gaps, potential risks to student including interpersonal, systemic, cultural, or environmental. * Utilizes assessment data when articulating the nursing/interprofessional diagnosis (which is different than medical diagnosis) * Assesses available resources. * Prioritizes diagnoses based on goals. * Interprets nursing and interprofessional goals for student/family, and as appropriate school staff. | * Identifies strengths and abilities including support system, health literacy, and engagement in self-care. * Identifies gaps, potential risks of population including interpersonal, systemic, cultural, or environmental. * Synthesizes population data to interpret findings of health status, health outcomes, and disparities. * Utilizes assessment data when articulating the nursing/interprofessional diagnosis. * Prioritizes diagnosis based on goals, resources, impact, and urgency of need. |
| The SCHOOL NURSE articulates measurable expected outcomes for a plan individualized to target student/population (SS3)  *Sets measurable goals & outcomes* | * Engages student, family, and team in developing outcomes. * Sets goals that are specific, measurable, attainable, realistic, time limited, inclusive, and equitable (SMARTIE) * Formulates holistic outcomes based on diagnoses and assessment. * Uses evidence/promising practice to identify expected outcomes. * Clearly states and documents outcomes. | * Engages community in developing outcomes. * Sets goals that are specific, measurable, attainable, realistic, time limited, inclusive, and equitable (SMARTIE) * Uses established benchmarks (i.e. Healthy People 2030)/promising practice to identify expected outcomes. * Clearly states and documents goals/outcomes. |
| The SCHOOL NURSE develops a collaborative course of action to meet identified outcomes, utilizing appropriate resources (SS4, 11, 17)  *Develops evidence-based plans* | * Develops a holistic, evidence-based plan in partnership with student/family, interprofessional team that directly links back to each diagnosis. * Distinguishes between IHP and Emergency Action Plan. * Utilizes shared decision making with students/families. * Includes appropriate interprofessional and community partners. * Prioritizes plan elements based on assessment (level of risk, safety needs, assets, SDOH). * Seeks best evidence and promising practices to achieve plan outcomes. | * Develops a holistic, evidence-based, innovative, population-based plan (includes all 3 levels of prevention and addresses different levels: student/family, groups, school, community, policy) that directly links back to diagnoses and outcomes. * Includes community partners in plan development. * Modifies plan based on continuous monitoring. * Uses a variety of communication methods to share population-based messages. * Includes advocacy as an intervention, as appropriate. * Includes evidence-based environmental health concepts practice. |
| The SCHOOL NURSE executes the agreed upon plan/intervention using the current evidence and research findings (SS5a&b, 15, 18)  *Implements Plans With Fidelity* | * Provides appropriate, evidence-based care. * Addresses the safety, timeliness, effectiveness, efficiency, equitability and patient-centeredness of the plan (STEEP). * Provides accurate, evidence-based products, treatment and medications. * Provides appropriate, evidence-based counseling and crisis intervention. * Utilizes telehealth, mobile health, and other technologies into practice, as appropriate. * Delegates as appropriate (after appropriate training), but maintains accountability (follows up after training). * Utilizes motivational interviewing. * Coordinates care with interprofessional team. * Provides education to students/families, staff and others as needed. * Addresses home and family factors that may be impacting student’s health. * Provides referrals to community providers and resources. * Empowers student to achieve developmentally appropriate self-care. * Incorporates individualized health plan into education day and school-sponsored activities. * Documents care and links documentation to plan. * Partners with other experts and/or provides evidence-based education to student or groups. | * Follows up on referrals of screenings, addressing access to care. * Utilizes systems, organization, and community resources to implement plan. * Incorporates culture and traditions of the community, as appropriate. * Integrates technology into the plan, as appropriate. * Coordinates community efforts and resources needed for the population. * Focuses on marginalized populations and those living in vulnerable situations. * Partners with librarians, faculty, and community providers to address student, family, community health literacy needs and looks for cross-curriculum opportunities. * Partners with community organizations and/or other school professionals to provide evidence-based health promotion and/or disease prevention programs to groups or entire community. * Utilizes evidence-based pedagogy when conducting education and health promotion programs. * Specifically targets populations at risk to avoid negative outcomes |
| The SCHOOL NURSE systematically appraises progress toward attainment of goals and outcomes (SS6)  *Evaluates progress towards goals & outcomes* | * Utilizes data to determine if goals/objectives have been met. * Determines the safety, timeliness, effectiveness, efficiency, equitability, and patient-centeredness of the plan (STEEP). * Determines barriers or areas of improvement in practice. * Reviews progress of outcomes and plan and modifies as needed. * Throughout the plan evaluates the fidelity and application of interventions * Conducts peer evaluations. * Collects feedback from students/family, teachers, and reviews results-incorporating feedback into the plan. * Uses evaluation to recommend changes in process or policy. | * Utilizes data and applicable standards (i.e. quadruple aim) to determine if goals/ objectives have been met. * Determines the safety, timeliness, effectiveness, efficiency, equitability, and patient-centeredness of the plan. * Throughout the plan evaluates the fidelity and application of interventions * Reviews progress of outcomes and plan and modifies as needed. * Conducts peer evaluations. * Collects feedback from students/family, teachers, and reviews results-incorporating feedback into the plan. * Uses evaluation to recommend changes in process or policy. * Regularly reviews data to identify changes in trends or areas of concern. |

**COMPETENCY 3: School nurses are health leaders in their school community and promote safe, respectful, and healthy communities.**

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| **Standards** | **Exhibited by** |
| The SCHOOL NURSE integrates ethics in all aspects of practice (SS7)  *Integrates ethics into practice* | * Adheres to ethical federal, state, and district laws, guidelines and policies in collection, maintenance, use, and dissemination of data. * Integrates the *Code of Ethics* into practice. * Maintains therapeutic relationships and professional boundaries. * Safeguards confidentiality and privacy, including HIPAA & FERPA * Accepts authority, ownership, accountability, and responsibility of practice. * Complies with institutional, district, state, and federal policies regarding sharing of data or research activities. |
| The SCHOOL NURSE demonstrates advocacy in all roles & settings (SS8)  *Advocates for self & others* | * Serves as the primary health resource for the school. * Leads or serves in key roles in school or community organizations. * Advocates for student and school population health: in policies, actions, appropriate staffing models, and removing individual and systemic barriers. * Engages community alliances to advocate to needed system level changes and appropriate resources. * Advocates and supports students as they transition from one grade or school to the next. * Advocates and provides justification for appropriate resources. * Advocates for safe work environment (in behaviors as well as things such as lead, mold, etc.) and addresses areas of risk. * Participates in the development of emergency operation/disaster plans and after-action reporting. * Coordinates implementation of emergency disaster plan * Participates in professional organizations to collectively advance advocacy efforts. |
| The SCHOOL NURSE practices with cultural humility & inclusiveness (SS9)  *Is respectful, inclusive, and culturally humble* | * Inventories one’s own values, beliefs, cultural heritage, implicit biases, and emotional intelligence. * Identifies culturally specific meanings of interactions, terms, and content * Seeks to understand the impact of culture, diversity, and discrimination on health. * Embraces and advocates diversity, equity, inclusion, and belonging. * Promotes and embraces a work culture and environment that is respectful, inclusionary, and culturally sensitive. |
| The SCHOOL NURSE effectively communicates in all areas of practice (SS10)  *Communicates effectively & regularly* | * Assesses effectiveness of own communication skills * Seeks to improve clarity and actively listens to others. * Uses communication styles and methods that are professional, caring, and empathetic. * Communicates with parents no matter the language or culture. * 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. * Utilizes terminology and professional language in written and oral communications. * Confirms recipients receive and understand messages. * Conveys accurate information in appropriate formats. * Communicates to appropriate authority regarding concerns, decisions, potential/actual hazards, errors in care, or practice deviations. * Communicates student and school outcomes with administrators, school board, and community. |
| The SCHOOL NURSE develops effective relationships and uses conflict management strategies as needed (SS12)  *Establishes relationships of trust* | * Integrates kindness and caring in all aspects of work. * Creates a safe place for students, families, faculty, and colleagues to share and be themselves. * Models safe, respectful, inclusive, and accepting school nursing practice. * Leverages unique strengths of each team member. * Utilizes evidence-based conflict management strategies. * Promotes recognition of school nursing colleagues’ accomplishments. |
| The SCHOOL NURSE seeks current evidence and innovative strategies (SS13)  *Life-long learner* | * Identifies areas where additional learning is needed. * Regularly participates in professional development specific to school nursing needs. * Shares new knowledge and evidence-based findings with colleagues. * Seeks professional development to understand how to integrate technology (i.e. telehealth, artificial intelligence) into practice. * Seeks to understand education and health care system changes and alternative models of school health staffing and funding. * Articulates and includes one’s education and credentials within the team and in written communication. * Identifies questions where research or more evidence is needed. * Participates in surveys, pilot projects, or other activities that will move the science forward. |
| The SCHOOL NURSE documents and reviews data to ensure quality care (SS15)  *Uses documentation and data in practice.* | * Documents accurately in accordance with federal, state, and district policy * Documentation is accessible to interprofessional team. * Documents each step in the nursing process. * Appropriately uses data collection system and advocates for system to run reports needed to evaluate practice. * Prioritizes initiatives based on importance, severity, timeliness, trends, and readiness. * Provides data for annual budget analysis for school nursing services. * Uses innovation and creativity to enhance school nursing practice and environment. * Provides regular review of policies to ensure they reflect current practice and are up to date. * Critically reviews if policies are being implemented with fidelity. |
| The SCHOOL NURSE appraises one’s own and others’ practices (SS16)  *Self-reflects* | * Engages in self-reflection and self-evaluation. * Adheres to professional practice guidelines and current nursing regulations. * Seeks feedback from peers, students, families, colleagues, supervisors, and others. * Provides peers with formal and informal constructive feedback. * Maintains a professional portfolio that provides evidence of lifelong learning and improvement efforts. * Participates in the formal performance process. |

**References**

National Association of School Nurses. (2016). Framework for 21st century school nursing practice. NASN School Nurse, 31(1), 45-53.

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. You may want to add a column for self-assessment of skill at the developing, emerging, and proficient level.**