Framework for 21st Century School Nursing Practice™: What it is & How to Use it
“Care is transforming and shifting as we’re sitting here... *Nurses have to ensure that they are relevant*....”

Susan Hassmiller, Robert Wood Johnson Foundation (Green, 2016)
Outline

• Review the Framework
• Apply it to practice
What message do you want to send?

http://digitalcollections.nypl.org/
Need for Framework

• Lack of theory or standard of school nursing
• More evidence available
• Increased focus on prevention
• Increased numbers of medically fragile, complex students
Development of Framework

• Review of literature
• NASN Board of Directors input
• Process for developing theory\(^1\)
• Feedback from practicing SN
  – Online survey, conference feedback
• Finalized
• Approval vote by the NASN Board

\(^1\)Fawsett & Desanto-Madeya, 2013
NASN’s Assumptions

• Advances the well-being, academic success and life-long achievement and health of students

• A dynamic profession that changes to meet the current needs

• School nurses are leaders in school health

• Uses critical thinking (nursing process)

• Focuses on the “school community,” (student, family, staff, and community)

• Rooted in public health

• Grounded in integrity, accountability, and responsibility for ethical practice
Whole School, Whole Community, Whole Child Model

(ASCD & CDC, 2014)
NASN’s Framework for 21st Century School Nursing Practice (the Framework) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the Framework is student-centered nursing care that occurs within the context of the students’ family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of Care Coordination, Leadership, Quality Improvement, and Community/Public Health. These principles are surrounded by the fifth principle, Standards of Practice, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.


© National Association of School Nurses, 2015

(NASN, 2016)
Standards of Practice

- Clinical Competence
- Clinical Guidelines
- Code of Ethics
- Critical Thinking
- Evidence-based Practice
- NASN Position Statements
- Nurse Practice Acts
- Scope and Standards of Practice
Care Coordination

- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning
Leadership

- Advocacy
- Change Agents
- Education Reform
- Funding and Reimbursement
- Healthcare Reform
- Lifelong Learner
- Models of Practice
- Technology
- Policy Development and Implementation
- Professionalism
- Systems-level Leadership
Community/Public Health

- Access to Care
- Cultural Competency
- Disease Prevention
- Environmental Health
- Health Education
- Health Equity
- Healthy People 2020
- Health Promotion
- Outreach
- Population-based Care
- Risk Reduction
- Screenings/Referral/Follow-up
- Social Determinants of Health
- Surveillance

(NASN, 2016)
Quality Improvement

- Continuous Quality Improvement
- Documentation/Data Collection
- Evaluation
- Meaningful Health/Academic Outcomes
- Performance Appraisal
- Research
- Uniform Data Set
How to Use the Framework

• Put it on your wall as a reminder
• Use it when speaking to administrators, policy makers, and teachers
• Develop job descriptions
• Develop end-of-year job evaluations and job descriptions
• Provide it to student nurses
• Find balance in your work
• Identify areas for professional development
### Standards of Practice

Goal: Consistently apply Standards to and for evidence-based practice in daily work.


<table>
<thead>
<tr>
<th>Care Coordination</th>
<th>Leadership</th>
<th>Quality Improvement</th>
<th>Community/ Public Health</th>
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</thead>
<tbody>
<tr>
<td>Increase SN participation on IEP teams</td>
<td>School level—plan staff wellness health screening</td>
<td>Develop data dictionary</td>
<td>Write a newsletter article--immunizations</td>
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<tr>
<td>Timely completion IHPs</td>
<td>State level-advocacy day attendance</td>
<td>Accurately input data</td>
<td>Develop screenings schedule</td>
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<tr>
<td>Identify students for partnerships</td>
<td>National level-submit abstract</td>
<td>Compile and share reports.</td>
<td>Conduct Surveillance</td>
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<td>Plan to attend NASN regional conference</td>
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Created by Carolyn Duff (Maughan, Duff, & Wright, 2016)
"It doesn't happen all at once,' said the Skin Horse. 'You become. It takes a long time. That's why it doesn't happen often to people who break easily, or have sharp edges, or who have to be carefully kept.”  (Williams, 1922)
References


