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?
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 integrity, accountability, and responsibility for ethical practice
Whole School, Whole Community, Whole Child Model

(ASCD & CDC, 2014)
Framework for 21st Century School Nursing Practice™

STANDARDS OF PRACTICE

- Care Coordination
- Community/Public Health
- Leadership
- Quality Improvement

© National Association of School Nurses, 2015


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(NASN, 2016)
Framework for 21st Century School Nursing Practice™

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.

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

(NASN, 2016)
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

(NASN, 2016)
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

(NASN, 2016)
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
Care Coordination
- Increase SN participation on IEP teams
- Timely completion IHPs
- Identify students for partnerships

Leadership
- School level—plan staff wellness health screening
- State level-advocacy day attendance
- National level-submit abstract

Quality Improvement
- Develop data dictionary
- Accurately input data
- Compile and share reports.
- Plan to attend NASN regional conference

Community/Public Health
- Write a newsletter article--immunizations
- Develop screenings schedule
- Conduct Surveillance

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


