



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

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JON J. P. FERNANDEZ
Superintendent of Education

STANDARD OPERATING PROCEDURES

SOP#: 1700-005

- I. SUBJECT:** School Health Counselors (SHC) and Licensed Practical Nurses (LPN) Evaluation Guidelines
- II. INQUIRIES:** Educational Support & Community Learning
- III. PURPOSE:** Provide guidance to all schools and divisions regarding the SHC & LPN evaluation process used by the Community Health & Nursing Services Administrator (CH&NSA)

IV. REFERENCES:

- 10 GCA, Article 3 Nurse Practice Act, P.L 16-123 (1983)
 - 10GCA Article 1, Chapter 6 (1997 Update)
- P.L. 24-106 Advance Practice Registered Nurse (1998 Update)
 - 10 GCA Article 3 (1998 Update)
 - 10 GCA Article 3 (2003 Update)
- P.L. 24-20 Certification of Nurse Assistance (May 12, 1997)
- Personnel Rules & Regulations
 - <https://sites.google.com/a/gdoe.net/personnel/home/personnel-rules-and-regulations>
- SOP 800 – 003 Merit Bonus & Performance Appraisal Guidelines
 - <https://sites.google.com/a/gdoe.net/gdoe/SOP>
- National Association of School Nurses
<http://www.nasn.org>

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<https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smid/824/ArticleID/51/Default.aspx>

- American School Health Association

<http://www.ashaweb.org>

V. APPLICABILITY: Department of Education (DOE) SHC & LPN evaluation tool

VI. INTERNAL CONTROL: Deputy Superintendent of Educational Support and Community Learning.

VII. TRAINING: CH&NSA is responsible for annual reviews with all SHCs & LPNs on the school nurse evaluation guidelines and instruments used.

VIII. REPORTS: Community Health & Nursing Services Administrator (CH&NSA) will be responsible to create an updated listing of all SHCs and LPNs that will be requiring an updated evaluation.

IX. PENALTY: Failure to adhere to this SOP may result in disciplinary action in accordance with the DOE Personnel Rules & Regulations.

X. EFFECTIVE DATE: This SOP is effective upon date of approval and signature.

XI. CHANGE(s): Changes to this policy shall be effectuated by the Superintendent of Education

XII. PROCEDURES:

A. Definition:

1. School Health Counselor (SHC) are Registered Nurses:

Registered Nurses (R.N.s) provide and coordinate patient care, educate patients and the public about various health conditions, and provide advice and emotional support to patients and their family members. R.N.s must have a large amount of specialized knowledge to assess, plan and intervene to better promote good health and to prevent disease in patients. When they are providing direct patient care, nurses often observe, assess and record vital health information. This provides other health care professionals with a basis for care planning and intervention (ANA, 2010).

2. Licensed Practical Nurse (LPN):

L.P.N.s provide basic nursing services under direct and indirect supervision of a RN.

3. In *Patricia Benner's original application*, the skills of a nurse are based on a **five-tiered continuum from novice to expert**. In this document the competencies for school nurses are outlined in a four-tiered continuum from the emergent level to the expert level. The **novice nurse**, the first tier on the Patricia Benner continuum, addresses the **undergraduate nurse** and, therefore, does not apply to school nurses. The application posits that in the acquisition and development of a skill, a student passes through levels of proficiency and these different levels reflect changes in skilled performance. Permission for the CSDE adaptation of the following continuum was granted by Patricia Benner, R.N., Ph.D., of the University of California at San Francisco:

a. **Emergent school nurse:**

The emergent school nurse can demonstrate **marginally acceptable performance**. Through practical experience in concrete situations, the emergent school nurse starts intuitively to recognize various aspects of a situation when they are present. These aspects require prior experience in actual situations for recognition. Principles to guide actions begin to be formulated. The principles are based on experience, skills and knowledge as part of one's professional education and preparation as a nurse, and as evidenced by licensure as a registered nurse with the state.

New SHCs & LPNs

b. **Competent school nurse:**

Competence is achieved when the school nurse, **through instruction or experience**, begins to adopt a hierarchical perspective. **Typically, the competent school nurse has been on the job in the same or similar situation two or three years**. The competent school nurse devises a plan based on considerable conscious, abstract and/or analytic contemplation of the situation he or she is facing. School nurses have to decide for themselves which plan to choose without being sure that it will be appropriate in a particular situation. The competent school nurse, after making a decision, feels responsible for his or her choice and its results.

3 – 5 years practicing as SHC or LPN

c. **Proficient school nurse:**

Proficient school nurses understand a situation as a whole because they perceive its meaning in terms of long-term goals. The proficient school nurse **learns from experience what typical events to expect in a given situation** and how plans may need to be modified in response to these events. This response is not yet automatic, as **the proficient school nurse has yet to have enough experience** with the wide variety of possible actions in each situation. In order to determine the correct response, the school

nurse falls back on the **detached, rule-based determination of actions.**

d. Expert school nurse:

The expert school nurse no longer relies on an analytic principle (rule, guideline, and maxim) to connect her or his understanding of a situation to an appropriate action. **The extensive background of the expert school nurse fosters an intuitive grasp of each situation and identification of the nexus of the problem without wasteful consideration of many alternative diagnoses and solutions.** “They do what in experience has normally worked, and naturally, it normally works” (Benner, Tanner and Chesla, 1996). The expert operates from a deep understanding of the whole situation. Although the expert’s performance is ongoing and non-reflective, she or he thinks before acting, reflects upon the goal or perspective that seems evident, and upon the action that seems appropriate to achieving the goal.

B. Nurses’ responsibilities

1. All SHCs and LPNs have to possess an **active, unrestricted nursing license to practice on Guam.** It is the nurses’ responsibility to ensure that **Human Resources Department** receives an updated copy in a timely manner after license renewal was due. Failure to comply will result in an employee to be placed on unpaid leave status. No SHC or LPN are allowed by Law to practice nursing without an updated license on file.
2. All SHCs and LPNs are required to **have an updated Basic Life Support (BLS) Certification on file with the CH&NSA.** Failure to renew BLS certification will result in an employee being placed on unpaid leave status.
3. All SHCs and LPNs are required each year to complete the Self-Assessment Tool (**Appendix C**) and the Performance Evaluation Form (**Appendix B**).
4. It is also the SHC or LPNs responsibility to schedule interview times with CH&NSA at the beginning of the school year and at the end of the school year to complete the evaluation process.

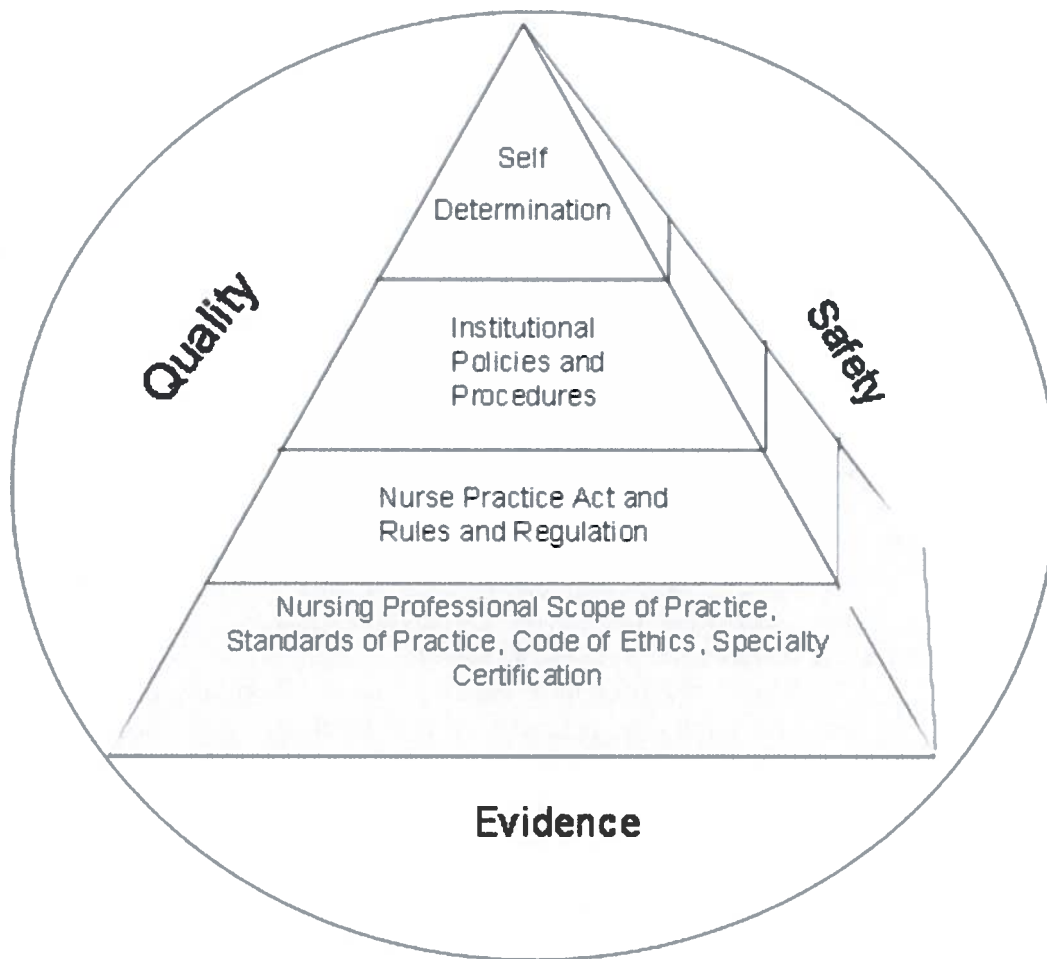
C. Evaluation Process:

1. All Nurses will be evaluated by the CH&NSA on an annual basis
2. The evaluation of school nurses should be based on a comprehensive **job description, performance standards and competencies.**
3. In evaluating school nurses, direct observation of performance is desirable. (Ethical principles concerning informed consent and confidentiality are followed in conducting such observations.) Other evaluative techniques that are frequently used encompass **a review of the school nurse’s documentation, content and maintenance of:**
 - i. School health records;
 - ii. Creating a Portfolio

- iii. Individualized Health Care Plans;
 - iv. Assessments;
 - v. Direct and indirect interventions; and
 - vi. The school nurses' notes for individual health interventions.
4. An evaluation tool based on **SHC/LPN Competencies** can be found in **Appendix A** of this document.
 5. The **SHC/LPN Performance Evaluation** is **Appendix B**. Each SHC/LPN will complete a self-evaluation prior the CH&NSAs evaluation of the individual nurse.
 6. Each SHC or LPN will be responsible to identify annual goals that will directly relate to students' health and awareness of health related matters that could directly or indirectly impact student achievement.
 7. School Health Counselor Self-Assessment Tool (**Appendix C**) is a guideline for all nurses to complete within the first month of the new school year.
 8. The Comprehensive Orientation Program (**Appendix D**) will be completed with the new SHC or LPN during their first week at the school site.

D. Model of Professional Nursing Practice

1. The Model of Professional Nursing Practice Regulation (Styles, et al., 2008) envisions nursing practice as a 4-level pyramid building toward the outcomes of **safe, quality, evidence-based nursing practice**.
 - i. The pyramid rests on a base of Nursing Professional Scope of Practice, Standards of Practice, Code of Ethics, and Specialty Certification.
 - ii. Built upon the base, Nurse Practice Acts and Rules and Regulations form the next level of regulation.
 - iii. The third level is Institutional Policies and Procedures.
 - iv. The apex of the pyramid is Self-Determination.
2. The lowest level in the model represents the responsibility of the professional and specialty nursing organizations to their members and the public to define the scope and standards of practice for nursing.
3. Building on the base, each level of the model incorporates progressively specific laws and guidelines that govern practice, culminating in self-determination. Within laws and guidelines, the professional nurse plays a role in determining his or her own practice.
4. The next level up the pyramid represents the regulation provided by the nurse practice acts, rules, and regulations in the pertinent licensing jurisdictions. Institutional policies and procedures provide further considerations in the regulation of nursing practice for the registered nurse and advanced practice registered nurse.



A Model of Professional Nursing Practice:

5. Note that the highest level is that of self-determination by the nurse after consideration of all the other levels of input about professional nursing practice regulation. The outcome is safe, quality, and evidence-based practice.

(☒) **APPROVED**

(☐) **DISAPPROVED**


JON J. P. FERNANDEZ
 Superintendent of Education


 (Date)

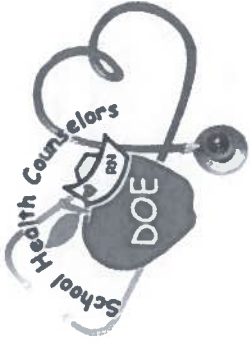
Appendices:

Appendix A: SHC & LPN Competency Tool

Appendix B: SHC & LPN Performance Evaluation Form

Appendix C: SHC Self-Assessment Tool

Appendix D: Comprehensive Orientation Program



APPENDIX A

SCHOOL HEALTH COUNSELOR (SHC) AND
LICENSED PRACTICAL NURSE (LPN)
COMPETENCIES TOOL

Standards of Practice for School Nursing

Standard 1. ASSESSMENT

The SHC/LPN collects, analyzes, and synthesizes comprehensive data pertinent to the student's health or the situation

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Completes a program of orientation to school district policies, procedures and systems for data collection and documentation; ▪ Demonstrates ability to access and follow policies, procedures, protocols and supervisory direction to guide practice in data collection; ▪ Collects, prioritizes, documents and evaluates basic student health information during routine student visits to the health office and in emergency situations, according to established policies, guidelines and protocols;	The competent SHC/LPN will: ▪ Initiates collection of data from students, parents, staff members, and health care providers as guided by protocols and procedures; ▪ With supervision, collects and analyzes focused and comprehensive data as indicated by student complaint, family concern/request or school team request; ▪ Uses appropriate interview techniques with students, parents and staff members; ▪ Drafts health history assessment	The proficient SHC/LPN will: ▪ Independently collects, prioritizes, documents and evaluates individual and collective student health data guided by clinical judgment and current research information; ▪ Synthesizes focused and comprehensive data according to student, program, school and community needs; ▪ Uses a variety of modalities to collect and differentiate data, including observations, interviews, standardized assessment tools, outside sources and formal and informal settings with	The expert SHC/LPN will: ▪ Empowers students to be partners in the data collection process by encouraging them to develop effective communication, self-advocacy and self-awareness skills; ▪ Intuitively prioritizes data collection and synthesizes the data in all situations through a variety of modalities; ▪ Develops, implements and evaluates a district wide data collection process that is organized, systematic and ongoing; ▪ Uses the system for research purposes to

- Collects basic student health information as it relates to state-mandated screenings and physical exam data as directed by the clinical supervisor; - Accesses consultation and supervision for setting priorities of data collection in more complex situations (for example: medically complex students; students not making educational progress; students with ongoing somatic complaints). - Learns to use an already –established data collection system in an organized manner.	summaries for individual students in collaboration with clinical supervision; and With direction, supervision and consultation collects, prioritizes, evaluates and documents data in more complex situations using prior and newly-acquired knowledge and skills in accordance with established policies,	attention to cultural, environmental, educational and biopsychosocial indicators; - Prioritizes data collection in routine and complex health and education situations based on prior experience and knowledge; - Uses policies and protocols to help set priorities; - Actively contributes to a data collection system that is organized, ongoing and flexible according to student needs. - Evaluates and revives the process as indicated. Retrieves individual and aggregate data to inform practice, policy, procedures, and program development. - Identifies need for and drafts health history assessment summaries for individual students with clinical consultation.	develop best practice guidelines for the subspecialty of school nursing; instructs others. - Designs, implements and evaluates data collection protocols for research initiatives in school health practice at the individual, group and community levels; and - Independently produces and presents health assessment summaries for individual students for planning and program purposes.
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Standard 2. DIAGNOSIS

The SHC/LPN analyzes assessment data to determine the nursing diagnoses and collective problems

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Assigns appropriate nursing diagnoses for individual students after analysis of assessment data during routine office visits and emergency situations; ▪ Consults frequently with a supervisor and proficient school nurse colleagues regarding the choice of nursing diagnoses in the routine and emergent care of students; and ▪ For individual students, documents nursing diagnoses according to district procedures in order to facilitate expected outcomes and a plan of care.	The competent SHC/LPN will: ▪ Derives appropriate nursing diagnoses for individual students through analysis of a broad range of assessment data, including data from the student, family, school staff and health care providers.	The proficient SHC/LPN will: ▪ Derives a variety of nursing diagnoses for individual students through a holistic assessment of the students within the educational environment and the families; and ▪ Derives and validates appropriate nursing diagnoses for groups of students and for the school community.	The expert SHC/LPN will: ▪ Conceptualizes and explores implementation of new nursing diagnoses relevant to the care of the students and community in the educational environment; ▪ Proposes to accredited bodies, such as NANDA, new diagnoses relevant to the care of students and communities; and ▪ Uses trends in student diagnoses to guide district planning for future programs.

Standard 3. OUTCOMES IDENTIFICATION

The SHC/LPN identifies expected outcomes for a plan that is individualized to the student situation.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: - Identifies expected short-term student health outcomes based on the nursing diagnoses that are developmentally appropriate; and - Possesses beginning awareness of the educational implications of health concerns or problems.	The competent SHC/LPN will: - Identifies expected short-term student health and educational outcomes based on the nursing diagnoses; - With consultation, identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities; - Determines outcomes with consideration of resources that are needed and available; and - Constructs and documents student health outcomes that are measurable and include a reasonable time frame.	The proficient SHC/LPN will: - Identifies short- and long-term outcomes that are mutually formulated with the student, family, school staff, community and other providers, as appropriate; - Independently identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities; - Considers risks, costs, benefits and scientific evidence in the development of outcomes; - Constructs and documents student health and educational outcomes that are measurable, expressed in educational terms and include a	The expert SHC/LPN will: - Mentors proficient school nurses in the role of case manager for students with health needs; - Identifies and uses trends in student outcomes to guide district planning for future school programs; and - Acts as a resource for the school community in the development of health and educational outcomes for students.

			reasonable time frame; and ▪ Serves as case manager for students with health needs	
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Standard 4. PLANNING

The SHC/LPN develops a plan that prescribes strategies and alternatives to attain expected outcomes

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: - Establishes a plan of interventions to meet the immediate needs of students making routine health office visits for wellness concerns, injuries and illnesses; - Communicates the intervention plan to the individual student; - Documents the intervention plan in the student health record; - Recognizes and prioritizes students' needs for individualized health care plans; - Initiates the individualized health care plan with the direction of the school nurse administrator;	The competent SHC/LPN will: - Establishes a plan of intervention to meet the immediate health promotion, education and developmental needs of students making routine health office visits; - Seeks consultation from and makes referrals to other health and education professionals; - Includes all the essential components in the development of the health care plan with guidance; - Collaborates with other school team and family members to complete an individualized health care plan; and - Recognizes program differences related to	The proficient SHC/LPN will: - Integrates health promotion, education and prevention activities for students making routine health office visits; - Integrates a self-care model into planning for routine health office visits based on a student's developmental age and abilities; - Collaborates with others in the school community to develop planned strategies to promote appropriate use of the health office; - Establishes an efficient system for documenting routine health office visits; - Uses current health care standards, trends	The expert SHC/LPN will: - Develops a consistent district- wide approach to the planning for student and school community health needs; - Provides district- and community-level guidance and consultation in the development of health care plans for students; - Provides a global and research- based perspective to the process of planning for students with special health and developmental needs; and - Establishes a planning process that reflects all applicable federal and state laws and regulations, and

- Documents the completed Individualized Health Care Plan (IHCP) according to district policy; - Differentiates the essential components of the health care plan, such as an emergency care plan, routine interventions, transportation plans, off-site plans and medication plans; and - Collaborates with other school team and family members to develop individualized health care plans based on standardized health care plan templates.	health care plans that are developed within the regular education, Section 504 and IEP.	and evidence- based information to develop health care plans in a timely manner; - Integrates the appropriate components into the health care plan as appropriate to the individual or group of students; - Considers the impact of the potential recommendations on available school and family resources, such as staffing patterns and availability of equipment and supplies; - Independently develops individualized health care plans within the appropriate educational programs (regular education, Section 504 and special education); and - Uses professional consultation when appropriate in developing more complex individualized health care plans.	professional standards of practice.
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Standard 5. IMPLEMENTATION

The SHC/LPN implements the interventions identified in the plan of care/action.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Provides interventions using the written health care plan and district policies, procedures and clinical protocols to address health needs. ▪ Seeks supervision when considering revisions to an established plan of care. ▪ With supervision, provides education and direction to school staff members in carrying out specific aspects of the plan; and ▪ Documents the nursing interventions in the appropriate health records according to district policies and procedures (nursing notes, medication	The competent SHC/LPN will: ▪ According to the established health care plan, provides education and direction to school staff members in carrying out specific aspects of the plan; ▪ Coordinates the delivery and provides for the continuity of health-related supports and services as identified in the health care plan; ▪ Documents implementation of the nursing interventions using standardized nursing language or equivalent nursing terminology.	The proficient SHC/LPN will: ▪ Collaborates with nursing and school staff members, community health care providers and community services, such as after-school programs, School Based Health Clinics (SBHCs), young parent programs, summer camps, etc.; ▪ Identifies and implements changes or modifications in the plan of care; ▪ Seeks scientific evidence through multiple information resources (such as reputable Internet sites, research-based and peer-reviewed	The expert SHC/LPN will: ▪ Serves as a mentor to other school nurses on appropriate implementation of plans of care; and ▪ Uses creative thinking to advocate for the appropriate implementation of a plan with school administrators, families and health care providers.

administration, IHP, EHP)				
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Standard 5A: COORDINATION OF CARE

The SHC/LPN coordinates care delivery.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: - Coordinates with other school personnel and families to carry out specific aspects of the plan by providing education and direction; and - Documents coordination of care in the appropriate health care records according to district policy (such as IHP, nursing notes, Section 504 plan, etc.).	The competent SHC/LPN will: - Works with colleagues to integrate the health care plan into routine school programs; and - Coordinates the delivery of and provides for continuity of health-related supports and services as identified in the health care plan	The proficient SHC/LPN will: - Incorporates the individualized health care plan into the student's educational day; and - Coordinates with families and community providers (such as coaches, after-school program directors, etc.) to promote transition of the health care plan goals into their extracurricular and community activities.	The expert SHC/LPN will: Promotes coordination of the plan with all agencies involved in the student's care (such as DPHSS, GBHWC, community-based providers, etc.).

Standard 5B: HEALTH TEACHING AND HEALTH PROMOTION

The SHC/LPN provides health education and employee strategies to promote health and a safe environment.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Provides basic health information and counseling to individual students related to identified concerns within a health office visit; ▪ Gives consideration to developmental differences among students in their school when providing health information; ▪ Acts as a resource to classroom teachers when approached; and ▪ With guidance and supervision, provides basic staff wellness education (such as universal precautions, flu prevention, etc.).	The competent SHC/LPN will: ▪ Incorporates evidence-based, developmentally appropriate health education and counseling to individual students during the health office visits; ▪ Provides evidence-based health education and counseling to families based on students' needs as identified in the health office visit; ▪ Gives consideration to cultural and linguistic differences among students in their school when providing health information; ▪ Serves as a professional health resource in classroom instruction to	The proficient SHC/LPN will: ▪ Integrates evidence-based health promotion concepts into teaching and counseling with individual and groups of students, such as healthy lifestyles, reducing risky behaviors, bullying and violence prevention, and other health promotion activities based on the Connecticut Healthy and Balanced Living Curriculum Frameworks; ▪ Seeks opportunities to provide evidence-based education and counseling to individual families and parent groups; ▪ Seeks opportunities and provides continual health education to students by co-teaching or serving as a classroom resource;	The expert SHC/LPN will: ▪ Designs and evaluates health education strategies and programs to improve the effectiveness of health teaching and counseling with individual and groups of students to meet their developmental, cultural, linguistic and learning needs; ▪ Develops partnerships with families and communities to enhance the design and delivery of health education; ▪ Conducts research to support and direct evidence-based practice

	enhance the curriculum and promote health literacy;	■ Promotes the integration of health topics into all areas of school curriculum.(e.g., math, reading, art, physical education, etc.) ■ Identifies areas of need for health education and health instruction based on student health data, community needs, and youth risk behavior risks. ■ Ensure that health and safety are incorporated into all areas of the school environment, such as serving nutritious foods, safe playground, safe social/emotional environments, and indoor air quality. ■ Participates with school staff members in the development and revisions of the health curriculum. ■ Promotes and provides staff wellness programs and health information.	in health education and counseling; ■ Designs a planned program component to provide ongoing student health education as a part of the health education curriculum; ■ Initiates assessments and surveys to determine the areas for individual teaching and curriculum development in health education and health instruction, collaborating with health educators and curriculum leaders. ■ design district wide staff wellness programs
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Standard 5C. CONSULTATION

The SHC/LPN provides consultation to influence the identified plan, enhance the abilities of others and effect change.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: - Identifies and obtains baseline data in response to a request for consultation; and - Seeks supervision to analyze data and provide appropriate consultation.	The competent SHC/LPN will: - Analyzes and synthesizes information from a variety of sources; - Seeks supervision to ensure effective consultation; - Identifies stakeholders and includes them in the decision-making process related to the health plan; and - Independently communicates recommendations and provides relevant consultation to school personnel and family members	The proficient SHC/LPN will: - Synthesizes data according to evidence-based practice and theoretical frameworks; - Requests supervision, as needed, to promote effective consultation; - Initiates opportunities to provide consultation to others in order to influence the plan and enhance practice - Independently communicates and recommends to and facilities understanding by community-based providers and agencies	The expert SHC/LPN will: - Serves as a mentor and resource to others on effective consultation practices; and - Develops models for effective consultation.

Standard 5D: PRESCRIPTIVE AUTHORITY AND TREATMENT

The **Advanced Practice Registered Nurse (APRN)** uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with Guam and Federal Laws and Regulations.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent APRN will: - Prescribes evidence-based treatments, therapies, and procedures considering the healthcare consumer's comprehensive healthcare needs. - Prescribed pharmacological agents based on a current knowledge of pharmacology and physiology.	The competent APRN will: - Prescribes specific pharmacological agents and/or treatments based on clinical indicators, the healthcare consumer's status and needs, and the results of diagnostic and laboratory tests. - Evaluates therapeutic and potential adverse effects of pharmacological and non-pharmacological treatments. - Documents all prescriptive interventions, procedures, referrals.	The proficient APRN will: - Provides healthcare consumers with information about intended effects and potential adverse effects of proposed prescriptive therapies. - Provides information about costs, alternative treatments, and procedures, as appropriate.	The expert APRN will: Evaluates and incorporates complementary and alternative therapy into education and practice.

Standard 6. EVALUATION

The SHC/LPN evaluates progress toward attainment of outcomes

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: <i>With supervision,</i> ▪ Uses a systematic approach to evaluate whether or not plans were implemented as specified; ▪ Involves the student and others to evaluate outcomes; ▪ Documents the results of the evaluation according to district policies and procedures. ▪ revises the plan as needed	The competent SHC/LPN will: Independently, ▪ Uses a systematic approach to evaluate whether or not plans were implemented, and specified health outcomes were achieved; ▪ Involves the student and others to evaluate outcomes ▪ Documents the results of the evaluation according to district policies and procedures. ▪ revises the plan as needed	The proficient SHC/LPN will: ▪ Evaluates whether student outcomes had the desired impact on educational progress; and ▪ Aggregates data from student outcomes to effect change to policies and procedures, and promotes school health programs that support student learning and healthy development	The expert SHC/LPN will: ▪ Develops systems for outcome evaluation; and ▪ Conducts research and publishes articles to advance practice in the field.

Standard 7. ETHICS

The SHC/LPN practices ethically.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Uses the ANA and NASN Codes of Ethics and school district policies to guide decision making in his or her practice; ▪ Seeks a supervisor's assistance in interpreting ethical standards as they apply to specific situations; ▪ Delivers care in a manner that preserves and protects the autonomy, dignity and rights of students and, when applicable, their families; ▪ Maintains therapeutic and professional student-nurse relationships, including	The competent SHC/LPN will: ▪ Adheres to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality; ▪ Delivers care in a manner that is sensitive to diversity within the school community; and ▪ Recognizes ethical dilemmas involving students, colleagues or systems and participates in resolving them with consultation.	The proficient SHC/LPN will: ▪ Establishes a network of resources for consultation in resolving ethical dilemmas; ▪ Facilitates exploration and resolution of ethical dilemmas of students, colleagues or systems; and ▪ Educates others about therapeutic and professional student-nurse relationships and role boundaries.	The expert SHC/LPN will: ▪ Develops policies, procedures and professional development activities that promote staff adherence to ethical standards related to: ❖ student autonomy, dignity and rights; ❖ diversity within the school community; ❖ educational laws, health care laws, nursing ethics, and federal, state and district regulations; ❖ advocacy for students ❖ and staff wellness; ▪ Acts as a consultant to others to resolve ethical

appropriate role boundaries, and seeks supervision as necessary; and Seeks orientation to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality			issues of students, colleagues or systems; and Contributes to the establishment and operations of an Ethics Committee for the district.
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Standard 8. EDUCATION

The SHC/LPN attains the knowledge, skills, and competencies required for quality practice in schools

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Demonstrates basic knowledge and skills appropriate to the specialty practice of school nursing, including but not limited to: ❖ Knowledge of growth and development ❖ Pediatric and adolescent primary care issues; ❖ Infectious and communicable diseases or infestations. ❖ Chronic disease management for school-aged youth. ❖ School health law and regulations ❖ Family systems theory ❖ Roles of school team members. ❖ Skills related to effective oral and	The competent SHC/LPN will: ▪ Applies knowledge and skills appropriate to the specialty practices of school nursing; ▪ Identifies personal needs for professional development and ongoing formal education; ▪ Participates in appropriate professional development and higher education activities; and ▪ Acquires more in-depth knowledge related to: ❖ Special education; Section 504; and ❖ IHP/IEP process.	The proficient SHC/LPN will: ▪ Pursues an advanced degree in nursing or a related field; ▪ Seeks advanced knowledge and skills appropriate to the specialty practices of school nursing and the educational environment; and ▪ Contributes to the design and implementation of professional development programs in school health at the local or state level.	The expert SHC/LPN will: ▪ Has an advanced degree in nursing or a related field at the master's level or beyond; and ▪ Plans, designs and implements professional development or higher education programs in school health at the local, state or national level.

written communication; ❖ Information technology; ❖ Assessment of common pediatric primary care problems; ▪ Participates in continuing education activities to enhance current clinical knowledge and professional issues in consultation with a supervisor ▪ Seek clinical supervision to enhance their knowledge and skills in school nursing practice.			
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Standard 9. EVIDENCE-BASED PRACTICE AND RESEARCH

The SHC/LPN integrates evidence and research findings into nursing practice

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Collaborates with a supervisor to seek and use evidence-based data from professional literature to guide practice decisions; and ▪ Participates in data collection (surveys, pilot projects, studies) as directed by the supervisor.	The competent SHC/LPN will: ▪ Uses evidence-based data to guide practice decisions and professional growth; ▪ Identifies clinical issues for data collection; and ▪ Participates on a formal committee or program (e.g., indoor air quality, crisis, wellness, school health advisory).	The proficient SHC/LPN will: ▪ Analyzes and synthesizes broad-based data to inform and guide clinical practice; ▪ Identifies clinical problems specific to nursing research (student care and nursing practice); and ▪ Uses school-based data to identify patterns and trends in student health and health services programs.	The expert SHC/LPN will: ▪ Uses evidence-based research to develop, implement and disseminate policies and protocols (health and academic) of practice; and ▪ Designs and conducts research and contributes to school nursing literature.

Standard 10: QUALITY OF PRACTICE

The SHC/LPN contributes to quality nursing practice

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Collaborates with the supervisor to assess the quality of student care in the health office; ▪ Adheres to the district's system for the collection of data which will be used to monitor the quality and effectiveness of nursing care; ▪ Adheres to district policies, procedures and practice guidelines/protocols to promote quality of care; ▪ Implements activities to enhance the quality of nursing practice as directed by the supervisor; and ▪ Appropriately documents all essential communications.	The competent SHC/LPN will: ▪ Implements activities to enhance the quality of nursing practice in collaboration with the supervisor; and ▪ Participates in evaluation and research to test the quality and effectiveness of nursing care.	The proficient SHC/LPN will: ▪ Contributes to the development of research to determine the quality and effectiveness of nursing care; ▪ Formulates recommendations to improve school nursing practice and/or student outcomes in collaboration with school administrators, boards of education and boards of health; ▪ Initiates changes in nursing practice at the building level based on the results of quality assurance activities; and ▪ Contributes to the development of policies, procedures and practice guidelines to improve the quality of care.	The expert SHC/LPN will: ▪ Develops policies, procedures and practice guidelines to improve the quality of care; ▪ Initiates changes in nursing practice at the district level based on the results of quality assurance activities; and ▪ Designs, implements and evaluates research to test the quality and effectiveness of school nursing practice.

Standard 11: COMMUNICATION

The SHC/LPN communicates effectively in a variety of formats in all areas of nursing practice.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Understands the organizational structure of the school and district and understands the role of other school staff members; ▪ Contributes appropriately to nurse and faculty meeting discussions; and ▪ Explores participation in appropriate professional organizations.	The competent SHC/LPN will: ○ Shares nursing knowledge and skills with nursing colleagues and begins to share with interdisciplinary colleagues; ○ Seeks new knowledge and skills from educational colleagues to enhance nursing practice; ○ Understands and supports contributions from other disciplines to the education process. ○ Suggest items for and present school health information at faculty meetings.	The proficient SHC/LPN will: ▪ Contributes knowledge to the staff about the impact of health on academic achievement; ▪ Seeks constructive feedback from nursing and education colleagues; ▪ Provides peers with constructive feedback regarding their practice; ▪ Provides professional development to school personnel; and ▪ Provides educational opportunities for students of nursing and other professions, as well as other employees.	The expert SHC/LPN will: ▪ Researches and synthesizes information on national, state and local issues and their impact on health in schools; and ▪ Provides mentoring opportunities for nursing and education professionals.

Standard 12. LEADERSHIP

The SHC/LPN demonstrate leadership in the professional practice setting and the profession.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: Is recognized as a team participant who demonstrates energy, excitement and a passion for quality work.	The competent SHC/LPN will: - Encourages lifelong practice of healthy behaviors for self and school community. - Maintains active member status in state and national professional organizations. - Demonstrates knowledge of the philosophy and mission of the school district. - Pursues national certification as a school nurse.	The proficient SHC/LPN will: - Convenes a multidisciplinary team, including relevant school and community members, to address health needs of students and the school community. - Maintains national certification as a school nurse. - Promotes active member status and contributes to local, state and national professional organizations through committee work. - Serves in formal and informal leadership roles within the school community.	The expert SHC/LPN will: - Organizes and facilitates a coordinated approach to school health by serving as a leader for the school health council. - Models the use of critical thinking skills, risk taking and data-driven decision making to foster a learning community. - Serves in formal and informal leadership roles in professional organizations and committees at the local, state or national level.

Standard 13: COLLABORATION

The SHC/LPN collaborates with student, family, school staff, and others in the conduct of school nursing practice.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: - Seeks supervisory assistance to identify, prioritize and establish cooperative relationships with: - Core school; - Core district staff; and - Essential community-based partners. - With supervisory support, articulates for students, parents/ guardians and school staff members the school nurse's role within a coordinated approach to support the health, learning and achievement of students; and - Seeks orientation about and accesses school district policies and procedures regarding standards to share and protect students' health, mental health and educational information, both internally and externally, including	The competent SHC/LPN will: - Cogently articulates the nurse's role and the importance of health services to support learning, health and achievement of students; and - Independently establishes and maintains cooperative relationships within the school and community, based on ethical and legal standards permitted and through protected communications.	The proficient SHC/LPN will: - Models the nurse's role and the importance of health services to support learning, health and achievement by students; - Identifies and helps to resolve barriers to effective collaboration; and - Advocates for a collaborative approach to student supports and services.	The expert SHC/LPN will: - Initiates multidisciplinary teams to promote collaboration; - Builds consensus within the school community to achieve identified goals; - Collaborates with a multidisciplinary team to initiate systems change, develop policies and programs; and - Mentors and supervises others in the collaborative process.

obtaining appropriate authorizations.			
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Standard 14: PROFESSIONAL PRACTICE EVALUATION

The SHC/LPN evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: - Participates in performance appraisal on a regular basis in order to identify strengths and areas for improvement; - Uses constructive feedback from a clinical supervisor to improve one's practice; - Develops annual goals and objectives in collaboration with a supervisor; - Implements performance strategies to achieve goals identified through the evaluation process.	The competent SHC/LPN will: - Participates in peer review, as appropriate; - Seeks constructive feedback from a clinical supervisor regarding one's practice; - Independently identifies professional strengths and areas for improvement; and - In collaboration with a supervisor, develops annual goals and objectives to enhance performance.	The proficient SHC/LPN will: - Initiates and participates in peer review, as appropriate; - Collaborates with a supervisor to develop annual goals and objectives to enhance the district's health services program; and - Contributes to the development and revision of the district's performance appraisal	The expert SHC/LPN will: - Develops and revises the district's performance appraisal process; and - Mentors others in self-evaluation.

Standard 15: RESOURCE UTILIZATION

The SHC/LPN utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: - With supervision, assigns or delegates tasks to school personnel as defined by the Guam Nurse Practice Act and Declaratory Rulings, and other relevant statutes and regulations. - Follows district procedures for purchasing and maintaining health office supplies and equipment.	The competent SHC/LPN will: - Independently assigns or delegates tasks to school personnel. - Assists students and families in securing appropriate services within the school and community. - Participates in the budgetary process of the school health office.	The proficient SHC/LPN will: - Considers factors such as safety, effectiveness, cost and impact on practice when choosing interventions that result in desired student outcomes. - Informs students and families about health promotion, health education, school health services, and individualized health interventions for students within the limitations of school resources.	The expert SHC/LPN will: - Plans and evaluates school health programs that consider cost effectiveness, cost-benefit and efficiency factors. - Independently seeks resources (grant-writing, special funds, etc.) for appropriate school health programs.

Standard 16. ENVIRONMENTAL HEALTH

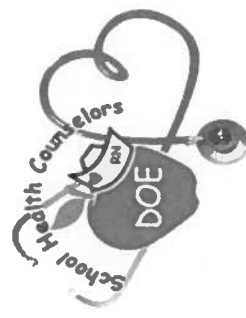
The SHC/LPN practices in an environmentally safe and healthy manner.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Attains and maintains current knowledge of environmental health concepts, such as implementation of environmental health strategies. ▪ Promotes a practice environment that reduces environmental health risks of healthcare consumers, including visitors.	The competent SHC/LPN will: ▪ Facilitates the assessment of the practice environment for factors that negatively affect health in the school setting, including safe staffing ratios, food safety, sound, odor, chemicals, mold, noise, and light. ▪ Advocates for implementation of environmental health principles in school nursing practice. ▪ Initiate strategies that promote an emotionally healthy school culture.	The proficient SHC/LPN will: ▪ Uses scientific evidence to determine whether a product or treatment is a potential environmental threat. ▪ Participate in strategies that promote emotional and physically healthy communities. ▪ Creates partnership that promotes sustainable environmental health policies, including efforts to promote access to healthy foods and physical activities.	The expert SHC/LPN will: ▪ Analysis the impact of social, political, and economical influences on the environment and human exposure. ▪ Support nurses in advocating for and implementing environmental health principles in school nursing practice. ▪ Designs environmental health programs with interdisciplinary experts to assure a healthy and safe environment. ▪ Critically evaluates environmental health issues that are presented by the popular media.

Standard 17: PROGRAM MANAGEMENT

The SHC manages school health services.

EMERGENT	COMPETENT	PROFICIENT	EXPERT
The emergent SHC/LPN will: ▪ Maintains an organized health room in an efficient manner. ▪ Uses technology (assistive, informational and medical) to effectively manage school health programs.	The competent SHC/LPN will: ▪ Demonstrates knowledge of existing school health programs and current pediatric and adolescent health trends that may impact client care. ▪ Implements needed health programs using a program planning process. ▪ Orients, trains, supervises and evaluates health aides and assistants. ▪ Participates on school teams to manage environmental health and safety issues in the school building.	The proficient SHC/LPN will: ▪ Conducts school health program needs assessments to identify current health problems and the need for revising or developing new programs. ▪ Initiates changes in the school health program based on the results of a school health needs assessment, data analysis and quality care activities. ▪ Provides leadership for teams to manage environmental health and safety issues in the school building.	The expert SHC/LPN will: ▪ Evaluates ongoing school health programs for effectiveness and efficiency and communicates findings to administrators, boards of education and boards of health, as appropriate. ▪ Secures resources, such as staffing and technology, to efficiently provide district school health services. ▪ Develops system wide strategies in response to problem analysis.



SCHOOL HEALTH COUNSELOR (SHC) AND LICENSED PRACTICAL NURSE (LPN) PERFORMANCE EVALUATION

SHC & LPN PERFORMANCE EVALUATION

School Health Counselor/: _____ School: _____ Review Date: _____
 Licensed Practical Nurse

Reviewed by CH&NSA date: _____

Codes: M – Meeting Standard P – Progress Toward Meeting Standard N – Not Meeting Standard
 Based on attached school nurse competency indicators for each standard at Emergent (EMG), Competent (COM), Proficient (PRO), and Expert (EXP) levels

SELF				STANDARDS	CHIEF NURSE, CH&NSA			
EMG	COM	PRO	EXP		EMG	COM	PRO	EXP
				Standard 1: Assessment – The SHC/LPN collects analyzes, and synthesizes comprehensive data pertinent to the student’s health or the situation				
				Standard 2: Diagnosis.- The SHC/LPN analyzes assessment data to determine the nursing diagnoses and collective problems				
				Standard 3: Outcomes Identification – The SHC/LPN identifies expected outcomes for a plan that is individualized to the student situation.				
				Standard 4: Planning – The SHC/LPN develops a plan that prescribes strategies and alternatives to attain expected outcomes				
				Standard 5: Implementation – The SHC/LPN implements the interventions identified in the plan of care/action.				
				Standard 5 A: Coordination of Care – The SHC/LPN coordinates care delivery.				
				Standard 5 B: Health Teaching and Health Promotion – The SHC/LPN provides health				

					education and employee strategies to promote health and a safe environment.						
					Standard 5 C: Consultation – The SHC/LPN provides consultation to influence the identified plan, enhance the abilities of others and effect change.						
					Standard 5 D: The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with Guam and Federal Laws and Regulations.						
					Standard 6: Evaluation – The SHC/LPN evaluates progress toward attainment of outcomes						
					Standard 7: Ethics – The SHC/LPN practices ethically.						
					Standard 8: Education – The SHC/LPN attains the knowledge, skills, and competencies required for quality practice in schools						
					Standard 9: Evidence – Based Practice and Research – The SHC/LPN integrates evidence and research findings into nursing practice.						
					Standard 10: Quality of Practice – The SHC/LPN contributes to quality nursing practice.						
					Standard 11: Communication – The SHC/LPN communicates effectively in a variety of formats in all areas of nursing practice.						
					Standard 12: Leadership – The SHC/LPN demonstrate leadership in the professional practice setting and the profession.						
					Standard 13: Collaboration – The SHC/LPN collaborates with student, family, school staff, and others in the conduct of school nursing practice.						

						Standard 14: Professional Practice Evaluation – The SHC/LPN evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations				
						Standard 15: Resource Utilization – The SHC/LPN utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.				
						Standard 16: Environmental Health – The SHC/LPN practices in an environmentally safe and healthy manner.				
						Standard 17: Program Management – The SHC manages school health services.				

Anticipated Annual Goals: (Year)

1. Professional Growth:

Rationale:

Contribution Outcome(s) for Student Health:

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School Administrator's Comments:

SHC or LPN Signature	Date	School Administrator (Optional) Signature	CH&NSA Signature	Date
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SHCs and LPNs signature indicates that he or she has read this document.
 It does not indicate agreement or disagreement with its content, except for self-evaluation.

Sources: American Nurses Association (ANA) and National Association of School Nurses (2011). School Nursing: Scope and Standards of Practice, 2nd Edition. Silver Spring, MD.



Guam Department of Education
School Health Counselor &
Licensed Practical Nurse
Self-Assessment Tool



Name _____

Date _____

Credentials _____

Nursing License Number _____

Years/Months as a School Nurse _____

Years of Experience as a Registered Nurse _____

The School Health Counselor (SHC) has knowledge and skills based on *School Nursing: Scope and Standards of Practice, 2nd edition. (2011)*.

Rating Scale: (1) - *I am uncertain about this;* (2) - *I am ok, but would like to discuss this further;* (3)-*I do understand the concept and would be able to perform the task.*

Standards	Competencies. See handbook for complete list	1	2	3
Standard 1: <u>Assessment</u> The SHC will:	❖ Collects comprehensive data including but not limited to physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, developmental, environmental spiritual/transpersonal, and economical assessments in a systematic and ongoing process while honoring the uniqueness of the person.			
	❖ Identifies barriers (psychosocial, literacy, financial, cultural) to effective communication and makes appropriate adaptations.			
	❖ Uses appropriate evidence-based assessment techniques and instruments and tools			
Standard 2: <u>Diagnosis</u>	❖ Validates the diagnosis or issues with the healthcare consumer, family and other healthcare providers when possible and appropriate.			
	❖ Uses standardized classification systems and clinical decision support tools, when available, in naming diagnoses.			
	❖ Selects diagnoses relevant to the school population.			
Standard 3 <u>Outcomes</u> <u>Identification</u>	❖ Involves the student, family, healthcare providers, and others in formulating expected outcomes when possible and appropriate.			
	❖ Derives culturally appropriate expected outcomes from the diagnoses.			
	❖ Modifies expected outcomes based on changes in the status of the healthcare consumer or evaluation of the situation.			

Standard 4: Planning	❖ Develops an individualized plan in partnership with the student and others that considers the student's characteristics or situation, including but not limited to values, beliefs, spiritual and health practices, preferences, choices, developmental level, coping style, culture and environment and available technology.			
	❖ Include strategies for health and wholeness, including complementary and alternative therapies, across the life span.			
	❖ Include strategies for health and wholeness, including complementary and alternative therapies, across the life span.			
	❖ Integrates current scientific evidence, trends, and research.			
	❖ Selects or designs strategies to meet the multifaceted needs of students with complex healthcare needs.			
Standard 5: Implementation	❖ Uses technology to measure, record, and retrieve healthcare consumer data; to implement the nursing process; and to enhance nursing practice.			
	❖ Uses evidence-based interventions and treatments specific to the diagnosis or problem.			
	❖ Demonstrates caring behaviors towards healthcare consumers, significant others, and groups of people receiving care.			
	❖ Collaborates with healthcare providers from diverse backgrounds to implement and integrate the plan.			
	❖ Integrates traditional and complementary healthcare practices as appropriate.			
	❖ Promotes the healthcare consumer's capacity for the optimal level of participation and problem-solving.			
	❖ Provides medically prescribed interventions, including medication administration and medical/nursing treatments, and standard care of ill and injured healthcare consumers in the school community.			
	❖ Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide, and child neglect or abuse.			
	❖ Coordinates delivery and provides for the continuity of supports and services as identified in the healthcare plan.			
	❖ Supports collaboration with nursing and other colleagues to implement the plan.			
	❖ Assumes responsibility for the safe and efficient implementation of the plan.			
	❖ Facilitates use of systems, organizations, and community resources to implement the plan.			
5A. Coordination of Care	❖ Organizes the components of the plan.			
	❖ Communicates with the healthcare consumer, family, and system during transitions in care			
	❖ Incorporates the individualized healthcare plan into the student's educational day and after-school activities.			
	❖ Educates colleagues regarding implementation of the plan.			

	❖ Documents coordination of care.			
5B. <u>Health Teaching and Health Promotion</u>	❖ Participates in needs assessment for health for health education and health instruction for individuals and groups of healthcare consumers.			
	❖ Provides individual and group health teaching and health counseling for and with healthcare consumers.			
	❖ Promotes health principles through the Coordinated School Health Program for all in the school community.			
	❖ Serves as a primary resource to school staff (and others, as appropriate) regarding health education.			
5C. <u>Consultation</u>	❖ Synthesizes data according to evidence-based practice and theoretical frameworks when providing consultation. ❖ Independently communicates recommendations to and facilitates understanding by community-based providers and agencies. ❖ Acquires knowledge through participation in formal or informal consultation to address issues in nursing practice.			
5D. <u>Prescriptive Authority and Treatment</u>	❖ Limited to APRNs. On Guam we do NOT have any APRNs working for the Department of Education.			
Standard 6: <u>Evaluation</u>	❖ Evaluates, in partnership with the healthcare consumer, the effectiveness of the planned strategies in relation to the healthcare consumer's responses and the attainment of outcomes.			
	❖ Uses ongoing assessment data to revise the diagnoses, outcomes, plan and implementation, as needed			
	❖ Disseminates the results to the healthcare consumer, family, and others involved, in accordance with federal and state regulations.			
	❖ Documents the results of the evaluation.			
	❖ Adapts the plan for the trajectory of treatment based on evaluation of the response.			
	❖ Evaluates the accuracy of the diagnosis and effectiveness of the interventions, including complementary and alternative therapies, and other variables in relation to the healthcare consumer's attainment of expected outcomes.			
	STANDARDS OF PROFESSIONAL PERFORMANCE FOR SCHOOL NURSING			
Standard 7: <u>Ethics</u>	❖ Protects the healthcare consumer's autonomy, dignity, rights, values and beliefs when delivering care.			
	❖ Recognizes the centrality of healthcare consumers as core members of any health team.			
	❖ Upholds healthcare consumer confidentiality within legal, regulatory, and ethical parameters of health and education.			
	❖ Assists healthcare consumers in self-determination and informed decision-making as developmentally appropriate.			

	❖ Maintains a therapeutic and professional healthcare consumer-nurse relationship with appropriate professional role boundaries.			
	❖ Integrates caring, kindness, and respect into nursing practice.			
Standard 8: Education	❖ Demonstrates a commitment to lifelong learning through self-reflection and inquiry to address learning and growth needs.			
	❖ Seeks formal and independent learning experiences to develop and maintain clinical and professional skills and knowledge.			
	❖ Identifies learning needs based on nursing knowledge, the role of the school nurse, and the changing needs of the population within the educational setting.			
	❖ Expands clinical knowledge, skills, abilities, and judgment to enhance role performance by incorporating current research.			
Standard 9: Evidence-Based Practice and Research	❖ Uses current evidence-based nursing knowledge, including research findings, to guide practice.			
	❖			
	❖ Identifies clinical problems specific to nursing and other research.			
	❖ Participates in data collection such as surveys, pilot projects, and formal studies.			
	❖ Complies with school district policy regarding the conduct of research.			
	❖ Collaborates with researchers from outside the educational system.			
Standard 10: Quality of Practice	❖ Demonstrates quality of practice by documenting the application of the nursing process in a responsible, accountable, and ethical manner.			
	❖ Uses creativity and innovation to enhance school nursing care.			
	❖ Participates in quality improvement activities			
Standard 11: Communication	❖ Assesses communication format preferences of healthcare consumers.			
	❖ Contributes own professional perspective with the multidisciplinary team and others			
	❖ Uses communication as a strategy to achieve nursing goals.			
	❖ Understands regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications.			
	❖ Engages in formal health counseling techniques as an effective communication strategy			
Standard 12: Leadership	❖ Incorporates the vision and goals of the school organization when planning care, and implementing and measuring progress of an individual student.			

	❖ Treats colleagues with respect, trust, and dignity.			
	❖ Seeks ways to advance nursing autonomy and accountability of school nurses.			
	❖ Participates in school nursing, school health, and other professional organizations.			
	❖ Participates in committees, councils, or administrative teams in the school or other setting such as school health advisory councils and Section 504 teams.			
	❖ Develops a School Health Advisory Council if one does not exist.			
	❖ Models expert practice to school multidisciplinary team members and healthcare consumers.			
Standard 13: Collaboration	❖ Partners with others to effect change and generate positive outcomes through the sharing of knowledge about the healthcare consumer and/or situation.			
	❖ Uses conflict management to facilitate engagement and consensus of strategic partners.			
	❖ Engages in teamwork and team-building processes.			
	❖ Functions as a case manager in collaboration with the healthcare consumer and other professionals and agencies.			
Standard 14: Professional Practice Evaluation	❖ Provides age-appropriate and developmentally appropriate care in a culturally and ethnically sensitive manner.			
	❖ Participates in peer review, as appropriate.			
	❖ Obtains informal feedback regarding his or her own practice from healthcare consumers, peers, professional colleagues, and others.			
	❖ Enhances one's own professional nursing practice or role performance by networking and interacting with peers and colleagues.			
	❖ Demonstrates achievement of goals identified during the evaluation process.			
	❖ Takes corrective action to rectify a mistake and reduce future errors.			
	❖ Maintains professional responsibility, accountability, and behavior.			
Standard 15: Resource Utilization	❖ Identifies healthcare consumer needs, potential for harm, complexity of the task, and desired outcomes when considering resource allocation.			
	❖ Uses available evidence when evaluating resources.			
	❖ Assists the healthcare consumer in securing appropriate available services,			

	addressing needs across the healthcare continuum such as State Child Health Insurance Programs.			
	❖ Evaluates safety, effectiveness, availability, costs and benefits of resources that would result in the same desired outcomes when choosing among practice options.			
	❖ Identifies absent or deficient community resources that could enhance the provision of safe and effective healthcare.			
	❖ Uses organizational and community resources to formulate multidisciplinary plans of care.			
Standard 16: Environmental Health	❖ Promotes a practice environment that reduces environmental health risks of healthcare consumers, including visitors.			
	❖ Advocates for the judicious and appropriate use of products used in the school setting, such as cleaning agents, building materials, and pesticides.			
	❖ Assures communication regarding environmental health risks and exposure reduction strategies to student healthcare consumers, families, colleagues, and communities.			
	❖ Participates in strategies that promote emotionally and physically healthy communities.			
	❖ Initiates strategies that promote an emotionally healthy school culture. ❖ Creates partnerships that promote sustainable environmental health policies, including efforts to promote access to healthy foods and physical activity. ❖ Critically evaluates environmental health issues that are presented in the media. ❖ Advocates for implementation of environmental health principles in school nursing practice			
Standard 17: Program Management	❖ Manage school health services as appropriate to the nurse's education, experience, position, and practice environment.			
	❖ Implements needed health programs using a program planning process.			
	❖ Interprets the role of the school nurse and school health service needs to the school and the community.			
	❖ Acts as a resource for coordinated school health programs.			
	❖ Leverages cooperation between schools and communities on public health issues.			
	❖ Participates in the development of an emergency plan that is communicated to the school community.			
	❖ Serves on school and district health and wellness committees.			
	❖ Evaluates ongoing health programs for outcomes and quality of care.			

This document is prepared based on School Nursing: Scope and Standards of Practice (ANA/NASN, 2011).



COMPREHENSIVE ORIENTATION PROGRAM FOR SCHOOL HEALTH



COUNSELORS & NURSES SCHOOL NURSE ORIENTATION I*

DATE	ITEM	PRESENTED BY/ RESOURCES AVAILABLE
	Tour of SCHOOL	At school
	Health Room/ School Nurse office Set up	At school
	SHC meeting dates for SY 2015 - 16	CH&NSA
	DPHSS – CPS Mandatory Reporting	CH&NSA
	FERPA, Confidentiality	CH&NSA
	Faculty/staff handbook: review drug/alcohol and no smoking policies, emergency procedures	HR
	Faculty/staff emergency cards	At school
	Accessing Email, Internet FSAIS contact info & forms	At school & CH&NSA
	Resources: School Nursing: Scope and Standards of Practice School Nursing: Comprehensive Text	CH&NSA
	Communication devices: Phone usage, walkie talkie, personal cell phones	At school CH&NSA
	School Entry Requirements for Registrations (immunizations, physical, TB, Lead – Head Start) ❖ BP 337 SOP 1200-020	CH&NSA www.gdoe.net
	BPs & SOPs reviewing School Health Services ❖ BP 336 ❖ BP 366 ❖ BP 421 ❖ SOP 1200 -	CH&NSA www.gdoe.net
	PowerSchool documentation ❖ SNAP	CH&NSA FSAIS
	Hard Copy charts	CH&NSA
	Student Withdrawal/Transfer	At school

		CH&NSA
	Sports Physicals	CH&NSA
	Health Office Management	CH&NSA
	Clinical practice skills	CH&NSA
	Emergency procedures and care; safety issues	CH&NSA
	Emergency Care Plans (ECP)	CH&NSA
	Collaboration with peers	At school CH&NSA

****To be done immediately after hire/before start of school year***
(Reference the "Framework for Specialists" chart for a list of the components and criteria)

All items for Orientation I have been completed:

Mentor Signature_____ **Date**_____

Mentee Signature_____ **Date**_____