



School Nurse  
Certificate Program  
Student Handbook  
AY 2023-2024

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### **The College of Nursing and Health Sciences History**

The Ashland University Dwight Schar College of Nursing and Health Sciences heritage is derived from the Department of Nursing at Ashland University. The Department of Nursing was established in 1980, offering a RN to BSN program for students with a diploma or associates degree. The department, established in 1980, provided an opportunity for registered nurses to earn the Bachelor of Science in Nursing degree. The RN-BSN program was accredited by National League for Nursing Accrediting Commission (NLNAC) from 1986 through 2002 and received Commission on Collegiate Nursing Education (CCNE) accreditation in May 2003.

MedCentral College of Nursing was formally established in 1997 and admitted its first class of students in 1999. The program was formally a diploma-based program, the Mansfield General School of Nursing that began in 1919. The program was accredited by the Commission on Collegiate Nursing Education in 2003. In 2010, the MedCentral College of Nursing was acquired by Ashland University. At the time of their closure, 571 baccalaureate students had graduated from the MedCentral College of Nursing. With the 1,717 graduates from the Mansfield General Hospital School of Nursing, the total number of graduates from 1922 forward was 2,288.

The Ashland University Department of Nursing and the MedCentral College of Nursing became the Ashland University Dwight Schar College of Nursing. At the time of the acquisition, the MedCentral College of Nursing offered both a traditional BSN and an accelerated second-degree BSN. The Ashland University Department of Nursing offered a fully on-line RN to BSN program, a school nurse licensure program, and a gerontology certificate and minor.

In 2012, the University determined to add health sciences programs to the College. Current programs in athletic training, dietetics, and exercise science were added to the College, and in the fall of 2012, the College began actively pursuing opportunities in interprofessional education. The name of the College officially became the Dwight Schar College of Nursing and Health Sciences.

In 2012, university administration approved the formation of the Health Sciences Department (Athletic Training, Dietetics and Exercise Science programs) within the college. These programs were previously housed in the College of Arts and Science and the College of Education. This expansion of the College of Nursing and Health Sciences facilitated movement towards interprofessional education, which continues to be a focus of the college. The student population of the college is from diverse educational backgrounds, which leads to enrichment of the interprofessional focus of the college. Faculty are focused on ways to expand interprofessional education through coursework and simulated experiences.

Also in 2012, the Nursing Programs moved into a new 46,500 square foot new academic nursing building with nine classrooms, student study spaces, faculty and administrative offices, and a 12,000 square foot Simulation Center constructed in Mansfield, Ohio.

In June 2014, the College of Nursing and Health Sciences enrolled the first cohort of students in the Doctor of Nursing Practice program with a specialization of Family Nurse Practitioner. This first specialization was intentionally planned and developed due to the demand for primary care

providers in the region. The program received initial Ohio Board of Regents approval on June 20, 2013, the approval of the North Central Association of the Higher Learning Commission on March 27, 2014, and Commission on Collegiate Nursing Education approval in September 2015.

Additionally, the College of Nursing and Health Sciences received approval to offer a Master of Science degree from the Ohio Board of Regents on July 10, 2014 and the North Central Association of the Higher Learning Commission on December 15, 2014. The first specialization for the Master of Science degree is in the discipline of Applied Exercise Science with a specialization in Strength and Conditioning.

In January, 2018, the College of Nursing and Health Sciences enrolled the first cohort of Doctor of Nursing Practice program students specializing in Health Systems Leadership. This new track was added to the DNP degree and reported to CCNE via a substantive change report. The CCNE responded with approval of the DNP HSL track on December 31, 2018. The Doctor of Nursing Practice program, including the FNP and HSL, track is accredited by CCNE through June 30, 2031.

In 2020 the university approved the establishment of the Department of Medical Sciences for the Master of Science in Physician Assistant Studies. The Physician Assistant Studies program has provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The first cohort of students began coursework in August 2021.

### **School Nurse Certificate**

The School Nurse Certificate prepares Bachelor-prepared nurses who wish to focus their career on the application of knowledge and skills in the school setting. Successful completion of this program allows students to apply for the Ohio Department of Education Professional Pupil Services License as a School Nurse.

School Nurse is a protected title in Ohio and may only be utilized by those nurses successfully completing an approved program of study. This program was previously referred to the School Nurse Licensure program (SNL), however, it was changed to School Nurse Certificate in 2017. This change reflects the program's role in preparing students to be eligible for the Ohio Department of Education's Pupil Services License, but the program does not grant the license.

The School Nurse Certificate consists of 13-16 graduate credits. The program is offered utilizing an online format to allow maximum flexibility. The School Nurse Internship is an integral part of the program of study, as well as the culminating activity. The internship represents the application of knowledge and skills in this specialized area of nursing practice. The internship can be completed in the school district of current employment. If a student is not currently working within a school district, the student will be placed within a nearby school district. The internship requirement varies from 2-4 hours, depending on the student's experience and educational needs.

### **Mission of Ashland University**

Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience, shaping graduates who work, serve, and lead with integrity in their local, national, and global communities.

### **Mission of the Dwight Schar College of Nursing and Health Sciences**

The mission of the College of Nursing and Health Sciences is to educate individuals to become health care professionals committed to health-related practice, leadership, and service. The programs provide undergraduate and graduate education in health science professions. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be the premier College of Nursing and Health Sciences in the Midwest, educating graduates to serve a global and diverse society.

### **Mission of the Department of Nursing**

The mission of the Nursing Department is to educate individuals to become nurse leaders committed to evidence-based practice and service in a diverse and global society. Our innovative nursing programs embrace the college's ICARE values (integrity, caring, accountability, respect, and excellence), interprofessional collaboration, scholarship, and lifelong learning.

### **Definition of School Nursing**

School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential.

Adopted by the NASN Board of Directors February 2017

### **School Nurse Certificate Purpose**

The School Nurse Certificate (SNC) provides the specialized knowledge and skills necessary to apply for the Ohio Department of Education Professional Pupil Services License as a School Nurse. The program provides a strong foundation in community health and education foundations, as well as preparing the nurse to practice as a member of an interprofessional team member in a non-healthcare setting.

## CURRICULUM

### School Nurse Certificate Student Learning Outcomes

Upon completion of the School Nurse Certificate, the student will be able to:

1. Utilize the nursing process to deliver age appropriate and culturally competent care in the school setting.
2. Demonstrate safe nursing practices in communication and information management.
3. Utilize professional behavior skills to provide leadership in the practice of school nursing.
4. Integrate evidence and research nursing to contribute to quality school nursing practice.
5. Evaluate his/her own nursing practice in relation to professional practice standards and guidelines of School Nursing.
6. Promote a healthy, safe, collaborative practice environment.

### School Nurse Certificate Curriculum

The program curriculum is developed in accordance with the mission, goals, and expected student outcomes. The completion of the program requirements meets the ODE requirements to apply for the Professional Pupil Services License as a School Nurse. Following successful approval by ODE, the student may then attain the title of School Nurse (LSN).

The curriculum was developed in alignment with the Ashland University mission, the purpose of the Ashland University Graduate School, and the School Nurse Certificate Outcomes. Courses in the program include foundational courses in school nursing practice, education, and the interprofessional collaboration. Courses are provided in an interdisciplinary format. Admission to the School Nurse Certificate is on a rolling basis. Students may apply and begin coursework during any semester. The flexible curriculum allows for students to complete the program on his/her own time schedule. Most students complete the program in 9-15 months (3-5 semesters). A curriculum guide will be completed for each student based upon the needs and timeframe that best fits the student's schedule.

### Courses, Semester Hours, and Prerequisites

AU Course	Course Description	Semester Hours	Prerequisites
SNP 525	Health Care of the School Community	3	Admission *Credit by Exam
SNP 518	Health Determinants and Academic Indicators	3	SNP 525 or co-req
SNP 520	Educational Strategies for Healthcare Providers	2-3 Students may choose 2 or 3 credits to meet needs	Admission
SNP 528	Interprofessional Collaboration: The School Nurse and School Student Support Services	3	SNP 525
SNP 680	Internship: School Nurse	2 - 4 Based upon previous experience in school setting	Co/Preq SNP528, 520, 525, 528; Bachelor degree, unencumbered RN license, and has a 3.0 GPA; instructor approval provided currently passing SNP518 or SNP 528; and have a signed exchange of services agreement between employer and AU
Course Descriptions are published in the Ashland University Catalog.			

## COLLEGE AND PROGRAM POLICIES

The College reserves the right to change program requirements without prior notice to reflect advances in the profession or changes in general university requirements. A student who withdraws from the College and is later re-admitted is subject to policies in effect at the time of readmission.

The following policies and regulations have been designed to assist you in your progression. These policies set minimal standards for the rights and responsibilities of students and faculty. Students are expected to abide by all policies and standards established by the program.

### **Assessment and Evaluation**

In striving for academic excellence in nursing education, the program seeks to gather relevant feedback in reference to curriculum, support services, governance and quality of teaching/clinical instruction. This ongoing process necessitates occasional surveys and questionnaires, which, although not a part of the instructional program, are designed to collect the feedback that is essential to the assessment process. Completion of these surveys and questionnaires, are expected of all students, faculty, professional staff and administration as part of their professional responsibilities.

Faculty, teaching assistants, and preceptors will be evaluated by students at the end of each course, clinical, and laboratory experience as appropriate for the individual course. Additionally, Department Chairs will conduct evaluations of faculty and teaching assistants within their departments according to University policies. These evaluations are for the purpose of (1) assuring the educator provides pedagogically sound teaching and learning experiences in course, clinical, and laboratory experiences, and (2) assuring the educator provides experiences that facilitate student accomplishment of course outcomes.

### **Chemical Impairment**

The University and the College is committed to providing compassionate and proactive assistance for chemically impaired or co-dependent students and their families and to afford students, who are not legally restricted and are no longer chemically impaired, the opportunity to continue their education without stigma or penalty, and to protecting society from harm that impaired students could cause.

The College defines chemical impairment as a chronic, progressive illness which involves the use of alcohol and/or other drugs/chemicals to a degree where it interferes in the normal functional life of an individual as manifested by health, family, job, legal, financial and/or emotional problems. Students may be suspected of improperly using or abusing drugs or alcohol on the basis of one or more of the following:

- possession of an illegal substance
- Conviction of a drug-related crime
- Theft of a drug product of abuse potential
- Chemical impairment at school or a school-sponsored function

## COLLEGE AND PROGRAM POLICIES

- Unexplained decrease in class attendance or academic performance that may be related to chemical substance abuse.
- Concern expressed by a faculty member, staff member, fellow student, preceptor, other health professional, police authority, or others regarding possible chemical substance abuse.
- Positive urine drug screen on a routine drug test or required urine screen for a specific clinical placement site.

If a nursing student is aware that he or she is impaired by substance abuse, he or she has the responsibility to seek assistance for diagnosis and treatment. Assistance can be obtained through the University Health Service. A student suspected of chemical impairment may be confronted by a faculty or staff member or administrator and referred to the Dean of the College. If the student is unwilling to seek assistance or go for drug screening upon request at the expense of the College, the student will be dismissed from the program. Student confidentiality will be maintained at all times.

### **Computer Requirement**

Students enrolled in the program should view the University Information Technology site to determine the minimum computer specifications that are acceptable for the program. Coursework is offered in an on-line format; therefore, students' computers must meet these minimum specifications. The recommendations are listed in the Information Technology site on the AU Portal.

### **Formal Complaint**

“Appropriate” complaint definition: a noted dissatisfaction with any application or interpretation of a work process, policy or procedure at the College of Nursing and Health Sciences other than academic integrity issues (*See Ashland University Graduate Catalog*).

Internal Constituents definition: College of Nursing and Health Sciences students, faculty, administration and staff; Ashland University community.

External Constituents definition: external agencies (including clinical agencies and other providers of goods and services), prospective students to Ashland University and/or the College of Nursing and Health Sciences, the general public (including patients served as part of a clinical experience).

#### *Process:*

- Submission of a written complaint, concern, or improvement suggestion may be made using the following reporting link: <https://www.ashland.edu/student-complaint-procedure>



## COLLEGE AND PROGRAM POLICIES

### **Online Discussion Board Confidentiality**

All online discussion boards must adhere to current HIPAA regulations as well the Code of Ethics for Nurses related to confidentiality. Pseudonyms must be used for all persons and/or institutions/agencies in your postings. Breach of patient or institution/agency confidentiality will constitute grounds for dismissal from the nursing programs. Access is limited to course faculty and students enrolled in the course. However, occasionally guest speakers or other College of Nursing and Health Sciences faculty members may access discussion boards for specific purposes. Students will be notified in advance if this is planned.

### **Records Retention**

- Evaluations/Surveys completed by the students will be maintained in the administrative office files within the College of Nursing and Health Sciences.
- Evaluation records of students by the Preceptor/Faculty will be retained in the student file housed within the administrative offices of the College of Nursing and Health Sciences.
- Health records/background check result records will be filed in the student files housed within the administrative offices of the College of Nursing and Health Sciences.
- Educational Affiliation and Exchange of Service Agreements are maintained in the administrative offices within the College of Nursing and Health Sciences.

### **Standards of Professional Conduct**

In accord with the American Nurses Association's (ANA) Code of Ethics for Nurses with Interpretive Statements (Code for Nurses), which explicates the goals, values, and ethical precepts that direct the profession of nursing, standards of professional conduct for graduate students of nursing at Ashland University College of Nursing and Health Sciences are defined herein. During enrollment in the nursing graduate programs, all students are expected to abide by the ANA Code of Ethics for Nurses with Interpretive Statements. These standards apply both on campus and during all program and University off campus experiences, including all course-related practice, online and electronic communication and research activities.

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Faculty and administration of the College of Nursing and Health Sciences consider violations of professional conduct to be serious. While it is recognized that “to err is human,” errors of judgment, failure to demonstrate professional behavior, lack of preparedness and safe practice, incivility (verbally, behaviorally, or in writing, directly or indirectly through a third party), and lack of responsibility as expressed in absence and lateness reflect overall lack of professional comportment. Dependent upon the nature of the violation, disciplinary action may be applied to an individual violation. In addition, an annual review of accumulated violations may be judged to reflect a pattern of behavior inconsistent with professional conduct and lead to dismissal.

### **Students and Social Networking**

Social networks are defined as “web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the system” (Boyd and Ellison, 2007).

These online networks offer opportunities for rapid knowledge exchange and dissemination

## COLLEGE AND PROGRAM POLICIES

among many people, although this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to either enhance or undermine not only the individual nurse's career, but also the nursing profession.

Refer to the following links for more information from the American Nurses Association (ANA):

[https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/fact\\_sheet\\_-\\_navigating\\_the\\_world\\_of\\_social\\_media\\_web.pdf](https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/fact_sheet_-_navigating_the_world_of_social_media_web.pdf)

<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>

### **Transcript Records**

Official transcripts of previous education and application will be managed by Ashland University Enrollment Services, 401 College Ave., Ashland, Ohio 44805. Students may be accepted on unofficial transcripts, but an official copy is required to be on file by the end of the 1st 8-week course.

### **Transfer Credit**

A maximum of three (3) graduate level credits from an accredited college or university may be transferred toward completion of the requirements for the School Nurse Certificate. Official transcripts certifying graduate level courses completed at another institution prior to admission to Ashland University should be submitted at the time of application and will be evaluated by the School Nursing Program Director for acceptability as transfer credit. Transfer credit will only be accepted for courses in which a grade of B (3.0 on 4.0 scale) or higher has been received.

### **Withdrawal from University/Termination of Attendance**

If a student is registered for class(es) but will not be attending, written notification of intention not to attend must be submitted to the School Nursing Program Director before the first day of class. Students who do not officially withdraw from class or from semester enrollment are subject to university policy which may include financial consequence. When officially withdrawing from the University ON OR AFTER THE FIRST DAY OF CLASS of the semester, a student receives a refund of part of the tuition charged for the semester in accordance with University policy.

### **Writing Style**

All papers and manuscripts submitted for SNC courses must be prepared according to the Publication Manual of the American Psychological Association (APA), most current edition. The Publication Manual of the APA provides a uniform and reasonably simple method of format and style to be used when writing scholarly papers. Originally designed by APA for papers submitted for publication in its journal, the APA style has become the accepted method for writing papers.

## COLLEGE AND PROGRAM POLICIES

The following policies and regulations have been designed to assist you in your progression in the School Nurse Certificate program. These policies set minimal standards for the rights and responsibilities of students and faculty. Students are expected to abide by all policies and standards established by the program.

### **Academic Advising - Program of Study/Program Plan**

Newly admitted students will meet with an Academic Advisor from Graduate, Online, and Adult Studies to create a program of study to outline the course rotations and course completion. Students will be contacted each semester to register for the subsequent semester courses by the Academic Advisors. Students may also contact the Academic Advisor as needed.

### **Academic Program Progression/Completion**

The student must complete all requirements for the School Nurse Certificate (SNC) program within five years. The time limit normally is from the beginning date of the completion of the first course to the last hours applied toward the program. The student, who fails to take courses or otherwise continue to pursue the program for a period three consecutive semesters, will be terminated from the program's active file and will be required to apply for readmission. Upon readmission, there is no loss of credit, though the five-year time limit will be observed. The SNC Program Director will reevaluate the student's courses and recommend any course work for audit and registration after the five-year mark requires SNC Program Director approval.

SNC students pursuing a M.Ed in Adult Education must complete courses within 10 years.

### **Grade Policy**

SNC students must maintain a minimum cumulative grade point average (GPA) of 3.0 and must achieve a "B-" grade or higher in all SNC courses. If a student's Cumulative GPA falls below 3.0 the student may be placed on academic probation and is subject to dismissal. (See Graduate School Academic Probation/Dismissal Policy)

"C+" grades or below are not acceptable. Courses in which these grades have been earned must be repeated during the next semester in which the course is offered. If a student subsequently receives two unacceptable grades, the student will be dismissed from the Program. The student must receive a passing grade to meet the requirements for approval of the SNC internship.

### **Grade Scale**

The School Nurse Certificate program adheres to the following system of letter grades and quality points.

Grade	Quality Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67

Grade	Quality Points
C+	2.33
C	2.00
C-	1.67
F	.00

## COLLEGE AND PROGRAM POLICIES

### Licensure Requirements

#### **RN License**

School Nurse Certificate students must maintain an unencumbered professional nursing license throughout their enrollment in the School Nursing Program. School Nurse Certificate applicants are to submit proof of their current unencumbered professional nursing license/recognition to the Admissions Representative with the initial application packet. Thereafter, students must submit their unencumbered professional nursing license verification upon renewal to the School Nursing Program Director. Students are responsible for notifying the Director of any changes in licensure status.

#### **Temporary Pupil Services License**

Students may obtain and maintain the ODE Temporary Pupil Services License, depending on employment requirements. To renew the temporary license yearly, students must complete 6 credit hours per school year. All temporary licenses must be renewed by July 1 of each year.

### Program Certificate Completion Requirements

1. Completion of all course requirements according to the SNC program grading policy and have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
2. Successful completion of the SNC program School Nurse Internship.

Eligibility for completion of certificate is determined by the SNC Program Director at the end of the semester preceding the School Nurse Internship. Students who are eligible for completion will receive information regarding the Nursing Recognition Ceremony.

Eligibility for approval by the College of Education (COE) Director of Licensure for the ODHE Pupil Services License will be communicated by the SNC Program Director to the COE Director of Licensure at the end of each semester.

### Program Course Fees

Course fees are billed in the term in which the course is taken.

<b>Course Number/Title</b>	<b>Course Fee</b>
SNP 518 Health Determinants and Academic Indicators	\$35
SNP 520 Educational Strategies for Healthcare Providers	\$35
SNP 525 Healthcare of the School Community	\$35
SNP 528 Advanced Childhood Development and School Support Services	\$35
SNP 680 School Nursing Program Internship	\$175

**Additional Approximate Expenses:** Textbooks and Clinical Travel as required by College

## COLLEGE AND PROGRAM POLICIES

### **School Nurse Internship (SNP 680)**

#### Determination of Internship Hours Required

- 1. Two credit hour internship (160 clinical hours):** Applicant has minimum of one-year full-time employment as a nurse in a school system.
- 2. Three credit hour internship (240 clinical hours);** Applicant does not have a validated minimum of one-year full-time employment as a nurse in a school system, or is enrolled in M.Ed.
- 3. Four credit hour internship (320 clinical hours):** Applicant chooses to take additional credit hours.

#### **Attire in Clinical Settings**

SNC Program student interns are expected to dress in a professional manner which conforms to the established dress code policy of the school district to which they are assigned.

#### **Internship Setting**

The school nurse intern may complete the internship at the student's current building/district of employment with approval from the employer and the university.

If the school nurse intern is not currently employed within a district/building the student will need to coordinate a clinical placement with surrounding districts of the student.

## **Ohio Department of Education School Nurse Standards 2010**

**Standard 1. Competent Practice: Candidates practice competently by providing nursing care within the scope of practice of nursing for a registered nurse in Ohio.**

- 1.1 Candidates act as directed by the client's changing status, use safe nursing care as a basis for any observation or evaluation.
- 1.2 Candidates analyze data to reach a nursing diagnosis.
- 1.3 Candidates plan care based on desired outcomes.
- 1.4 Candidates implement a plan of care in an accurate, safe and timely manner.
- 1.5 Candidates evaluate and document response to nursing interventions in an accurate and timely manner.
- 1.6 Candidates use safe nursing care to prevent disease transmission in school and community.

**Standard 2. Communication: Candidates practice safe nursing care in the communication of information.**

- 2.1 Candidates collaborate with students, families and other school staff to promote educational goals and health of students and school.
- 2.2 Candidates consult with appropriate licensed practitioners including; other members of the health care or education team.
- 2.3 Candidates maintain confidentiality of student and family health and education information
- 2.4 Candidates use safe nursing care as a basis for any advice, instruction, or teaching.
- 2.5 Candidates document all aspects of school nursing care according to rules and regulations governing nursing practice.

**Standard 3. Professional Behavior: Candidates use professional behavior skills to provide leadership in the practice of school nursing.**

- 3.1 Candidates practice according to legal and ethical principles.
- 3.2 Candidates direct nursing care through supervision and delegation and provide direction to a licensed practical nurse and delegate nursing tasks only in accordance with rules and regulations.
- 3.3 Candidates use principles of program management to facilitate school health services.
- 3.4 Candidates use leadership principles when directing school health programs.
- 3.5 Candidates advance school nursing practice through research utilization.
- 3.6 Candidates evaluate professional practice to assure quality.
- 3.7 Candidates engage in professional development and continuing education.

# Scope and Standards of Practice, 4<sup>th</sup> Edition (NASN) 2022

## **Standard 1. Assessment**

The school nurse collects pertinent data and information relative to the student, family, group, school community, or population.

## **Standard 2. Diagnosis**

The school nurse analyzes assessment data of the student, family, group, school community, or population to describe actual or potential diagnoses.

## **Standard 3. Outcomes Identification**

The school nurse articulates measurable expected outcomes for a plan individualized to the student, family, group, school community, or population.

## **Standard 4. Planning**

The school nurse develops a collaborative course of action that prescribes strategies to attain expected, measurable outcomes that address the student, family, group, school community, or population.

## **Standard 5. Implementation**

The school nurse executes an agreed upon plan/intervention for student, family, group, school community, or population.

## **Standard 5A. Coordination of Care**

The school nurse aligns care for student, family, group, school community, or population.

## **Standard 5B. Health Teaching and Health Promotion**

The school nurse employs strategies to improve the health and safety of students, family, group, school community, or population.

## **Standard 6. Evaluation**

The school nurse systematically appraises progress toward attainment of student and school population goals and outcomes.

## **Standard 7. Ethics**

The school nurse integrates ethics in all aspects of practice.

## **Standard 8. Advocacy**

The school nurse demonstrates advocacy in all roles and settings.

## **Standard 9. Respectful and Equitable Practice**

The school nurse practices with cultural humility and inclusiveness.

## **Standard 10. Communication**

The school nurse effectively conveys information in all areas of practice.

**Standard 11. Collaboration**

The school nurse collaborates with students, families, and key stakeholders.

**Standard 12. Leadership**

The school nurse leads within the professional practice setting and the profession.

**Standard 13. Education**

The school nurse seeks knowledge and competence that reflects current nursing practice and promotes innovative, anticipatory thinking.

**Standard 14. Scholarly Inquiry**

The school nurse integrates scholarship, evidence, and research findings into practice.

**Standard 15. Quality of Practice**

The school nurse contributes to quality nursing practice.

**Standard 16. Professional Practice Evaluation**

The school nurse evaluates one's own and others' nursing practice.

**Standard 17. Resource Stewardship**

The school nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.

**Standard 18. Environmental Health**

The school nurse practices in a manner that advances environmental safety, justice, and health.