School Nursing Professional Practice Standards

Victorian School Nurses
Australian Nursing Federation (Victorian Branch)
Special Interest Group

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victorian school nurses
ANF (Vic Branch) S.I.G.

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PROJECT TEAM
Standards Project Steering Committee, Victorian School Nurses Australian Nursing
Federation (Victorian Branch) Special Interest Group [Members listed in Appendix 2] and
Project Worker - Maureen Ward RN(Div1), MRCNA.

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ACKNOWLEDGEMENTS

These Standards draw significantly from the following documents:

Office for Children, Juvenile Justice and Youth Services Branch, Secondary School Nursing Program. *Secondary school nursing professional practice standards.* 2006. Melbourne: Victorian Government Department of Human Services.

Australian Nursing and Midwifery Council (ANMC). 2008. *Code of professional conduct for nurses in Australia.* Dickson, ACT: Australian Nursing and Midwifery Council.

FOREWORD

The Victorian School Nurses ANF (Vic Branch) Special Interest Group sees the development of these standards as a critical step in increasing awareness of the special knowledge and skills required by nurses working within a school setting. Many people – including nurses, other health professionals, teachers and parents - are unaware of the diverse and complex roles performed by school nurses who often work as lone healthcare practitioners within the educational sector.

We hope the Standards will serve to articulate what it is that we do, and will be a means of conveying to other registered nurses and students of nursing the challenges and rewards associated with our work. We also hope that the standards can be used by principals and school councils to acknowledge the level of expertise the registered nurse brings to the school whilst caring for the complex needs of the students, staff and families within the school community.

By raising awareness via the Standards, we will also raise our own level of professionalism, and professional pride in the work that we do and the impact we have within the school and no longer be seen – just as the "bandaid and panadol nurse".

Gina Harrex RN(Div1)
President
Victorian School Nurses ANF (Vic Branch) SIG

INTRODUCTION

In Victoria, registered nurses work in every type of education sector: Government, Independent and Catholic; across various age groups: preschool, primary, secondary and tertiary; incorporating different types of settings: day school, boarding school, outdoor residential campus, and special/special developmental school in metropolitan, regional and rural areas. The role varies with the sector, age group/s, setting, program objectives and stakeholder expectations.

School nursing involves primary health care, health promotion, health education, environmental health and safety, emergency/crisis management, service delivery and resource management and may include first aid, sports health and health counselling. School nurses work with individuals and groups.

Victorian School Nurses Australian Nursing Federation, Victorian Branch Special Interest Group (VSN)

The VSN is a forum for nurses employed in an education setting. The VSN has been concerned about a number of professional issues relating to school nursing practice and in 2008 decided to develop professional practice standards for school nurses in Victoria.

A steering group was established and it conducted a literature review, wide consultations and produced several drafts for review and feedback. It is essential that the standards are published and circulated as widely as possible to inform nursing practice in education settings.

Rationale

Standards of nursing practice are the first step in evaluating nursing care delivery and are a base by which quality of care can be judged. Standards of practice are a realistic framework for improving the safety and quality of care. Standards can be used as the basis for the development of a job description, performance review process, selection criteria, work classification, and skill mix.

As there is often limited policy support in the education system for the work of the school nurse, standards of school nursing practice can be used as the basis for health policy and procedure development in the education setting.

These standards of practice will be of use to

- school nurses; experienced or newcomers to school nursing
- schools, employers of school nurses and school staff
- government departments/education sectors
- professional organisations, nursing regulatory authorities and
- institutions offering education in nursing and/or school nursing.

For review in 2012.

Terminology

Student: consumer, patient, client; the focus of school nursing care

Family: parents, significant other, guardian, carer, care-giver, primary carer; the person or people around the student as identified by the student; one of the groups---families---who make up the school community

School community: all the people involved with the school; students, families, staff, visitors, volunteers

Student wellbeing team: this is a group of people in a school involved in caring for student health and wellbeing. It has many different titles and many different constituents depending on the school and education sector. Variously known as: school health team, student support team, student services team, student welfare team, pastoral care team

Unregulated worker: those workers not regulated by statute; for example personal care attendant, assistant-in-nursing; in the school setting may include first aider, integration aide, teacher aide

THE STANDARDS

There are twelve standards grouped into four domains not reflecting rank order. Each standard addresses a major practice (functional) area of school nurses. However, in reality school nursing practice embraces most/all standards with each student/nurse interaction and each intervention program. The professional practice standards have been developed by and for school nurses working in Victoria. These standards reflect desired and achievable levels of performance and specifications by which quality may be tested. The standards will be further developed as they are used, reviewed and data becomes available from school nursing research and quality improvement activities.

Each standard has a number of descriptors (numbered) to describe the key elements of the standard in ways that are possible to measure. In some cases, examples of behaviour or actions which can demonstrate the standard are included following the descriptor.

Each standard is followed by a number of readings and resources for further information on that particular practice area. These resources are listed in Appendix 1.

Domain: Professional Practice

Standard One   Demonstrates a comprehensive knowledge of school nursing incorporating child and adolescent health and development.

Standard Two   Practises within a professional and ethical nursing framework.

Standard Three   Practises in accordance with legislation related to school nursing practice and child and adolescent healthcare.

Standard Four   Advocates for and protects the rights of children and young people.

Standard Five   Effectively manages human and material resources.

Domain: Provision And Coordination Of Care

Standard Six   Effectively addresses the healthcare needs of students and groups considering a whole of school community approach.

Standard Seven   Coordinates, organises and provides health promotion considering a whole of school community approach.

Standard Eight   Contributes to the maintenance of a healthy work and learning environment that is respectful, safe and supportive of students and the school community.

Domain: Collaborative And Therapeutic Practice

Standard Nine   Uses a range of effective communication skills.

Standard Ten   Engages in collaborative practice to provide comprehensive school nursing care.

Domain: Critical Thinking And Analysis

Standard Eleven   Participates in ongoing professional development of self and others.

Standard Twelve   Identifies the relevance of research in improving individual student and whole of school community health outcomes.

DOMAIN: PROFESSIONAL PRACTICE
STANDARD ONE

Demonstrates a comprehensive knowledge of school nursing incorporating child and adolescent health and development

1.1.   Identifies up-to-date theoretical/conceptual frameworks to inform school nursing practice (for example: nursing theory and models, caring, social model of health, population health, community development, family/person centred practice, cultural competence, reflective practice)

1.2.   Demonstrates knowledge of child and adolescent physical, cognitive, mental, emotional, social, spiritual, and sexual health and development (for example: primary health care, mental health, alcohol and other drugs, triage, sports injury, strapping, athlete's health, child and adolescent growth and development, sexual and reproductive health, refugee and immigrant health, eating disorders and homelessness)

1.3.   Demonstrates knowledge of child and adolescent behaviour and learning (for example: developmental milestones, behaviour assessment, chronic conditions and disabilities)

1.4.   Maintains knowledge and skills in emergency management and crisis response (for example: cardio-pulmonary resuscitation (CPR), anaphylaxis, first aid, mental health risk assessment and critical incident management)

STANDARD TWO

Practises within a professional and ethical nursing framework

2.1. Current registration with the nursing regulatory body with a number of years nursing experience before commencing as a school nurse

2.2. Practises in accordance with the nursing profession's codes of ethics and professional conduct

2.3. Considers own health and wellbeing in relation to being physically and mentally fit for practice

2.4. Integrates school and education sector philosophies, policies, procedures and guidelines with professional nursing standards

2.5. Integrates nursing and healthcare knowledge, skills and attitudes to provide safe, effective and quality healthcare in the school setting

2.6. Demonstrates a professional image through appropriate attire and footware taking into consideration occupational health and safety and infection control

2.7. Understands and practises within own scope of practice

- Seeks clarification when questions, directions and decisions are unclear or not understood
- Demonstrates accountability and responsibility for own actions within school nursing practice
- Consults relevant members of the school staff/student wellbeing team as appropriate
- Negotiates caseload in line with a realistic assessment of own abilities and the complexity of student and school community needs
- Consults with an experienced school nurse when school nursing practice requires expertise beyond own scope of practice
- Consults with other appropriate personnel when needs fall outside the scope of own nursing practice

2.8. Recognises the differences in accountability and responsibility of Registered Nurses Division 1, Registered Nurses Division 2, and unregulated workers (for example first aiders, integration aides, teacher aides)

2.9. Contributes to the development and/or review of philosophies, policies, procedures and protocols within the school and the relevant education sector

- Consults protocols and policies of the Victorian Department of Education and Early Childhood Development, Catholic Education Office and/or Association of Independent Schools Victoria, as relevant
- Informs the development and review of policies, procedures, guidelines, protocols, school charters and student wellbeing frameworks with evidence-based changes and contemporary school nursing literature
- Identifies gaps between evidence-based school nursing practice and existing protocols
- Critically evaluates policies that influence school nursing practice

2.10. Practises in a way that acknowledges the dignity, culture, values, beliefs and rights of individuals and groups within the school community

2.11. Practises in accordance with agreed role statement/job description and professional standards

STANDARD THREE

Practises in accordance with legislation related to school nursing practice and child and adolescent healthcare

3.1. Complies with relevant legislation and common law governing school nursing practice

3.2. Maintains a current authority to practise nursing through annual renewal of registration with the nursing regulatory authority[1]

3.3. Complies with requirements for Working with Children certificate

3.4. Ensures professional indemnity for school nursing practice is provided by employer and/or by membership of a nursing organisation

3.5. Identifies legislation governing school nursing practice (See Appendix 1 Standard Three)

3.6. Describes and adheres to requirements for medication management

3.7. Identifies and adheres to legislation regarding consent, confidentiality, privacy and release of information

3.8. Identifies and explains effect of legislation on the care of children, young people and whole of school community to students and school community

3.9. Fulfils duty of care requirements

- Maintains safety and wellbeing through attention to the responsibility to prevent harm
- Clarifies responsibilities for aspects of care with other members of the school community
- Performs school nursing interventions following comprehensive and accurate nursing assessments

3.10. Recognises and responds appropriately to unsafe or unprofessional practice

- Initiates strategies to minimise the potential for unprofessional conduct
- Acts to address unprofessional conduct where it is identified
- Follows up incidents of unsafe practice to prevent reoccurrence

STANDARD FOUR

Advocates for and protects the rights of children and young people

4.1. Protects the rights of children and young people at all levels of practice

- Provides explanations about the rights of the student in the school nursing context
- Provides the student with relevant information about the identity and role of the school nurse
- Advises appropriate personnel of the student's expressed needs, preferences and decisions
- Encourages and actively supports students to exercise their rights
- Protects the rights of individual students and groups
- Initiates and/or participates in action at a local, state or national level to promote the health and welfare of children and young people

4.2. Ensures the right to confidentiality and privacy

- Conducts discussions with the student/family in a location of the school where privacy can be maintained
- Advises the student/family of their right to confidentiality and advises under what conditions information will be disclosed (for example in the case of mandatory reporting)
- Seeks student/family permission for the disclosure of any information unless there is risk of harm to student or others
- Ensures that all discussions about students/families are restricted to appropriate location and personnel
- Avoids use of any information that may identify the student/family, unless consent is obtained or there is an identified risk to the student's/others' wellbeing

4.3. Acts to protect children and young people from harm: physical, sexual, emotional, neglect, violence and the effects of witnessing violence

4.4. Advocates for the student when rights are or may be overlooked and/or compromised

- Discusses alternative options with the appropriate school staff to facilitate students exercising their rights
- Identifies and works with the school to rectify structures, policies or practices which inhibit students from exercising their rights
- Advocates on behalf of the student/family who is unable to exercise their own rights
- Advocates for individual students and groups within the school community (for example, their access to healthcare) to the education sector and school management structures

4.5. Encourages students to be active, involved and informed participants in their own healthcare and wellbeing

STANDARD FIVE

Effectively manages human and material resources

5.1.   Organises workload

- Manages time to achieve optimum outcomes
- Prioritises time for planning programs and services
- Re-orders priorities and responds effectively to crisis, emergency, unexpected or rapidly changing situations
- Adapts nursing practice in different environments
- Works autonomously
- Provides leadership and direction to other staff
- Negotiates for optimum resources to provide safe, quality healthcare to students and school community

5.2.   Effectively manages the healthcare of individual students and small groups

- Uses a case management approach, as appropriate
- Uses resources effectively and efficiently in providing care
- Prioritises workload based on the individual student's/school community's needs, acuity and optimal time for intervention
- Maintains a calm demeanour in the school setting when under stress conditions
- Implements crisis interventions and critical incident management, as necessary
- Participates in emergency management practices and drills according to school policies and procedures

5.3.   Uses material and human resources effectively and efficiently to promote optimal healthcare

- Recognises when school nursing resources are insufficient to meet an individual student's or group's health needs
- Reports to relevant persons when levels of resources risk compromising the quality and safety of healthcare
- Communicates skill mix required to meet healthcare needs in the school

5.4.   Understands the budgetary requirements for service provision

- Manages a budget, including ordering, purchasing and organising financial information
- Manages supplies and equipment

5.5.   Plans/writes funding proposals/project briefs for resource attainment and project management

5.6.   Applies strategic leadership skills for the health and wellbeing of the school community

DOMAIN: PROVISION AND COORDINATION OF CARE

The school nurse utilises a comprehensive knowledge of *(a)* nursing theory and practice, *(b)* specialist school nursing theory and practice, and *(c)* child and adolescent health and development to coordinate, organise and provide care at the

- Individual, small group and classroom level, and at the
- Whole of school community level using a health promotion/population health framework

STANDARD SIX

Effectively addresses the healthcare needs of students and groups considering a whole of school community approach

ASSESSMENT

6.1.   The school nurse undertakes a comprehensive, systematic and accurate health assessment of individual students, families or small groups

- Uses highly developed skills for the assessment of physical, emotional, mental, cultural, spiritual, social, and sexual health and wellbeing that are specific to child and adolescent health, growth and development
- Incorporates risk and resilience in the assessment of students and groups
- Incorporates age/developmentally appropriate assessment, as necessary
- Assesses the impact of chronic conditions on health and development

6.2.   Uses multiple approaches to gather data about individual students or small groups

- Collects a comprehensive health history by observation and age/developmentally appropriate interview techniques; in the case of a young child this may include parents, teachers or others
- Collects information from family, student wellbeing team, healthcare personnel, electronic and written records/reports and from key stakeholders
- Verifies data with the student, family, the student wellbeing team and healthcare personnel
- Uses health screening data, as appropriate or available in health assessment
- Reviews the health status of all children on entry to school according to Department of Education and Early Childhood Development policy or specific school policy
- Uses appropriate assessment tools and strategies to assist the collection of data (See Appendix 1 Standard Six)
- Integrates, validates and interprets data accurately
- Recognises deviations from the norm and acts on findings
- Uses interpretive skills and experience to make school nursing decisions in complex situations

PLANNING

6.3.   Formulates a school nursing care plan in partnership with the student, family, small group and interdisciplinary student wellbeing team, as appropriate

- Promotes participation of the individual student in the process of addressing needs
- Develops a plan that promotes and encourages protective factors and reduces risk factors

- Establishes priorities for meeting identified needs in consultation with the student
- Documents plan of care, findings and decisions accurately in a retrievable format
- Identifies expected and agreed outcomes, including a time frame for achieving them in collaboration with the student
- Plans for continuity of care to achieve expected outcomes

IMPLEMENTATION

6.4.   Implements, coordinates and documents comprehensive, safe and effective evidence-based school nursing interventions to achieve planned individualised health outcomes

- Provides school nursing care according to the documented and agreed health plan, for example asthma, anaphylaxis, diabetes
- Acts consistently with the agreed plan
- Refers the student to appropriate school staff or agencies
- Promotes continuity of school nursing care

6.5.   Incorporates health education at all levels of care

- Educates student or small groups to promote independence and control over their health
- Identifies and documents specific educational requirements and requests of students or small groups
- Undertakes formal and informal health education sessions with students and small groups as necessary
- Identifies appropriate educational resources, including other health professionals
- Provides education and support to assist the development and maintenance of independent living skills

6.6.   Ensures that practice is sensitive to and supportive of cultural issues and the needs of those who speak a language/s other than English

6.7.   Delegates to others according to their scope of practice, role and level of competence

- Provides effective and timely direction and supervision to ensure that delegation is provided safely and accurately

EVALUATION

6.8.   Evaluates and documents progress towards expected outcomes

- Reviews and revises plan in accordance with evaluation information
- Discusses progress with the student or small group

STANDARD SEVEN

Coordinates, organises and provides health promotion considering a whole of school community approach

7.1. Recognises the impact and role of population health, primary health care, primary care partnerships and integrated health promotion models

7.2. Uses an integrated approach to health promotion and engages with the school community to develop partnerships and share knowledge

7.3. Uses protective and risk factors that influence the health of the school community to develop health promotion plans, interventions and strategies

7.4. Works with the school in a whole of school approach to achieve a healthy school

7.5. Integrates health promotion into all aspects of school nursing practice

- Participates in and contributes to school based education about health promotion

7.6. Applies an evidence-based approach to underpin health promotion

ASSESSMENT

7.7. Conducts a comprehensive and systematic school community assessment

- Uses a relevant evidence-based assessment framework, that reflects the social view of health, to collect data about the school community
- Identifies, prioritises and documents health needs and resources within the school community, taking account those with special needs
- Ensures community assessment is sensitive to and supportive of cultural issues and is age/developmentally appropriate
- Obtains information about the school community characteristics; population, assets, social capital, health statistics, health-related learning needs, risk factors and protective factors

PLANNING

7.8. A planned, whole of school approach is used by the school nurse in collaboration with the school community to address or advise on issues

- Creates a school health promotion plan
- Creates and maximises opportunities to disseminate information
- Provides information and advice regarding child and adolescent health and development, family health, parenting skills
- Works with wider community-based health promotion programs (See Appendix 1 Standard Seven)

IMPLEMENTATION

7.9. Coordinates, manages, monitors, advises and makes referrals regarding immunisation and communicable diseases

7.10. Supports the school community in accessing and implementing relevant and current health education to enhance health and wellbeing

- Works with school staff to identify approaches that utilise the expertise of teachers and nurses in the delivery of health education, including reproductive and sexual health

- Understands and contributes to the formal curriculum relating to health and wellbeing
- Plans and facilitates group health education sessions, for example sexual and reproductive health, parenting education, violence prevention, anaphylaxis management

EVALUATION

7.11. Identifies, evaluates and accesses resources for health promotion

7.12. Evaluates health promotion activities

STANDARD EIGHT

Contributes to the maintenance of a healthy work and learning environment that is respectful, safe and supportive of students and the school community

8.1. Collaborates with the school to maintain an age-specific and developmentally appropriate environment that promotes safety, security and optimal health and wellbeing for students, staff and visitors

- Understands the impact of community and home environment on children, young people and families
- Provides opportunities for families to participate in fostering a safe, healthy environment
- Encourages and supports self-care by and independence of the student, as appropriate

8.2. Acts in collaboration with the school to support students and the school community in stressful/crisis situations

- Recognises anxiety, fear, grief and other forms of distress
- Provides an appropriate environment for the distressed individual/group
- Takes measures to reduce distress
- Explores strategies for coping with and/or alleviating the cause of the distress
- Assists students to reach acceptance in terms of distress or loss

8.3. Acts as a positive role model for students and school community in building a positive emotional climate

- Maintains attributes of caring; empathy, trust, respect, dignity, compassion and fosters the development of these in others
- Fosters confidence, friendship, security and happiness
- Promotes positive attitudes towards children, young people and health
- Applies strategies to promote individual and school community self-esteem

8.4. Understands the processes that contribute to organisational change

8.5. Acts to maintain the dignity and integrity of the student and school community and their values

- Acknowledges and understands diverse family units and parenting practices and how they influence health and wellbeing
- Supports parents in their parenting role
- Integrates traditional and complementary therapies, which are supported by the student, family and/or school community and the policies and guidelines of the school/organisation within an ethical framework
- Supports and facilitates the expression of spiritual and cultural practices within the school context

8.6. Facilitates a physical, psychosocial, cultural and spiritual environment that promotes safety and security

- In collaboration with the school community contributes to an emotional climate conducive to the health and development of children and young people

- Acts in collaboration with school community to identify, address, prevent violence and bullying
- Fosters an appropriate context for expression of feelings
- Demonstrates sensitivity, awareness and respect for cultural identity and spiritual needs as part of an individual's/group's perceptions of security
- Involves family and others in ensuring that cultural and spiritual needs are met

8.7.   Actively involved in the occupational health and safety of the school

- Identifies, eliminates or prevents environmental hazards
- Applies fundamental nursing principles to ensure the safe administration of therapeutic substances
- Maintains and promotes standards of universal infection control; including emerging infectious/epidemic/pandemic illnesses and antibiotic resistant bacterial infections
- Applies ergonomic principles and appropriate aids to promote comfort and to prevent injury for students, others and self
- Prioritises safety: high priority is given to the timely reporting of mistakes and near misses, identifying error prone systems and implementing safe systems/practices
- Identifies root cause of errors and near misses
- Adheres to occupational health and safety legislation
- Modifies environmental factors to meet an individual's/group's comfort needs where possible
- Accesses appropriate training as per *Occupational Health and Safety Act 2004*

DOMAIN: COLLABORATIVE AND THERAPEUTIC PRACTICE
STANDARD NINE

Uses a range of effective communication skills

9.1.   Establishes, maintains and appropriately concludes therapeutic and caring relationships

- Establishes therapeutic relationships that are goal directed and recognises professional boundaries
- Engages students (children/adolescents)
- Enhances student's ability to express feelings
- Demonstrates empathy, trust, honesty and respect
- Applies active and reflective listening skills
- Outlines confidentiality arrangements
- Offers health counselling and/or appropriate referral
- Encourages resilience and facilitates informed decision making
- Ensures that outcomes of the interaction are reviewed and concluded appropriately
- Is consistent in approach
- Acknowledges positive behaviour/progress
- Incorporates documentation of health counselling into school nursing care plan

9.2.   Communicates effectively and assertively

- Uses a range of effective communication techniques
- Uses language appropriate to the context and age/developmental level
- Demonstrates the necessary communication skills to manage avoidance, confusion and confrontation and to enable negotiation
- Follows a policy of open disclosure when an adverse event does occur
- Uses an interpreter as appropriate
- Uses alternative communication methods for students unable to verbalise

9.3.   Uses appropriate strategies to promote self-esteem, dignity, integrity and comfort

- Identifies and uses strategies which encourage developing independence and individuality
- Uses strategies which involve the family
- Identifies and recommends appropriate support networks to students, families and/or staff

9.4.   Assists and supports informed healthcare decisions

- Facilitates and encourages student decision making appropriate to age/developmental level
- Maintains and supports respect for a student's decision through communication with family and the student wellbeing team, as appropriate

9.5.   Applies good group facilitation skills

- Defines, monitors and documents the nature, purpose and membership of each group
- Ensures the provision of information is facilitated
- Encourages group participants to decide on content and group processes
- Facilitates a systematic approach to decision making
- Discusses probable outcomes of decisions
- Values the unique contribution of each individual group member

9.6. Uses well developed verbal and non-verbal communication skills

9.7. Uses well developed written communication skills

- Records information systematically in an accessible and retrievable form
- Ensures that student health records are accurate, comprehensive, logical, legible, concise, non-judgemental, contemporaneous, spelling is accurate and only acceptable abbreviations are used
- Establishes and maintains documentation according to organisational guidelines and procedures and legal requirements
- Ensures that student health records and written information are located in a secure location/format

9.8. Uses current technologies to communicate with groups and individuals

9.9. Uses information communication technologies to manage information, support decision-making, reduce errors and improve care quality

- Keeps up to date with eHealth (electronic medical records or on-line patient records) initiatives, wireless handheld/laptop computers, personal digital assistants (PDA) or electronic organiser
- Provides personalised health advice via new technologies, for example mobile phone, email, website, discussion group
- Manages chronic conditions and complicated care regimens from a rural/remote location by telephone, video-conferencing or other communication technologies as appropriate

STANDARD TEN

Engages in collaborative practice to provide comprehensive school nursing care

10.1. Uses a range of collaborative approaches to continually build and maintain networks and links

- Recognises the membership and roles of the school's student wellbeing team
- Establishes positive relationships with relevant health and wellbeing personnel within and outside the school
- Participates in the student health and wellbeing system of the school
- Participates in multidisciplinary decision-making
- Understands and respects each school community in its uniqueness
- Adapts to the education culture and understands how schools work
- Links the school community with healthcare providers and community services, for example, GPs, practice nurses, mental health services, community health services, disability services, hospitals, youth services, family violence services, physiotherapy and dental services
- Links the school community to statutory and voluntary organisations, child protection and parenting education programs
- Promotes the role of the school nurse within the school community and to relevant external networks
- Participates in local community organisations concerned with the health and educational issues of children, young people and families
- Collaborates with the school and community agencies to reduce duplication and expand resources
- Develops extensive knowledge of local community services, workers and service systems

10.2. Involves the student, families and school community as active participants

- Enables students, families and school community as healthcare consumers to participate in their own healthcare and service development
- Encourages and supports the inclusion of students and families in school organisational decision making forums/committees
- Facilitates informed decisions by the student/family through the provision of information, resources, and support
- Respects decisions made by the student and/or the family and/or school community within an ethical framework

10.3. Collaborates with the interdisciplinary team to provide comprehensive school nursing care

- Recognises that the membership and roles of the student wellbeing team and service providers will vary depending on the school and its needs
- Recognises when to negotiate with or refer to school staff or service providers
- Establishes positive and productive working relationships with colleagues in and outside the school

- Supports school first-aiders with advice and access to other health providers and contacts
- Understands the separate and interdependent roles and functions of the student wellbeing team members
- Communicates, as appropriate, school nursing assessments and decisions to the interdisciplinary student wellbeing team and other relevant service providers
- Explains the school nursing role to the interdisciplinary student wellbeing team and service providers
- Maintains confidentiality in discussions with team members about an individual's/group's needs and progress
- Discusses individual/group care requirements with relevant members of the team
- Collaborates with members of the team in decision making about care of individual students/groups

10.4. Facilitates coordination of care to achieve agreed health outcomes

- Understands how collaboration has an impact on the safe and effective provision of comprehensive care
- Establishes and maintains effective and collaborative working relationships with other members of the student wellbeing team
- Consults with relevant healthcare professionals, service providers and school staff to facilitate continuity of care
- Recognises the contribution of, and liaises with, relevant community and support services
- Attends meetings and participates in practice reviews and audits
- Demonstrates understanding of the implications of national health promotion strategies for school nursing and child and adolescent healthcare practice

DOMAIN: CRITICAL THINKING AND ANALYSIS
STANDARD ELEVEN

Participates in ongoing professional development of self and others

11.1. Undertakes regular self-evaluation of own school nursing practice

- Reflects on own practice to identify professional development needs
- Meets the nursing regulatory authority professional development requirements for annual renewal of registration
- Seeks and considers feedback from peers about, and critically reflects on, own   school nursing practice
- Seeks additional knowledge and/or information when presented with unfamiliar situations

11.2. Participates actively in annual performance planning and review activities

11.3. Participates actively in professional development activities related to current child/adolescent health and school community health

- Reads relevant literature, including professional journals, literature reviews
- Engages in professional organisations relevant to school nursing and/or child and adolescent health
- Establishes peer contacts in the specialty area of school nursing
- Participates in relevant conferences and seminars

11.4. Contributes to the learning experiences and professional development of others, including health colleagues, education colleagues, parents and other members of school community

- Recognises that nursing expertise varies according to level of education, experience and context of practice
- Accepts responsibility for preceptoring, mentoring, and orientating colleagues, novices and undergraduate/graduate students, as part of the school nurse professional role
- Informs other professionals and the public about the role of the school nurse
- Develops, maintains and shares specialist knowledge and skills with colleagues and school community

11.5. Uses appropriate strategies to manage own response to the work environment to ensure safe practice

- Uses reflective practice to identify professional/personal needs and seeks appropriate support
- Recognises the need for care of self by addressing work/life balance, stress, burnout and difficult situations
- Accesses clinical supervision and professional debriefing, as appropriate to support and ensure safe practice
- Identifies and uses support networks
- Shares experiences related to professional issues mutually with colleagues, as appropriate

STANDARD TWELVE

Identifies the relevance of research in improving individual student and whole of school community health outcomes

12.1. Ensures that school nursing practice is evidence based

12.2. Demonstrates awareness of current research relating to school nursing practice

12.3. Uses research findings and relevant literature to inform and improve school nursing practice

12.4. Participates in and supports school nursing/child & adolescent health research as appropriate

12.5. Reflects on and discusses implications of research with colleagues

12.6. Participates in review of policies, procedures and guidelines based on relevant research

12.7. Identifies and disseminates relevant changes in practice or new information to colleagues and the school community

12.8. Protects the rights of students and school communities involved in research by ensuring that ethical considerations and processes are in place

12.9. Engages in quality improvement activities

- Recognises that quality improvement involves ongoing consideration, reflection on practice in relation to practice outcomes, standards, guidelines and new developments
- Identifies problems/issues in school nursing practice which may be investigated through research or quality improvement activities
- Seeks feedback from a variety of sources to improve the quality of school nursing care

12.10. Participates in case reviews, activity audits

12.11. Prepares, in consultation, an annual report and an annual action plan describing health services within school community

12.12. Demonstrates analytical skill in accessing and evaluating health information and research evidence

APPENDIX 1 - READINGS AND RESOURCES

DOMAIN: PROFESSIONAL PRACTICE
STANDARD ONE

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Victorian Nurses Health Program.
Level 8, Aikenhead Building
27 Victoria Parade, Fitzroy Vic 3065
Phone: 03 9415 7551 Fax: 03 9415 7559 Monday – Friday 8:30am – 5:00pm.
Email: admin@vnhp.org.au Website: http://www.vnhp.org.au/

STANDARD THREE
Examples of legislation governing school nursing practice
- *Child Wellbeing and Safety Act 2005*
- *Children, Youth and Families Act 2005*
- *Children's Services and Education Legislation Amendment (Anaphylaxis Management) Act 2008*
- *Drugs, Poisons and Controlled Substances Act 1981; Drugs, Poisons and Controlled Substances Regulations 2006*
- *Education and Training Reform Act 2006*
- *Family Violence Protection Act 2008*
- *Health Professions Registration Act 2005*
- *Health Records Act 2001*
- *Information Privacy Act 2000*
- *Occupational Health and Safety Act 2004; Occupational Health and Safety Regulations 2007*
- *Public Health and Wellbeing Act 2008*
- *Whistleblowers Protection Act 2001*
- *Working with Children Act 2005*

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DOMAIN: PROVISION AND COORDINATION OF CARE
STANDARD SIX
Examples of health assessment tools:

- HEEADSSS framework for assessing adolescent health (Chown et al 2008)
- School Entrant Health Questionnaire to assess school entrant students (DEECD 2009)
- key ages and stages or milestones frameworks, standard scales

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STANDARD SEVEN
Examples of community-based health promotion programs
Primary Care Partnerships, Municipal Health Promotion Plans, QUIT, SunSmart, Kids Go For Your Life (KGFYL), Asthma Friendly Schools, Mind Matters

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Australian Health Promoting Schools Association http://www.ahpsa.org.au/ for the philosophy of Health Promoting Schools and school assessment tool

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Evans, D. Head, M.J. and Speller, V. 1994. *Assuring quality in health promotion How to develop standards of good practice.* London, UK: Health Education Authority.

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STANDARD EIGHT

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    http://www.worksafe.vic.gov.au/wps/wcm/connect/WorkSafe/Support/Search+Res
    ults?searchAny=working+alone

DOMAIN: COLLABORATIVE AND THERAPEUTIC PRACTICE
STANDARD NINE
Examples of support networks
    ChIPS (Chronic Illness Peer Support Program), Cystic Fibrosis Victoria,
    Anaphylaxis Australia, Association for Relatives and Friends of the Mentally Ill
    (ARAFMI), Mental Health Foundation

Readings and resources

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    edition. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
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    recording p82-86.

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STANDARD TEN
Australian Commission on Safety and Quality in Health Care (ACSQHC). *Innovative approaches to enhancing clinical handover.* Retrieved July 20 2008 from www.safetyandquality.gov.au

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DOMAIN: CRITICAL THINKING AND ANALYSIS
STANDARD ELEVEN
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Denehy, J. 2005. Raising the standards in education and nursing. Editorial. *The Journal of School Nursing.* February 21(1): 1-2.

Department for Education and Skills and Department of Health. 2006. *Looking for a school nurse?* Nottingham, UK. Retrieved October 20, 2008 from www.everychildmatters.gov.uk (see section 2, professional requirements)

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APPENDIX 2 - MEMBERS OF STANDARDS PROJECT STEERING COMMITTEE

Tracey Anastasi RN(Div2)
Berwick Secondary College, Berwick

Rita Dawe RN(Div1)
Ivanhoe Grammar School, Ivanhoe

Professor Gay Edgecombe
Division of Nursing and Midwifery
RMIT University (until December 2008)

Judith Fox RN(Div1) RM, M.Ed. Grad Dip Student Welfare, MRCNA
Our Lady Mercy College, Heidelberg

Gina Harrex RN(Div1)
Grad Dip Community Health & Development - (Deakin)

Jennie Jones RN(Div1)
Trinity Grammar School, Kew

Sandra Luxmoore RN(Div1)
Mazenod College, Mulgrave

Tori McCumiskey RN BNurs, Grad Dip Nursing(Periop) CertIV in TAA, Voc Cert in Anaphylaxis Management
Scotch College, Hawthorn

Linda McMahon RN(Div1) BN, RSCN(UK), CertIV in TAA, Enteral Therapist, Voc Cert in Anaphylaxis Management
Billanook College, Mooroolbark

Sally McMillan RN(Div1) CertIV Workplace Training and Assessment, Voc Grad Cert in Anaphylaxis Management, RTO Training Manager
Xavier College Kostka Hall, Brighton

Cathie Nolan
Department of Education and Early Childhood Development
Senior Policy and Program Advisor School Nursing (Until mid 2008)

Lisa Panozzo RN(Div1) CCRN, Grad Dip Adol Health & Welfare (Melb) CertIV in TAA, Voc Cert in Anaphylaxis Management
Ballarat Clarendon College, Ballarat

Gaylene Petchell RN(Div 1) BN
Thomas Mitchell Primary School (until mid-2009)

Kathy Pollock RN(Div1) BN
Haileybury College, Keysborough

Jan Stafford RN(Div2) CertIV in TAA, Voc Cert in Anaphylaxis and First Aid Management, Post Grad History
Mowbray College, Melton (until December 2008)
Penleigh & Essendon Grammar School, Keilor East

Maureen Ward RN(Div1) BAppSci(Adv Nsg) Grad Dip Adol Health, MRCNA
Project worker, VSN Standards Project