National School Nursing Professional Practice Standards

2nd Edition

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

Joint project of the ANF and VSN

National School Nursing Professional Practice Standards

PROJECT TEAM 1st edition:

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 FRCNA

PROJECT TEAM 2nd edition:

Maureen Ward RN FACN, in conjunction with Victorian School Nurses, Australian Nursing Federation (Victorian Branch) Special Interest Group; and, Australian Nursing Federation, Federal Office, in consultation with ANF members through State and Territory Branches.

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Preface

In 2009 the Victorian School Nurses Australian Nursing Federation (Victorian Branch) Special Interest Group (VSN ANF [Vic Branch] S.I.G.) published a set of professional practice standards specifically for nurses working within a school setting. While the number of school nurses has remained relatively strong in Victoria, in many other States/Territories the role has diminished over the past decade. The development of professional practice standards provides an ideal impetus for calling on governments across the country to reinstate the role of school nurse, in primary and secondary school sectors.

At the launch of the Victorian School Nursing Professional Practice Standards in Melbourne, members of the VSN ANF (Vic Branch) S.I.G expressed a desire for the ANF to investigate the feasibility of adapting these as national standards. Victorian Branch Secretary Lisa Fitzpatrick invited the Federal Office to do this important piece of work. Accordingly the ANF Federal Office undertook a period of consultation with the ANF State and Territory Branches, during 2010. The result was agreement for the need to have a set of national standards for school nurses.

In recognition of the excellent and extensive work undertaken by the VSN ANF (Vic Branch) S.I.G the decision was taken to adapt the Victorian prepared standards for national applicability. The ANF thanks the VSN ANF (Vic Branch) S.I.G. for their generosity to the school nurses and school communities of Australia.

The ANF is delighted to be able to release the National School Nursing Professional Practice Standards for the benefit of all school nurses and school communities in guiding consistency for competent and safe practice; and, for use in advocating for funding allocation for school nurses in all public and private school settings. This is vital for the health and well-being of current children and young people in Australia, and for building a healthy nation for future generations.

Lee Thomas

Federal Secretary

Australian Nursing Federation

2012

Foreword to 1st Edition

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

President

Victorian School Nurses ANF (Vic Branch) Special Interest Group

2009

Introduction

In Australia, registered nurses may 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, rural, and remote areas. The role varies with the education sector, age group/s, setting, program objectives and stakeholder expectations.

School nursing involves primary health care, cultural competence, early detection and early intervention, health promotion, prevention, health education, chronic condition management, environmental health and safety, emergency/crisis management, first aid, sports health, health counselling, service delivery and resource management. School nurses work with individuals and groups.

The Victorian School Nurses Australian Nursing Federation (Victorian Branch) Special Interest Group (VSN ANF [Vic Branch] S.I.G) is a forum for nurses employed in an education setting. Concerned about a number of professional issues relating to school nursing practice, the VSN, in 2008, decided to develop professional practice standards for school nurses in Victoria.

At the launch of the Victorian *School Nursing Professional Practice Standards* in Melbourne in 2009, members of the VSN expressed a desire for the ANF to investigate the feasibility of adapting these as national standards. Accordingly the ANF Federal Office undertook a period of consultation with the ANF State and Territory Branches, during 2010. The result was agreement for the need to have a set of national standards for school nurses.

The national standards for school nurses contained within have been developed in conjunction with the VSN, for the benefit of all school nurses and school communities.

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;

• the Nursing and Midwifery Board of Australia (NMBA); and,

• institutions offering education in nursing and/or school nursing.

For review, in 2014, by the Australian Nursing Federation.

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, inclusion aide, teacher aide. The conduct of unregulated workers is not covered by these *National School Nursing Professional Practice Standards.*

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 were originally developed by and for school nurses working in Victoria, and are now published for school nurses across the country. 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.

Summary of Professional Practice Domains

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 respect and sensitivity, 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)

"To improve the health and wellbeing of students attending school especially those in 'transition' from primary to secondary education."

Standard Two
Practises within a professional and ethical nursing framework

2.1. Current registration with the Nursing and Midwifery Board of Australia (NMBA) 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

"Students feeling very comfortable telling me about extremely private issues, and then as a result feeling better. Wanting to see you again."

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, Enrolled nurses, 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 relevant State/Territory education sectors: Government Department of Education, Independent Schools Council of Australia (ISCA), and/or National Catholic Education Commission (NCEC)
- 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 and Midwifery Board of Australia (NMBA)**

3.3. Complies with requirements for Working with Children checks

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 medicines management

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

** Note to schools and employers of school nurses: Registered and Enrolled nurses should provide proof of nursing registration before employment and annually. This can be done through: a) checking the NMBA on-line registration database found at: http://www.ahpra.gov.au/Registration/Registers-of-Practitioners.aspx; or b) presentation of registration certificate.

3.8. Identifies and explains effects 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

"Empowered students to discuss issues with parents which has affected positive changes for all."

"Staff at school feel more supported in recognising and addressing health and wellbeing needs of their students."

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 stressful 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

"Participation in policy formation and change."

"Having contact with students early year 6 and year 7 to build trust and have opportunities for very early intervention."

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 government 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

"Have affected change in community by initiating health promotion projects in youth services."

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 demonstrates cultural respect in the care of Aboriginal and Torres Strait Islander peoples and cultural competence in the care of all those from culturally and linguistically diverse backgrounds.

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

"Medication policy reviewed and changed so that now the whole school process is improved."

"Being able to run small programs ongoing through the year. Students' feedback saying that they want to join the program again."

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

"Students and teachers coming to school nurse with ideas for 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 of 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

IMPLEMENTATION

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

7.9. 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

7.10. 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)

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 legislation.

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 occurs
- 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 well developed 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

"Being accepted by students with very intimate/personal problems."

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,
- Uses accurate spelling and acceptable abbreviations
- 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
- Manages chronic conditions and complicated care regimens from a rural/remote location by telephone, video-conferencing or other communication technologies as appropriate

9.10. Promotes the safe use of communication technology and the prevention of its misuse, for example, cyber bullying, cybercrime, or cyber stalking

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, General Practitioners, general practice nurses, refugee health nurses, mental health services, community health services, Indigenous 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

"Students now report they communicate with their parents about some of their health issues re: drugs after parent education."

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 within 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

"Linking students with community."

"Having opportunity to do further inservice education such as asthma, sexual education."

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

"Being able to challenge myths, misconceptions re: mental illness."

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 NMBA continuing professional development requirements for annual renewal of registration
- Seeks and considers feedback from peers, 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 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 the 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
Readings and Resources

Curtis, J. White, Y. and Harland, J. (2008). *Mental Health.* In Kralik, D. Trowbridge, K. and Smith, J. 2008. *A practice manual for community nursing in Australia.* Oxford: Blackwell Publishing Ltd. Chapter 9 p149-165.

Department of Education and Early Childhood Education Victoria. (2011). *School policy and advisory guide.* Retrieved September 1 2011 from: http://www.education.vic.gov.au/management/governance/spag/default. htm

Dolgin, K.G. (2011). *The adolescent development, relationships and culture.* (13th Ed.). Boston: Allyn & Bacon.

Education and Skills and Department of Health. (2006). *School nurse: practice development resource pack.* Nottingham, UK: DfES Publications. Retrieved September 1 2011 from: http://www.dh.gov.uk/en/ Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4006122

Kitchener, B. and Jorm, A. (2007). *Mental health first aid manual.* Parkville: ORYGEN Research Centre University of Melbourne.

Kralik, D. and van Loon, A. (2011). *Community nursing in Australia.* (2nd Ed). Milton, Qld: John Wiley & Sons Australia, Ltd.

Mattey, E. Growth and development: preschool through adolescence. In Selekman, J. (2006). (Editor). *School nursing: a comprehensive text.* Philadelphia, PA: F A Davis Company. Chapter 16 p343-381.

McMurray, A. and Clendon, J. (2011). *Community health and wellness primary health care in practice.* (4th Ed). Chatswood, NSW: Mosby Elsevier Australia.

Raising Children Network The Australian Parenting Website. Available at: http://raisingchildren.net.au/

School Nurses Association of New South Wales. Available at: http://www.schoolnursesassocnsw.org/

School Nurses Association of New South Wales. (2008). *Guidelines for school nursing.* (3rd Ed reprinted). North Sydney, NSW: School Nurses Association of NSW. Available at: http://www.schoolnursesassocnsw. org/book.html

Selekman, J. (2006). (Editor). *School nursing: a comprehensive text.* Philadelphia, PA: FA Davis Company.

Silk, G. (2006). *Care of sick children: a basic guide.* Melbourne: Ausmed.

Standard Two
Readings and Resources

Australian Nursing and Midwifery Council. (2007). *Nursing practice decisions summary guide.* Adopted by the Nursing and Midwifery Board of Australia. 2010. Retrieved September 1 2011 from: http://www. nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines. aspx#decisionmakingframework

Australian Nursing and Midwifery Council. (2008). *Code of ethics for nurses in Australia.* Adopted by the Nursing and Midwifery Board of Australia. 2010. Available at: http://www.nursingmidwiferyboard.gov.au/ Codes-Guidelines-Statements/Codes-Guidelines.aspx#codeofethics

Australian Nursing and Midwifery Council. (2008). *Code of professional conduct for nurses in Australia.* Adopted by the Nursing and Midwifery Board of Australia. 2010. Available at: http://www. nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx#codesofprofessionalco nduct

Johnstone, M.J. (2008). Public health, ethics and HIV. *Australian Nursing Journal.* June, 15(11): 42.

Nursing and Midwifery Board of Australia. Available at: http://www.nursingmidwiferyboard.gov.au/

Nursing and Midwifery 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.

Website: http://www.nmhp.org.au/NMHP/Welcome.html Email: admin@vnhp.org.au

Royal College *of* Nursing, *Australia* and Australian Nursing Federation. (2008). *Joint position statement: Assistants in nursing and other unlicensed workers (however titled).* Canberra: Royal College of Nursing, Australia and Australian Nursing Federation. Retrieved September 1 2011 from: http://www.anf.org.au/pdf/ policies/RCNA_JPS_AINS.pdf

Standard Three
Refer to legislation governing school nursing practice, in relation to the following issues (this list is not exhaustive):

- *health*
- *education*
- *child wellbeing and safety*
- *working with children check*
- *children, youth and families*
- *children's services and education*
- *drugs, poisons and controlled substances*
- *health practitioner regulation*
- *professional indemnity insurance*

In your jurisdiction:

- Commonwealth of Australia legislation: www.comlaw.gov.au

- Queensland legislation: www.legislation.qld.gov.au

- New South Wales legislation: www.legislation.nsw.gov.au

- South Australia legislation: www.legislation.sa.gov.au

- Victorian legislation: www.legislation.vic.gov.au

- Western Australia legislation: http://www.slp.wa.gov.au/legislation/statutes.nsf/default.html

- Northern Territory legislation: http://www.austlii.edu.au/au/legis/nt/consol_act/

- Tasmania legislation: http://www.thelaw.tas.gov.au/index.w3p

- Australian Capital Territory (ACT): http://www.legislation.act.gov.au/

Readings and Resources

Alfaro-LeFevre, R. (2010). *Applying nursing process a tool for critical thinking.* (7th Ed). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

Atkins, K. Britton, B. and deLacey, S. 2011. *Ethics and law for Australian nurses.* Port Melbourne: Cambridge University Press.

Australian Health Practitioner Regulation Agency (AHPRA). (2009). Website: http://www.ahpra.gov.au/

Gilbert, P. (2008). Working with children checks required for all nurses working in paediatric wards from 1 July. *On the record.* June p8. http://www.anfvic.asn.au

Health Practitioner Regulation National Law Act 2009. Available at: http://www.legislation.qld.gov.au/ LEGISLTN/CURRENT/H/HealthPracRNA09.pdf

National Child Protection Clearinghouse Available at: http://www.aifs.gov.au/nch/

Nursing and Midwifery Board of Australia. Website: http://www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx

Nursing and Midwifery Board of Australia. (2010). *Professional indemnity insurance arrangements registration standard.* Available at: http://www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx

Privacy and information protection and policy, see Office of the Australian Information Commissioner at: http://www.oaic.gov.au/index.html

Quality use of medicines. (2011). Available at Healthinsite website: http://www.healthinsite.gov.au/topics/ Quality_Use_of_Medicines

Working with Children checks: See for example, the Care for Kids website for information on requirements and agencies in your state/territory: http://www.careforkids.com.au/articlesv2/article.asp?ID=82

Whistleblowers information/links try *Whistleblowers Australia* at http://www.whistleblowers.org.au/ or *Australian Securities and Investments Commission* at: http://www.asic.gov.au/asic/asic.nsf/byheadline/Protection+for+whistleblowers?openDocument

Standard Four
Readings and Resources

Australian Commission on Safety and Quality in Health Care. (2008). *Australian Charter of Healthcare Rights.* Retrieved September 1 2011 from: http://www.health.gov.au/internet/safety/publishing.nsf/Content/PriorityProgram-01

Australian Clearinghouse for Youth Studies. Available at: http://www.acys.info/

Australian Human Rights Commission. (2008). How does the Australian Human Rights Commission promote the rights of children and young people? Retrieved September 1 2011 from http://www.humanrights.gov.au/human_rights/children/hreoc_promote_rights_of_children.html

Australian Nursing Federation and Royal College of Nursing Australia. (2006). *Joint position statement Indigenous Australian people and nursing education.* Retrieved September 1 2011 from: http://www.anf.org.au/pdf/policies/RCNA_JPS_indigenous_nursing.pdf

Condon, C. Nesbitt, P. and Salzman, S. (2008). *The role and scope of practice of Community Health Nurses in Victoria.* Melbourne: Community Health Nursing SIG and Australian Nursing Federation (Vic Branch). Especially: A model of nursing advocacy: Key elements of nursing advocacy p37.

Department of Families, Housing, Community Services and Indigenous Affairs (FaCSIA). Website: http://www.fahcsia.gov.au/sa/families/overview/Pages/default.aspx

Domestic and Family Violence Clearinghouse Australia. Website: http://www.austdvclearinghouse.unsw.edu.au/home.html

Downie, J. (2007). Advocacy and empowerment in community practice. In St John, W. and Keleher, H. 2007. *Community nursing practice theories, skills and issues.* Crows Nest, NSW: Allen & Unwin p358-372.

Higgins, D. Bromfield, L. Richardson, N. et al. (2010). *Mandatory reporting of child abuse.* Resource Sheet. Australian Institute of Family Studies: National Child Protection Clearinghouse. Retrieved September 1 2011 from: http://www.aifs.gov.au/nch/pubs/sheets/rs3/rs3.html

NAPCAN Preventing child abuse at: http://www.napcan.org.au/home

UNICEF. (1989). *United Nations Convention on the Rights of the Child.* Retrieved January 28, 2009 from: http://www.unicef.org/crc/

Standard Five
Readings and Resources

Department for Education and Skills and Department of Health. (2006). *Looking for a school nurse?* Nottingham, UK. Retrieved September 1 2011 from: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4132195

Duffy, J.R. (2009). *Quality caring in nursing.* NY: Springer Publishing Company. Especially Chapter 3 Caring for self p47-62.

Klainberg, M.K. and Dirschel, K.M. (2010). *Today's nursing leader managing, succeeding, excelling.* Sudbury, MA: Jones and Bartlett Publishers.

Kralik, D. and van Loon, A. (2011). *Community nursing in Australia.* (2nd Ed). Milton, Qld: John Wiley & Sons Australia, Ltd.

Maddock, A. and Trowbridge, K. (2008). Incident management and mandatory reporting. In Kralik, D. Trowbridge, K. and Smith, J. 2008. *A practice manual for community nursing in Australia.* Oxford: Blackwell Publishing Ltd. Chapter 5 p76-93.

StJohn, W. and Shabon, R. (2007). Self-management and professional development in community practice. In StJohn, W. and Keleher, H. 2007. Community nursing practice theories, skills and issues. Crows Nest, NSW: Allen & Unwin Chapter 18 p333-357.

Sorensen, R. and Iedema, R. (2008). *Managing clinical processes in health services.* Sydney: Mosby Elsevier.

Domain: Provision and Coordination of Care

Standard Six

Examples of health assessment tools:

- HEEADSSS framework for assessing adolescent health (Chown et al, 2008, p2)
- key ages and stages or milestones frameworks, standard scales, widely available

Readings and Resources

Alfaro-LeFevre, R. (2010). *Applying nursing process a tool for critical thinking.* (7th Ed). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Australian Centre for the Study of Sexual Assault: Available at: http://www.aifs.gov.au/acssa/

Australian Nursing and Midwifery Council. (2007). *Decision making framework.* Adopted by the Nursing and Midwifery Board of Australia. 2010. Available at: http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx#decisionmakingframework

Australian Nursing Federation. (2011). *Delegation by Registered Nurses and Registered Midwives.* Retrieved September 1 2011 from: http://www.anf.org.au/pdf/policies/G_Delegation_RNs_RMs.pdf

Barrett, D. Wilson, B. and Woollands, A. (2009). *Care planning a guide for nurses.* Harlow, England: Pearson Education Limited.

Chown, P. Kang, M. Sanci, L. Newnham, V. and Bennett, D.L. (2008). *Adolescent health: enhancing the skills of General Practitioners in caring for young people from culturally diverse backgrounds, GP Resource Kit.* (2nd Ed). Sydney: NSW Centre for the Advancement of Adolescent Health and Transcultural Mental Health Centre. Available from: http://www.caah.chw.edu.au (especially the HEEADSSS assessment tool).

Communities and Families Clearinghouse Australia: Available at: http://www.aifs.gov.au/cafca/

Family Relationships Clearinghouse Australia: Available at: http://www.aifs.gov.au/afrc/

Standard Seven

Examples of community-based health promotion programs:

- Asthma Friendly Schools
- Mind Matters
- Municipal Health Promotion Plans
- Primary Care Partnerships
- QUIT
- Schools Program Foundation House
- SunSmart

Readings and Resources

Australian Council for Health Physical Education and Recreation (ACHPER).
Website: http://www.achper.org.au

Australian Government Department of Health and Ageing. *The Australian Immunisation Handbook.* (2008). (9th Ed). Accessed September 1 2011. Available at: http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/Handbook-home

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

Better Health Channel. *Fact Sheets A-Z Immunisation and Infections.* Retrieved September 1 2011from: http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/AToZ?Openview&RestrictToCategory=I&Count=500

Edgecombe, G. and Stephens, R. (2010). Healthy communities: the evolving roles of nursing? In Daly, J. Speedy, S. and Jackson, D. 2010. *Contexts of nursing.* (3rd Ed). Sydney: Churchill Livingstone Elsevier. Chapter 18 p274-268.

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.

Family violence prevention as a key health promotion priority. *Wholewoman News.* 21: 2-4. April 2009. Barwon-South Western Regional Women's Health. Available at: http://www.wholewoman.org.au/news/Newsletters/Edition%2021.pdf

Kralik, D. and van Loon, A. (2011). *Community nursing in Australia.* (2nd Ed). Milton, Qld: John Wiley & Sons Australia, Ltd.

McMurray, A. (2004). *Community health and wellness a sociological approach.* 2nd Ed). Marrickville, NSW: Mosby Elsevier. Especially Chapter 4 Health promotion: concepts to practice p75-98, Chapter 12 Healthy schools p309-325 and Community assessment p69-74.

McMurray, A. and Clendon, J. (2011). *Community health and wellness primary health care in practice.* (4th Ed). Chatswood, NSW: Mosby Elsevier Australia. Chapter 6 Healthy Children.

National Immunisation Program. Retrieved September 2 2011from: http://www.immunise.health.gov.au/ Good links to related information and state/territory immunisation programs.

Talbot, L and Verrinder, G. (2010). *Promoting health the primary health care approach.* (4th Ed). Sydney: Churchill Livingstone Elsevier. Especially Chapter 6 Community needs assessment p162-181and Chapter 7 Education for health p197-229.

Turner, L. Siggins, J. and Harding, S. (2008). Assessment. In Kralik, D. Trowbridge, K. and Smith, J. 2008. *A practice manual for community nursing in Australia.* Oxford: Blackwell Publishing Ltd. Chapter 4 p54-75.

WEAVE Women Everywhere Advocating Violence Elimination, Inc. (Australia) Available at: http://weaveinc.org.au/index.html

WellbeingAustralia. *Wellbeing in your school.* (2006). Retrieved September 2 2011 from: http://www.wellbeingaustralia.com.au/Schools%20Wellbeing%20checklist.pdf

World Health Organisation. (1986). *The Ottawa Charter for Health Promotion.* Retrieved September 2 2011 from: http://www.who.int/healthpromotion/conferences/previous/ottawa/en/

Standard Eight
Readings and Resources

Australian Nursing Federation. (2007). *Harassment, discrimination and bullying in the workplace.* Retrieved September 2 2011 from: http://www.anf.org.au/pdf/policies/P_Harassment.pdf

Forum of Australian services for survivors of torture and trauma. Website: http://www.fasstt.org.au

Kralik, D. and van Loon, A. (2011). Community nursing in Australia. (2nd Ed). Milton, Qld: John Wiley & Sons Australia, Ltd.

Maddock, A. and Trowbridge, K. (2008). Incident management and mandatory reporting. In Kralik, D. Trowbridge, K. and Smith, J. 2008. *A practice manual for community nursing in Australia.* Oxford: Blackwell Publishing Ltd. Chapter 5 p76-93.

Shaban, R. and Henderson, B. (2008). Community infection control and prevention practice. In Kralik, D. Trowbridge, K. and Smith, J. 2008. *A practice manual for community nursing in Australia.* Oxford: Blackwell Publishing Ltd. Chapter 6 p94-108.

Worksafe Victoria. (2008). *OHS in schools a practical guide for school leaders.* Retrieved September 2 2011 from: http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/publications/ohs+in+schools+a+practical+guide+for+school+leaders

Worksafe Victoria. *The education sector.* Retrieved September 2 2011 from: http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Your+Industry/Education+Sector/D_Education+Sector

WorkSafe Victoria. *Working alone.* Retrieved September 2 2011 from: http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety%20and%20Prevention/Health%20And%20Safety%20Topics/Working%20Alone/

Domain: Collaborative and Therapeutic Practice

Standard Nine
Readings and Resources

Alfaro-LeFevre, R. (2010). *Applying nursing process a tool for critical thinking.* (7th Ed). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. Especially Developing your interviewing skills p64-68 and Reporting and recording p82-86.

Australian Institute of Interpreters and Translators Inc. (AUSIT). Retrieved September 2 2011 from http://www.ausit.org/index.html

Australian Nursing Federation. (2011). Role boundaries in the provision of personal care. Retrieved September 2 2011 from: http://www.anf.org.au/pdf/policies/P_Role_Boundaries.pdf

Australian Nursing Federation. (2011). *Australian Nursing Informatics Professional Practice Standards.* Available at: http://www.anf.org.au

Australian Nursing and Midwifery Council. (2009). *Professional boundaries for Nurses. Professional boundaries for midwives.* Available at: http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx#professionalboundaries

Bryce, J. (2008). Green light for national IT competencies project. *Australian Nursing Journal* 16(1): 17 July.

Coalition of National Nursing Organisations. (2008). *Position Statement Nursing and E-Health.* Retrieved September 2 2011 from: http://www.conno.org.au/images/stories/PDF/CoNNO_Position_Statement_Ehealth.pdf

Conrick, M.(2008). New and emerging technologies. In Kralik, D. Trowbridge, K. and Smith, J. 2008. *A practice manual for community nursing in Australia.* Oxford: Blackwell Publishing Ltd. Chapter 23 p479-495.

CRANAplus, Inc. Available at: http://www.crana.org.au/ Phone: (08) 8959 1111 Email: crana@crana.org.au

Cuttriss, T. (2008). Nursing documentation process to be applauded. Letter. Australian Nursing Journal 16(4):5 October.

Department of Health and Ageing Australian Government. (2010). *National eHealth Strategy.* Retrieved September 2 2011from: http://www.health.gov.au/internet/main/publishing.nsf/Content/National+Ehealth+Strategy

Gregory, L. Millar, R. Tasker, N. and Tranter, S. (2008). Nurse lead initiative to improve assessment and documentation. *Australian Nursing Journal* 16(3):19 September.

Haidar, E. (2008). Evaluating patient satisfaction with nurse practitioners. *Nursing Review.* August 2008. p14-15. (For the importance of communication skills in nursing)

Hazelwood, A-J. (2008). Therapy goes digital. *Nursing Review.* December 2008 p25.

Iedema, R. Sorensen, R. Jorm, C. and Piper, D. 2008. Co-producing care. In Sorensen, R. and Iedema, R. 2008. *Managing clinical processes in health services.* Sydney: Mosby Elsevier.p105-120.

Kralik, D. and van Loon, A. (2011). *Community nursing in Australia.* (2nd Ed). Milton, Qld: John Wiley & Sons Australia, Ltd.

McKenzie, M. 2011. The technology of abuse. *DVRCV Quarterly.* Winter (2):7-10.

Minas, H. Stankovska, M. and Ziguras, S. (2001). *Working with interpreters: guidelines for mental health professionals.* Melbourne: Victorian Transcultural Psychiatry Unit. Retrieved September 2 2011 from: http://www.vtpu.org.au/docs/interpreter_guidelines.pdf

National Network to End Domestic Violence. *Safety Net Project.* (USA website) Available at: http://nnedv.org/projects/safetynet.html

Nursing and Midwifery Board of Australia. (2010). .A nurse's guide to professional boundaries. Retrieved September 2 2011 from: http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx#professionalboundaries

Vicdeaf. (2010). *Working with an Auslan (Australian sign language) interpreter information sheet.* East Melbourne: Vicdeaf. Retrieved September 2 2011 from: http://www.vicdeaf.com.au/files/editor_upload/File/Information%20Sheets/Working%20with%20an%20Auslan%20_Australian%20Sign%20Language_%20Interpreter.pdf

Victorian Transcultural Psychiatry Unit at http://www.vtpu.org.au/ for lots of info on working with people from a cultural background different from your own.

Standard Ten
Examples of support networks:

- Anaphylaxis Australia
- Association for Relatives and Friends of the Mentally Ill (ARAFMI)
- ChIPS (Chronic Illness Peer Support Program)
- Cystic Fibrosis Australia
- Mental Health Foundation

Readings and Resources

Australian Commission on Safety and Quality in Health Care. *Clinical handover.* Retrieved September 2 2011 from: http://www.safetyandquality.gov.au/internet/safety/publishing.nsf/content/PriorityProgram-05#Tools

Duffy, J.R. (2009). *Quality caring in nursing.* NY: Springer Publishing Company. Especially Chapter 5 Caring for each other p85-98.

Health Issues Centre and Primary Health Branch, DHS. (2007). *Primary health consumer, carer and community participation resource.* Retrieved September 2 2011 from: http://www.healthissuescentre.org.au/documents/items/2008/05/207407-upload-00001.pdf

Health Issues Centre homepage for lots of information and links to consumer health, health literacy, participation and advocacy Available at: http://www.healthissuescentre.org.au/home.shtml

Joint Commission on Accreditation of Healthcare Organizations. (2006). *Patients as partners how to involve patients and families in their own care.* Oakbrook Terrace, Illinois: Joint Commission Resources.

Mayer, G.G. and Villaire, M. (2007). Health literacy in primary care. NY: Springer Publishing Company.

Domain: Critical Thinking and Analysis

Standard Eleven
Readings and Resources

Australian Nursing Federation. (2010). *Nursing and midwifery education: continuing professional education.* Available at: http://www.anf.org.au/pdf/policies/P_Nursing_midwifery_education_CPE.pdf

Australian Nursing Federation. *Continuing professional education online.* Retrieved September 2 2011 from: http://www.anf.org.au/html/resources_edonline.html

Coalition of National Nursing Organisations. (2005). *National consensus statement on nurses and lifelong learning.* Retrieved September 2 2011 from: http://www.conno.org.au/images/stories/PDF/Consensus_statement_nurses_lifelong_learning.pdf

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 September 1 2011 from: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4132195 (see section 2, professional requirements)

Nursing and Midwifery Board of Australia. (2010). *Continuing professional development registration standard.* Retrieved September 2 2011 from: http://www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx

Royal College *of* Nursing *Australia. Life Long Learning Program, 3LP.* Retrieved September 2 2011 from: http://www.3lp.org.au/

Standard Twelve
Readings and Resources

Adams, S. and McCarthy, AM. (2005). Evidence-based practice and school nursing. *The Journal of School Nursing.* October 21(5): 258-265.

Duffy, J.R. (2009). *Quality caring in nursing.* NY: Springer Publishing Company.

Ingham-Broomfield, R. (2008). A nurse's guide to the critical reading of research. *Australian Journal of Advanced Nursing* 26(1):102-109 September-November. Retrieved September 6 2011 from: http://www.ajan.com.au/Vol26/26-1v2_Ingham-Broomfield.pdf

Nursing and Midwifery Board of Australia. *Decision making framework.* Retrieved September 2 2011 from: http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx#decisionmakingframework

Wollin, J. and StJohn, W. (2007). Research and evidence for community nursing practice. In StJohn, W. and Keleher, H. 2007. *Community nursing practice theories, skills and issues.* Crows Nest, NSW: Allen & Unwin Chapter 11 p184-203.

Appendix 2

Members of the Standards Project Steering Committee 2008-2010 for 1st Edition of the Standards

Tracey Anastasi RN(Div2)[1]
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)[1] 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

1. At this time an Enrolled Nurse was a Registered Nurse (Division 2) in Victoria.

User Feedback

The ANF welcomes feedback on the applicability of these professional standards
for school nurses and school communities. This feedback will be taken into consideration in the planned
2014 review of the standards document.

To make your comments please go the "Feedback" section of the ANF website: http://www.anf.org.au/html/
feedback.html and specify that you are providing feedback on the National School Nurses Professional
Standards.

To guide your feedback information is requested on the following:

- General Comments (for example: readability, applicability, user friendliness);
- Use of the document (for example, in the development and use of: job descriptions, performance appraisals, course curricula, self-assessment tools)
- Comments on specific areas of the document:
- Terminology
- Domains (please specify Professional practice, Provision and coordination of care, Collaborative and therapeutic practice, or Critical thinking and analysis);
- Standards (please specify by number);
- Descriptors – under each Standard (please specify by number);
- Readings and resources (please specify by Standard number)

Note: Adapted from the Australian Confederation of Paediatric and Child Health Nurses. (2006). *Competencies for the Specialist Paediatric and Child Health Nurse.*

Useful documents which can be read in conjunction with the National School Nursing Professional Practice Standards

Australian Nursing and Midwifery Council

National Competency Standards for the Registered Nurse

4th Edition

January 2006

Australian Nursing and Midwifery Council

National Competency Standards for the Midwife

1st Edition

January 2006

Code of Professional Conduct
for Nurses in Australia

Code of Professional Conduct
for Midwives in Australia

Code of Ethics
for Nurses in Australia

Code of Ethics
for Midwives in Australia