

Key Principle: Quality Improvement

Definition: *Quality Improvement (QI) is a continuous and systematic process that leads to measurable improvements and outcomes (Health Resources and Services Administration [HRSA], n.d.) QI and measuring quality are integral parts of healthcare reform and are current standards of practice (Agency for Healthcare Research and Quality [AHRQ], 2011).*

PRACTICE COMPONENTS	DEFINITION*
CONTINUOUS QUALITY IMPROVEMENT	Deming cycle of “Plan-Do-Check-Act”: assessment, identification of the issue, developing a plan, implementing the plan, evaluating if goals/outcomes are achieved (Agency for Healthcare Research and Quality, n.d.; ANA & NASN, 2017).
DOCUMENTATION/ DATA COLLECTION	Sixth step of the nursing process and sixth standard of school nursing practice (ANA & NASN, 2017). Evaluation is the assessment of the attainment of outcomes. For school nurses, evaluation includes measuring meaningful health and academic outcomes and determining whether the processes and interventions used were appropriate. Evaluation should occur for all components of the student’s IHP (practice component of Care Coordination).
EVALUATION	As leaders, change agents and full partners shaping the future health and academic success of young people, school nurses need to be aware and involved with healthcare and education reform (Duncan, 2013, August 25; Institute of Medicine, 2011; Needleman & Hassmiller, 2009; Robert Wood Johnson Foundation, 2010). Understanding current reforms (e.g. Affordable Care Act of 2010), affords opportunities for school nurses to advocate for changes that best serve students, articulate how school nursing fits into the reform, and validate their role so that it is not lost (American Public Health Association, 2013).
MEANINGFUL HEALTH/ ACADEMIC OUTCOMES	For school nurses, evaluation includes measuring meaningful health and academic outcomes and determining whether the processes and interventions used were appropriate. May consider IHP components part of this area.
PERFORMANCE APPRAISAL	Data and evaluation should also be used for performance appraisal of the school nurses’ work goals and job performance.

RESEARCH	Many of the concepts of research and QI overlap, yet QI and research are different. QI determines if evidence-based practice standards are effective. Research is a formal process for testing an intervention to gain new knowledge that is hopefully, generalizable beyond the given situation (Agency for Healthcare Quality and Research, 2017; Institute of Medicine, 2001; U.S. Department of Health and Human Services, 2009).
UNIFORM DATA SET	Includes participation in Step Up and Be Counted! So that all school nurses across the country collect data in the same way (Maughan et al., 2014). Provides ability to determine which school nurse interventions are the most effective and to better understand models of school nursing practice and workforce models – and their impact on student health.
<p>*Definitions of the framework principles and components were taken from the original articles that developed the Framework for 21st Century School Nursing Practice™ (NASN, 2016a; Maughan, Duff, et al., 2016). Where applicable the original source is cited. Permission to use granted by the National Association of School Nurses. Re-printed with permission by the National Association of School Nurses.</p>	

IDEAS: How can I use this principle in my practice?

- Continuous quality improvement: Decreased absences related to students with asthma.
- Demonstrates role of school nurse improves student health and academic outcomes at local or individual level.
- Continuous quality improvement: Reports on state-wide school nurse interventions to improve attendance in asthmatic students. Demonstrates role of school nurse improves student health and academic outcomes at population health level.
- Documentation: All NJ schools have uniform, standardized documentation system, electronic health record according to policies. Advocates uniform language, supports health care records and transitions in care coordination across schools, district and state.
- Documentation: Standardize policy/forms for returning to school. This promotes clear guidelines, student quality and safety care provision, enhances follow up care.
- Evaluation: Use of CDC's *School Health Index* to assess school health and safety and wellness policies and programs. Benchmark and develop and/or revise interventions, policies and programs as appropriate.
- Meaningful health/academic outcomes related to chronic disease - asthma: Improves absences related to management of chronic disease; improves communication with health care providers regarding the management of asthma in school; improves quality of life for asthmatic students.
- Meaningful health/academic outcomes: educate/communicate at large about wellness and impact on academic performance. Supports and demonstrates important role school nurses play in public health outcomes, and community-wide culture of health, culture of wellness.
- Performance appraisal: Develop uniform school nurse specific evaluation tool to increase quality of care to improve student outcomes. Utilize best practices to change (or continue) appraisal process by a nurse, rather than non-nurse education administrator.
- Research: Student health office visits to nurse with chronic illnesses warrant the need for additional school nurse(s) in the building. Data collected and evaluated to understand workload and student care needs. Consistent with quality and safe care that promotes optimal outcomes and healthy work environment.
- Uniform data set: local standardized uniform data collection. Fosters understanding of community needs from population health perspective.

QUICK START FACT SHEET

KEY PRINCIPLE: QUALITY IMPROVEMENT

TOPIC: Performance Appraisal
IDEA: Develop Uniform Job Description and Performance Appraisal

THE IDEA	GOALS	ACTION STEPS	RESOURCES	MEASURE OUTCOMES
<p>What areas do you want to focus on for improvement?</p> <p>Incorporate Framework for 21st Century School Nursing Practice and Standards of Practice into meaningful, evidence-based job description and performance appraisal.</p>	<p>What exactly is it that you want to achieve?</p> <ul style="list-style-type: none"> Job description reviewed and updated if necessary to be reflective of scope and standards of school nursing practice and Framework for 21st Century School Nursing Practice. Evaluation is based on the standards of school nurse practice and Framework for 21st Century School Nursing Practice. Tool is useful for meaningful evaluations with motivations for opportunities to improve practice. Standards for evaluation clarify and/or are linked to the standard for school nursing practice. School nurses are accountable for meeting the evaluation tool metrics. Tool may be used by nursing administrator (preferred) and non-nursing administrators. Tool evaluated present level of practice and helps to develop goals and plans for the future. 	<ul style="list-style-type: none"> Consider who will be affected and how? Get buy-in for your initiative. Who are the individuals who must be involved and engaged in your initiative? Who can lead the initiative? What partners/stakeholders should be involved? What resources will be needed? (i.e. types of staff and required time; supplies and materials; equipment; other resources; estimated costs). What are possible challenges and barriers? Reflect on these and think about possible solutions and strategies. What is your timeline? Do you have a short-term outcome to demonstrate early visible improvements? How will you share/communicate your proposed initiative and with whom? Have you thought about sustainability for your project? Will this be a project you can continue annually? 	<ul style="list-style-type: none"> What resources can guide this project using evidence-based, best-practices? Are there templates, information, guides already in place? What are others doing? Find out about other initiatives. What are other schools, districts, states doing? Do not limit yourself to nursing-related initiatives. Be sure to ask what were the lessons learned. Are there funding sources and grants that can help off set costs? 	<ul style="list-style-type: none"> How will you measure progress and success? What are your outcome measures? How often will you check and measure your progress? Who will be responsible for collecting and reporting the information/data? How will you evaluate your initiative to determine success?

SOCIAL MEDIA

#evaluations
 @ASCD
 @njhealthkids

@healthyschools
 @schoolnurses
 @NJSSNA1

#NJSchoolNurseLeadership

For more details on this project, see Chapter 4, Idea 1.

IDEA #1: COMPONENT SAMPLE IDEA: PERFORMANCE APPRAISAL – DEVELOP UNIFORM SCHOOL NURSE SPECIFIC EVALUATION TOOL

Definition:

Performance Appraisal – the evaluation of clinical competence, including other aspects of performance not exclusive to the practice of school nursing (e.g. interpersonal and communication skills, team collaboration and networking and classroom teaching) (ANA & NASN, 2017).

Idea:

Develop uniform school nurse specific evaluation tool to increase quality of care to improve student outcomes. Utilize best practices to change (or continue) appraisal process by a nurse, rather than non-nurse education administrator. Integrates the Framework for 21st Century School Nursing Practice™, and scope of standards of school nursing into the job description and the performance evaluation of the school nurse.

The Story:

School nurse Radil has a goal of implementing a performance evaluation that is reflective of school nursing practice and includes competencies that acknowledge the Framework for 21st Century School Nursing Practice™. There is a current evaluation tool, but it does not reflect the current standards, including the newly revised School Nursing Scope and Standards of Practice (2017). Radil desires an integrated tool that is reflective of the school nurse job description, and a performance appraisal that follows current standards of practice, is meaningful, and helps school administrators understand the role of the school nurse.

Objectives:

- *Job description reviewed and updated if necessary to be reflective of scope and standards of school nursing practice and Framework for 21st Century School Nursing Practice™.*
- *Evaluation is based on the standards of school nurse practice and Framework for 21st Century School Nursing Practice™.*
- *Tool is useful for meaningful evaluations with motivations for opportunities to improve practice.*
- *Standards for evaluation clarify and/or are linked to the standard for school nursing practice.*
- *School nurses are accountable for meeting the evaluation tool metrics.*
- *Tool may be used by nursing administrator (preferred) and non-nursing administrators.*
- *Tool evaluated present level of practice and helps to develop goals and plans.*

**Steps to Gaining Buy-in and Leading Change and Transformation (Kotter, 2007).
See Making Change Happen (p.11):**

1. Establish sense of urgency.

- **Motivating statement (often communicated to key school administrative decision maker(s)):**

Dear Mr./Ms. Administrator,

I know that you aspire to having the most competent and highly effective personnel working in your district. I am proposing helping our district develop an evaluation tool that promotes New Jersey best practices for highly effective school nurses, and has as its foundation the newly updated School Nursing: Scope and Standards of Practice. Research demonstrates that a meaningful evaluation helps school nurses to more closely examine their own practice, take responsibility for individual growth, and enhances motivation to strive for a higher level of performance (McDaniel, Overman, Guttu, & Engelke, 2013). I know this is an initiative that cannot be done in isolation as the process also involves a review of the school nurse job description. I have begun examining other state school nurse evaluations, as well as templates from several local New Jersey school districts. I would like to assemble a team of individuals that includes school nurses, administrators, school physician, parents, and other interested school partners to examine our job description and school nurse evaluation with the goal of creating a uniform job description and school nurse evaluation that may serve not only as an evaluation tool in our district, but one that is useful throughout New Jersey. I am ready to start today.

- **Examine the literature and community assessment:** In addition, the following areas related to this are:

School Community Health Problem/Needs Assessment:

- Obtain district and school-based job description(s) and evaluation(s). Benchmark current evaluation with updated Framework for 21st Century School Nursing Practice™ and *School Nursing: Scope and Standards of Practice*.
- Identify available resources that may already have templates, guides, and resources.

- **Identify potential solution based upon scan of literature and relevant sources of information**

Resources:

- Pennsylvania Department of Education. (2014). *Rubric assessment: Certified school nurse (CSN)*. Retrieved from <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Non-Teaching%20Professionals/Certified%20School%20Nurse%20Rubric.pdf>
- Weston Public Schools. (n.d.). School nurse summative evaluation. Retrieved from <http://old.westonschools.org/index.cfm?ccid=40090&pid=12284>
- Connecticut State Department of Education. (2014). *School nurse competency evaluation summary*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/school_nurse_competency_evaluation_summary.pdf
- Connecticut State Department of Education. (2014). *School nurse competencies self-evaluation tool*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/school_nurse_competency_self_evaluation_tool.pdf
- Connecticut State Department of Education. (2014). *Competency in school nurse practice*. (2nd. ed.). Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Nursing_Competencies.pdf

2. Form a powerful guiding coalition.

- **Who are my partners?** Establish your team and get buy-in for the project. These are individuals with shared commitment and power to lead. For this example, the individuals would be school district administrators, principals, teachers, parents, school physician, local community health organizations.

3. Create a vision.

- Use SMART (Specific, Measurable, Attainable, Realistic/Relevant and Time Bound Goals) goals to develop performance and measurable objectives and outcomes. The who, what, where, when, why. See Appendix B for SMART goals development template.
- Deming's Plan-Do-Check-Act cycle, a four step model for carrying out change (<https://healthit.ahrq.gov/health-it-tools-and-resources/evaluation-resources/workflow-assessment-health-it-toolkit/all-workflow-tools/plan-do-check-act-cycle#h=plan-do-check-act>)
- Include as part of annual professional development goals, or Student Growth Objectives (SGOs).

4. Communicate the vision.

- Use every avenue/vehicle possible to communicate: PTA meetings, Robocalls, flyers, student poster contest, school nurse and district website, school newsletters, professional organizations.

5. Empower others to act on the vision.

Remove or alter systems or structures undermining the vision.

- Will I need any policy changes? For example, changes to job description and performance evaluation may require school board approval and/or adoption with school attorneys.
- Collaborate with school and community partners.
- Enlist the help of parent supporters/champions.
- Create interest/buy-in that supports school health as integral to school academic achievement.

6. Plan for and create short-term wins.

Define and set a visible performance improvement.

- Set a date early in the initiative that creates excitement. Example: establishment of the task force/guiding committee creates interest in school health and school health initiatives for the school and school community.

7. Consolidate improvements and produce more change.

Use your successes and improvements (yes! this project is going to work and the guiding coalition is behind the initiative) to further change systems, structures, etc.

- Evaluate and plan for changes/improvements for the following/year.
- Address policy changes as needed.
- Do you need additional support resources (i.e. Staff) to further understand the problem? If so, how will you demonstrate the cost/benefit of the staff.

8. Institutionalize new approaches.

Articulate connections between new behaviors and success of the program. Share the successes and your results.

- For example, the job description and performance evaluation committee decides after the original task has been completed to stay together to continue understanding the health needs of the school and school community. Perhaps the school wellness committee has been stagnant or not meeting lately and is now being revived. The *CDC School Health Index* self-assessment and planning may be explored as a next initiative.

Potential Funding Sources:

- School Nurse Leadership Healthy Schools Campaign: <https://healthyschoolscampaign.org/programs/national/school-nurse-leadership/>
- National Association of School Nurses Research Grants: <https://www.nasn.org/nasn/research/research-grants>

Social Media:

@ANAnursingworld

@schoolnurses

@NJSSNA1

#NJSchoolNurse Leadership

POTENTIAL INDICATORS/ MEASUREMENT ITEMS/	DATA SOURCE	RELEVANT LITERATURE/ RESEARCH IN ACTION
<p>Job description re-written to reflect current standards and approved.</p> <p>Performance evaluation re-written and approved.</p>	Written documents	<p>(Southall et al., 2017)</p> <p>(Resha, 2009)</p> <p>(Haffke, Damm, & Cross, 2014)</p> <p>(ANA & NASN, 2017)</p> <p>(Allen-Johnson, 2017)</p>
<p>For more examples of Data: Indicators and Sources visit Table 1 of Jameson, et al., 2017 at https://www.ncbi.nlm.nih.gov/pubmed/28681685</p>		

What Else Do I Need to Do?

Will I need an Institutional Review Board (IRB)? See the U.S. Department of Health & Human Services, Office for Human Research Protections below. You also need to check with your own district about their guidelines. For example: Do I need permission from the school district to survey students and parents/guardians? Do I need parental permission to use the services?

U.S. Department of Health & Human Services, Office for Human Research Protections. (2009). *Code of Federal Regulations, Title 45, Public Welfare Part 46 Protection of human subjects*. Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html#46.102>

How does this impact Standards of Practice?

NASN Scope and Standards of Practice:

Competency in leadership skills demonstrated in the professional practice setting and the profession. The school nurse collects comprehensive data pertinent to the situation. Assesses the effect of interactions among individuals, school community and social systems. Partners with public health partners and interdisciplinary teams. Identifies expected and appropriate outcomes through the planned intervention(s) and strategies. Serves as lead in the implementation and coordinates the plan. Actively employs strategies to promote health and a safe environment through health teaching and health promotion. Seeks consultation and collaboration with other healthcare professionals and stakeholders. Evaluates process towards attainment of the stated measurement items/outcomes. Practices ethically to provide evidence-based quality and safe care that recognizes the individual's autonomy, dignity, rights, values and beliefs. Demonstrates life-long learning through self-reflection and inquiry. Communicates effectively in a variety of formats that promote understanding. Evaluates and maintains professional responsibility, accountability and behavior (ANA & NASN, 2017).

Why is this important?

The New Jersey Department of Education supports the position that all individuals providing services for students should be highly qualified to ensure that all students have the best teachers possible (State of New Jersey Department of Education, 2014a). To ensure that the knowledge and skills needed by the school nurse to provide the highest quality and safe care possible to the school community, clinical supervision is essential. Many school nurses report that they are not evaluated or supervised by an individual who can ensure the highest level of clinical and professional competency (Mangena & Maughan, 2015). It is the position of the National Association of School Nurses (NASN, 2013) that school nurses “. . . be clinically supervised and evaluated by a registered nurse knowledgeable of the scope and standards of practice for school nursing.”

Competence must first be evaluated using a self-evaluation process. Next nurse colleagues and nurses in the role of supervisor, coach, mentor or preceptor assess the clinical competence. Other aspects such as interpersonal and communication skills, team collaboration and networking and classroom teaching may be evaluated by professional colleagues, administrators and others. Evaluation should then guide future professional development (adapted from ANA & NASN, 2017, p. 16).

U.S. Department of Education

U.S. Department of Education. (2017). *Teacher evaluation*. Retrieved from <https://www.ed.gov/labor-management-collaboration/conference/teacher-evaluation>

NJ Department of Education

State of New Jersey Department of Education. (n.d.). *Student growth objectives (SGOs)*. Retrieved from <http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

State of New Jersey Department of Education. (n.d.). *Evaluation of other educators*. Retrieved from <http://www.state.nj.us/education/AchieveNJ/other/>

State of New Jersey Department of Education. (n.d.). N.J.A.C. 6A:9, *Professional Standards*. Retrieved from <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

State of New Jersey Department of Education. (n.d.). *School health services*. Retrieved from <http://www.nj.gov/education/students/safety/health/services/>

State of New Jersey Department of Education. (n.d.). *Keeping our kids safe, healthy and in school: Student support services*. Retrieved from <http://www.nj.gov/education/students/safety/behavior/support/>

Position Statements from NASN and ANA: Position on the subject. Not practice standards.

National Association of School Nurses (NASN) Position Statement(s)

National Association of School Nurses. (2016). *Education, licensure, and certification of school nurses* (Position Statement). Retrieved from <https://schoolnursenet.nasn.org/blogs/nasn-profile/2017/03/13/education-licensure-and-certification-of-school-nurses>

National Association of School Nurses. (2016b). *Role of the 21st century school nurse*. (Position Statement). Retrieved from <https://schoolnursenet.nasn.org/blogs/nasn-profile/2017/03/13/the-role-of-the-21st-century-school-nurse>

National Association of School Nurses. (2013). *Supervision and evaluation of the school nurse*. (Position Statement). Retrieved from <https://schoolnursenet.nasn.org/blogs/nasn-profile/2017/03/13/supervision-and-evaluation-of-the-school-nurse>

American Nurses Association (ANA) Position Statement(s)

ANA. (2014). *Position statement: Professional role competence*. Retrieved from: <http://nursing-world.org/MainMenuCategories/Policy-Advocacy/Positions-and-Resolutions/ANAPositionStatements/Position-Statements-Alphabetically/Professional-Role-Competence.html>

ANA. (2007). *Assuring safe, high quality health care in Pre-K through 12 educational settings*. (Position Statement). Retrieved from <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/Positions-and-Resolutions/ANAPositionStatements/Position-Statements-Alphabetically/Assuring-Safe-High-Quality-Health-Care-in-Pre-K-Through-12-Educational-Settings.html>

Local School District

Job Description

Performance Appraisal Rubric

Student Growth Objective (SGOs are not a required component of the evaluation of Educational Service Professionals but the NJ Department of Education encourages their use as a valuable professional practice). Visit website below for more examples: <http://www.state.nj.us/education/AchieveNJ/teacher/esp/SchoolNurseVisionScreeningReferralsGrade4.pdf>)

Annual Professional Development Goals/Objectives

District policies and procedures


General QI Resources

Health Resources and Services Administration. (n.d.). *Quality improvement*. Retrieved from <https://www.hrsa.gov/quality/toolbox/methodology/qualityimprovement/>

American Nurses Association & National Association of School Nurses. (2017). *School nursing: Scope and standards of practice* (3rd ed.). Silver Spring, MD: nursesbooks.org.

CDC Foundation. (n.d.) *What is public health*. Retrieved from <https://www.cdcfoundation.org/what-public-health>

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010a). *Healthy People 2020*. Washington, DC: USDHHS. Retrieved from <https://www.healthypeople.gov/>



U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010b). *Healthy People 2020—Determinants of health*. Washington, DC: USDHHS. Retrieved from <https://www.healthypeople.gov/2020/about/foundation-health-measures/Determinants-of-Health>

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010c).

Healthy People 2020—Access to health services. Washington, DC: USDHHS. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/Access-to-Health-Services>

Agency for Healthcare Research and Quality. (n.d.). *Plan-do-check-act cycle*. Retrieved from <https://healthit.ahrq.gov/health-it-tools-and-resources/evaluation-resources/workflow-assessment-health-it-toolkit/all-workflow-tools/plan-do-check-act-cycle#h=deming>

Agency for Healthcare Research and Quality. (2011). *National strategy for quality improvement in health care*. Retrieved from <http://www.ahrq.gov/workingforquality/>

PDCA: <http://asq.org/learn-about-quality/project-planning-tools/overview/pdca-cycle.html>

World Health Organization. (n.d.) *Global Strategy for women's, children's and adolescents' health (2016-2030)*. Retrieved from <http://apps.who.int/gho/data/node.gswcah>

QUICK START FACT SHEET

KEY PRINCIPLE: QUALITY IMPROVEMENT

TOPIC: Collecting Community Health Data
IDEA: Using the School Health Index

THE IDEA	GOALS	ACTION STEPS	RESOURCES	MEASURE OUTCOMES
<p>What areas do you want to focus on for improvement?</p> <ul style="list-style-type: none"> Evaluate current school health and safety policies and programs. Assemble a team of school community partners focused on school community wellness. Change and implement based upon SHI assessment. 	<p>What exactly is it that you want to achieve?</p> <ul style="list-style-type: none"> Identify the strengths and weaknesses of school/district policies and programs for promoting health and safety. Develop an action plan for improving student health and safety. Involve teachers, parents, students, and the community in improving school policies, programs, and services. 	<ul style="list-style-type: none"> Consider who will be affected and how? Get buy-in for your initiative. Who are the individuals who must be involved and engaged in your initiative? Who can lead the initiative? What partners/stakeholders should be involved? What resources will be needed? (i.e. types of staff and required time; supplies and materials; equipment, other resources; estimated costs). What are possible challenges and barriers? Reflect on these and think about possible solutions and strategies. What is your timeline? Do you have a short-term outcome to demonstrate early visible improvements? How will you share/communicate your proposed initiative and with whom? Have you thought about sustainability for your project? Will this be a project you can continue annually? 	<ul style="list-style-type: none"> What resources can guide this project using evidence-based, best-practices? Are there templates, information, guides already in place? What are others doing? Find out about other initiatives. What are other schools, districts, states doing? Do not limit yourself to nursing-related initiatives. Be sure to ask what were the lessons learned. Are there funding sources and grants that can help off set costs? 	<ul style="list-style-type: none"> How will you measure progress and success? What are your outcome measures? How often will you check and measure your progress? Who will be responsible for collecting and reporting the information/data? How will you evaluate your initiative to determine success?

SOCIAL MEDIA

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For more details on this project, see Chapter 4, Idea 2.

IDEA #2: COMPONENT SAMPLE IDEA: RESEARCH CENTERS FOR DISEASE CONTROL, SCHOOL HEALTH INDEX COLLECTING COMMUNITY HEALTH DATA: IDENTIFY STRENGTHS AND WEAKNESSES OF SCHOOL HEALTH AND SAFETY POLICIES AND PROGRAMS

Definition

Definition: “Quality Improvement (QI) is a continuous and systematic process that leads to measurable improvements and outcomes” (Health Resources and Services Administration [HRSA], n.d.) “QI and measuring quality are integral parts of healthcare reform and are current standards of practice” (Agency for Healthcare Research and Quality [AHRQ], 2011

Idea:

The School Health Index (SHI) (Centers for Disease Control and Prevention, 2016) is based on the CDC’s research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors. Utilize best practices in research to identify strengths and weaknesses of school and/or school district health and safety policies and programs. Integrates the Framework for 21st Century School Nursing Practice™ (NASN, 2016a), and Whole School, Whole Community, Whole Child Model (Lewallen et al., 2015).

The Story:

School nurse Gert has a goal of implementing healthy lifestyle programs that are evidence-based and have proven outcomes. There are some programs currently in place – but are they working? Do the programs target the right areas and individuals for change? How do I know? Where is that information? How do I access that information? Once I have that information, what do I do?

Objectives:

- *Identify the strengths and weaknesses of school/district policies and programs for promoting health and safety.*
- *Develop an action plan for improving student health and safety.*
- *Involve teachers, parents, students, and the community in improving school policies, programs, and services.*

**Steps to Gaining Buy-in and Leading Change and Transformation (Kotter, 2007).
See Making Change Happen (p.7):**

1. Establish sense of urgency.

- **Motivating statement (often communicated to key school administrative decision maker(s)):**

Dear Mr./Ms. Administrator,

I am concerned about some of the school community health needs we see in school – increasing obesity, mental health issues, substance abuse are just a few. I have found an amazing tool from the Centers for Disease Control called the School Health Index that can help us make a self-assessment of our current programs, gives us research based information about the health status of our community, and identifies low-cost or no-cost changes that are reasonable and user-friendly to implement. What I like most about the program is that it is a community-organizing and partnering initiative. The program engages teachers, administrators, parents, students and the community in promoting health enhancing behaviors and better health for the community. The program has been used across the U.S. with over 500 schools developing community-based teams focused on health and wellness in the school and school community. I know you are committed to the academic success of our children through the lens of the whole school community. Can I count on your support? I am ready to begin today.

- **Examine the literature and community assessment:** In addition, the following areas related to this are:

School Community Health Problem/Needs Assessment:

- Identify available resources that may already have templates, guides, and resources.

- **Identify potential solution based upon scan of literature and relevant sources of information.**

Resources:

Start here: Centers for Disease Control. (2017). *Healthy Schools. School Health Index*. Retrieved from <https://www.cdc.gov/healthyschools/shi/index.htm>

Download the planning guide for your school age level:

Elementary (<https://www.cdc.gov/healthyschools/shi/pdf/Elementary-Total-2017.pdf>)

Middle/High Schools (<https://www.cdc.gov/healthyschools/shi/pdf/Middle-High-Total-2017.pdf>)

Watch video “how-to”: Centers for Disease Control. (2017). *Training Tools for Healthy Schools e-Learning Series - School Health Index: A Self-Assessment and Planning Guide*. Retrieved from https://www.cdc.gov/healthyschools/professional_development/e-learning/shi.html

Other partners with SHI: Alliance for a Healthier Generation:
https://schools.healthiergeneration.org/dashboard/about_assessment/

2. Form a powerful guiding coalition.

- **Who are my partners?** Establish your team and get buy-in for the project. These are individuals with shared commitment and power to lead. For this example, the individuals would be school district administrators, principals, teachers, parents, school physician, local community health organizations, local businesses, police and fire officials.

3. Create a vision.

- Use SMART (Specific, Measurable, Attainable, Realistic/Relevant and Time Bound Goals) goals to develop performance and measurable objectives and outcomes. The who, what, where, when, why. See Appendix B for SMART goals development template.
- Deming's Plan-Do-Check-Act cycle, a four step model for carrying out change (<https://healthit.ahrq.gov/health-it-tools-and-resources/evaluation-resources/workflow-assessment-health-it-toolkit/all-workflow-tools/plan-do-check-act-cycle#h=plan-do-check-act>)
- Include as part of annual professional development goals, or Student Growth Objectives (SGOs).

4. Communicate the vision.

- Use every avenue/vehicle possible to communicate: PTA meetings, Robocalls, flyers, student poster contest, school nurse and district website, school newsletters, professional organizations.

5. Empower others to act on the vision.

Remove or alter systems or structures undermining the vision.

- Will I need any policy changes? For example, changes to health curriculum may require school board approval. After school programs may require requests to appropriate school department.
- Collaborate with school and community partners.
- Enlist the help of parent and school community supporters/champions.
- Create interest/buy-in that supports school health as integral to school academic achievement.

6. Plan for and create short-term wins.

Define and set a visible performance improvement.

- Set a date early in the initiative that creates excitement. Example: establishment of the task force/guiding committee creates interest in school health and school health initiatives for the school and school community. Publicize the formation of the team. Report on the initial findings through school communications.

7. Consolidate improvements and produce more change.

Use your successes and improvements (yes! this project is going to work and the guiding coalition is behind the initiative) to further change systems, structures, etc.

- Evaluate and plan for changes/improvements for the following/year.
- Address policy changes as needed.
- Identify changes and initiatives that will be implemented.
- Do you need additional support resources (i.e. Staff, money) to further understand the problem? If so, how will you demonstrate the cost/benefit of the staff.

8. Institutionalize new approaches.

Articulate connections between new behaviors and success of the program. Share the successes and your results.

- For example, perhaps the school wellness committee has been stagnant or not meeting lately and is now being revived.
- Health curriculum has been reviewed and updated. Additional focus on substance abuse has been identified.

Potential Funding Sources:

- School Nurse Leadership Healthy Schools Campaign: <https://healthyschoolscampaign.org/programs/national/school-nurse-leadership/>
- National Association of School Nurses Research Grants: <https://www.nasn.org/nasn/research/research-grants>

Social Media:

@CDCgov
@HHSgov
@schoolnurses
@NJSSNA1
#NJSchoolNurse Leadership

POTENTIAL INDICATORS/ MEASUREMENT ITEMS/	DATA SOURCE	RELEVANT LITERATURE/ RESEARCH IN ACTION
Team created	Team exists with regular meetings	(Maughan & Yonkaitis, 2017)
Initiatives identified		(NASN, 2016a)
School curriculum evaluated and updated	List with priorities of potential health and safety programs	(Wang et al., 2014)
	Changes made to curriculum and board approved.	(Centers for Disease Control and Prevention, 2014)
For more examples of Data: Indicators and Sources visit Table 1 of Jameson, et al., 2017 at https://www.ncbi.nlm.nih.gov/pubmed/28681685		

What Else Do I Need to Do?

Will I need an Institutional Review Board (IRB)? See the U.S. Department of Health & Human Services, Office for Human Research Protections below. You also need to check with your own district about their guidelines. For example: Do I need permission from the school district to survey students and parents/guardians? Do I need parental permission to use the services?

U.S. Department of Health & Human Services, Office for Human Research Protections. (2009). *Code of Federal Regulations, Title 45, Public Welfare Part 46 Protection of human subjects*. Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html#46.102>

How does this impact Standards of Practice?

NASN Scope and Standards of Practice:

Competency in leadership skills demonstrated in the professional practice setting and the profession. The school nurse collects comprehensive data pertinent to the situation. Assesses the effect of interactions among individuals, school community and social systems. Partners with public health partners and interdisciplinary teams. Identifies expected and appropriate outcomes through the planned intervention(s) and strategies. Serves as lead in the implementation and coordinates the plan. Actively employs strategies to promote health and a safe environment through health teaching and health promotion. Seeks consultation and collaboration with other healthcare professionals and stakeholders. Evaluates process towards attainment of the stated measurement items/outcomes. Practices ethically to provide evidence-based quality and safe care that recognizes the individual's autonomy, dignity, rights, values and beliefs. Demonstrates life-long learning through self-reflection and inquiry. Communicates effectively in a variety of formats that promote understanding. Evaluates and maintains professional responsibility, accountability and behavior (ANA & NASN, 2017).

Why is this important?

School wellness teams/committees should be a part of every school. The school nurse is integral in population/community health.

U.S. Department of Education

U.S. Department of Education. (2014). *Centers for Disease Control. Putting Local School Wellness Policies into Action: Stories from School Districts and Schools*. Retrieved from <https://www.cdc.gov/healthyyouth/npao/pdf/SchoolWellnessInAction.pdf>

NJ Department of Education

State of New Jersey Department of Education. (n.d.). N.J.A.C. 6A:9, *Professional Standards*. Retrieved from <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

State of New Jersey Department of Education. (n.d.). *School health services*. Retrieved from <http://www.nj.gov/education/students/safety/health/services/>

State of New Jersey Department of Education. (n.d.). *Keeping our kids safe, healthy and in school: Student support services*. Retrieved from <http://www.nj.gov/education/students/safety/behavior/support/>

Position Statements from NASN and ANA: Position on the subject. Not practice standards.

National Association of School Nurses (NASN) Position Statement(s)

National Association of School Nurses. (2017). *Whole School, Whole Community, Whole Child: Implications for 21st century school nurses* (Position Statement). Retrieved from <https://schoolnursenet.nasn.org/blogs/nasn-profile/2017/07/28/whole-school-whole-community-whole-child?CommunityKey=a2de8278-4a49-4e77-b409-ccd048b251d0&Tab=>

National Association of School Nurses. (2016b). *Role of the 21st century school nurse*. (Position Statement). Retrieved from <https://schoolnursenet.nasn.org/blogs/nasn-profile/2017/03/13/the-role-of-the-21st-century-school-nurse>

American Nurses Association (ANA) Position Statement(s)

ANA. (2014). *Position statement: Professional role competence*. Retrieved from: <http://nursingworld.org/MainMenuCategories/Policy-Advocacy/Positions-and-Resolutions/ANAPositionStatements/Position-Statements-Alphabetically/Professional-Role-Competence.html>

ANA. (2007). *Assuring safe, high quality health care in Pre-K through 12 educational settings*. (Position Statement). Retrieved from <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/Positions-and-Resolutions/ANAPositionStatements/Position-Statements-Alphabetically/Assuring-Safe-High-Quality-Health-Care-in-Pre-K-Through-12-Educational-Settings.html>

Local School District

Job Description

Performance Appraisal Rubric

Student Growth Objective (SGOs are not a required component of the evaluation of Educational Service Professionals but the NJ Department of Education encourages their use as a valuable professional practice) Visit website below for more examples: <http://www.state.nj.us/education/AchieveNJ/teacher/esp/SchoolNurseVisionScreeningReferralsGrade4.pdf>

Annual Professional Development Goals/Objectives

District policies and procedures

General QI Resources

Health Resources and Services Administration. (n.d.). *Quality improvement*. Retrieved from <https://www.hrsa.gov/public-health/guidelines/quality-improvement.html>

American Nurses Association & National Association of School Nurses. (2011). *School nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: nursesbooks.org.

CDC Foundation. (n.d.) *What is public health*. Retrieved from <http://www.cdcfoundation.org/content/what-public-health>

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010a). *Healthy People 2020*. Washington, DC: USDHHS. Retrieved from <https://www.healthypeople.gov/>

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010b). *Healthy People 2020—Determinants of health*. Washington, DC: USDHHS. Retrieved from <https://www.healthypeople.gov/2020/about/foundation-health-measures/Determinants-of-Health>

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010c). *Healthy People 2020—Access to health services*. Washington, DC: USDHHS. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/Access-to-Health-Services>

Agency for Healthcare Research and Quality. (n.d.). *Plan-do-check-act cycle*. Retrieved from <https://healthit.ahrq.gov/health-it-tools-and-resources/evaluation-resources/workflow-assessment-health-it-toolkit/all-workflow-tools/plan-do-check-act-cycle#h=deming>

Agency for Healthcare Research and Quality. (2011). *National strategy for quality improvement in health care*. Retrieved from <http://www.ahrq.gov/workingforquality/>

PDCA: <http://asq.org/learn-about-quality/project-planning-tools/overview/pdca-cycle.html>

World Health Organization. *Global Strategy for women's, children's and adolescents' health (2016-2030)*. Retrieved from <http://apps.who.int/gho/data/node.gswcah>