






# Framework for 21<sup>st</sup> Century School Nursing Practice™

NASN's *Framework for 21st Century School Nursing Practice* (the *Framework*) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the *Framework* is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of *Care Coordination*, *Leadership*, *Quality Improvement*, and *Community/Public Health*. These principles are surrounded by the fifth principle, *Standards of Practice*, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

 <p><b>Standards of Practice</b></p> <ul style="list-style-type: none"> <li>• Clinical Competence</li> <li>• Clinical Guidelines</li> <li>• Code of Ethics</li> <li>• Critical Thinking</li> <li>• Evidence-based Practice</li> <li>• NASN Position Statements</li> <li>• Nurse Practice Acts</li> <li>• Scope and Standards of Practice</li> </ul>	 <p><b>Care Coordination</b></p> <ul style="list-style-type: none"> <li>• Case Management</li> <li>• Chronic Disease Management</li> <li>• Collaborative Communication</li> <li>• Direct Care</li> <li>• Education</li> <li>• Interdisciplinary Teams</li> <li>• Motivational Interviewing/ Counseling</li> <li>• Nursing Delegation</li> <li>• Student Care Plans</li> <li>• Student-centered Care</li> <li>• Student Self-empowerment</li> <li>• Transition Planning</li> </ul>	 <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Change Agents</li> <li>• Education Reform</li> <li>• Funding and Reimbursement</li> <li>• Healthcare Reform</li> <li>• Lifelong Learner</li> <li>• Models of Practice</li> <li>• Technology</li> <li>• Policy Development and Implementation</li> <li>• Professionalism</li> <li>• Systems-level Leadership</li> </ul>	 <p><b>Quality Improvement</b></p> <ul style="list-style-type: none"> <li>• Continuous Quality Improvement</li> <li>• Documentation/Data Collection</li> <li>• Evaluation</li> <li>• Meaningful Health/Academic Outcomes</li> <li>• Performance Appraisal</li> <li>• Research</li> <li>• Uniform Data Set</li> </ul>	 <p><b>Community/ Public Health</b></p> <ul style="list-style-type: none"> <li>• Access to Care</li> <li>• Cultural Competency</li> <li>• Disease Prevention</li> <li>• Environmental Health</li> <li>• Health Education</li> <li>• Health Equity</li> <li>• Healthy People 2030</li> <li>• Health Promotion</li> <li>• Outreach</li> <li>• Population-based Care</li> <li>• Risk Reduction</li> <li>• Screenings/Referral/ Follow-up</li> <li>• Social Determinants of Health</li> <li>• Surveillance</li> </ul>
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ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>