

School Nurse

ORIENTATION FOLDER

CONTENTS

Page 3-4	Acknowledgements
Page 5	Orientation Programme Aims
Page 7-10	First Week Checklist
Page 11-12	School team
Page 13-14	School processes
Page 15-16	Practice Requirements Child Protection
Page 17-18	Community Networks
Page 19-20	Visiting Health Allied Professionals Assessment of Young People
Page 21-22	Professional Development
Page 23-24	NZ Legislation and Strategies
Page 25-26	Collection of Statistics and Reports
Page 27	Documentation
Page 27-34	Basic Skills - Core - Other
Page 35-36	Meeting Schedule
Page 37-38	3 Month Review
Page 39	Orientation Programme Evaluation
Page 40-43	Mentor Evaluation
Page 44-45	Programme Evaluation
Page 46	References and Acknowledgements

ACKNOWLEDGEMENTS

This manual was created by the members of the School Health Awareness Raising Project (SHARP) in CMDHB:

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It is the result of the dedicated efforts of many individuals and reflects the collaborative efforts of all involved. We express our appreciation to the school nurses who provided input and feedback.

We hope you enjoy your orientation programme as you learn new skills, and practice and adapt your existing skills to working within an education setting. There are a variety of resources available to assist you in your orientation and continuing development. These resources include your peers, school policy and procedure folders, CMDHB and University libraries, textbooks, journal articles and internet access.

Your School Health Team clinical support person will give you further information on other learning opportunities.

School Health Team clinical support person:

Contact details:

Phone: _____

Mobile: _____

Email: _____

Cluster Co-ordinator: _____

Contact details:

Phone: _____

Mobile: _____

Email: _____

ORIENTATION PROGRAMME AIMS

The orientation programme has been designed to:

- Acknowledge the importance of your position ensuring you feel welcome, have access to relevant information and support which will enable you to practice safely and function effectively.
- Assist you to make the transition from your previous position to your new role within school health.
- Help clarify your roles and responsibilities.
- Provide a framework to ensure you receive a comprehensive, relevant and consistent orientation programme.
- Provide support and guidance throughout your orientation.

New staff may require direction and supervision; however they are accountable for their actions and must be encouraged to recognise their own limitations and seek assistance as appropriate.

We are keen to build on your existing skills and knowledge. Please discuss with your School Health Team clinical support person where you have worked before and what skills you bring into your new role, and what areas you may need further support with.

AIMS OF ORIENTATION

The orientation programme aims to provide you with support as you orientate into the School Based Health Service (SBHS). The aim of this workbook is to provide a tool for new school nurses and experienced RN's transferring to a new school to assist RN's to enhance their practice, identify any gaps in practice and improve client safety. It is expected that you will be responsible for your own ongoing learning, utilising the people and resources available.

At the end of the 10 week orientation:

- Aim to have completed all checklists and identified any areas requiring skill development, in this manual.
- Demonstrate progress in your youth health practice.
- Arrange a time for a progress review with your CMDHB clinical support person. At your review, take with you your Orientation Manual and Performance Development Objectives.
- Set objectives for ongoing performance and professional development.
- Evaluate your Mentor's contribution to your orientation.

The competencies will be signed off by your Mentor or CMDHB clinical support person.

It is expected that having completed your orientation period your knowledge and expertise will continue to advance. You will be required to set specific goals for your future practice and be involved in ongoing professional development and supervision.

****It is recommended that where a school nurse will be in a sole practitioner position that they complete a 2 week orientation programme as a supernumerary nurse in a neighbouring school where at all possible.**

INTRODUCTION TO SBHC

FIRST WEEK CHECKLIST

	Comments	Signature and date
<p>Contractual guidelines</p> <ul style="list-style-type: none"> • Hours and days of work • Holidays • Pay rate • FTE equivalent • Contract signed • Police vet check 		
<ul style="list-style-type: none"> • Tour of school • Bell times • Standards of dress • Parking for staff • Time sheets/payslips • Sick leave procedure • Leave application • Booking professional development • School emergency procedures • Staff list available 		

<ul style="list-style-type: none">• Keys• Breakages• Out of hours access & alarms• Photocopying• Ordering supplies e.g. Stationery• Cheque requisition• Petty cash• Travel allowance• Other <p>Information Technology</p> <ul style="list-style-type: none">• School I.T. contact• Clinical database• School student management system• Log on• Internet access & safety• Email address		
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SCHOOL TEAM

Competency: Can identify the roles and responsibilities of the SBHC and school staff.

	Met or knows how to locate	Signature and date
<ul style="list-style-type: none"> • Principal • Line Manager • Appraisal by <u>Pastoral care team</u> - • Senior Management representative • Guidance Counsellor • Social Worker • Police in Schools • Youth Worker • Other 		
<ul style="list-style-type: none"> • Principal's PA • Executive Officer • Health and Safety Officer • Receptionist • Tuck shop • Head of Health and PE • Caretaker 		

SCHOOL PROCESSES

Competencies:

- Is aware of SBHC service values, policies, procedures and documentation incorporating Health and Safety.
- Identify potential hazards, accidents and incidents in relation to your role in youth health services and the processes in place to respond to these (including who to notify, forms used and support available).

School processes		Signature and date
<p>Familiarize yourself with the following processes –</p> <ul style="list-style-type: none"> • Confidentiality and sharing of information • Clinic emergency procedures • Notifying parents/care givers of illness/injury • Transporting students • Requirements when students attend clinic • Outside health visitors • Internal/external referrals • Documentation (non clinical) • OSH notification • Students being exited home or to appointments • Ordering clinical supplies & resources • ACC registration • Emergency Contraceptive Pill endorsement • School programmes (eg Stand Up, Travellers, Restorative Practices) • Drug testing 		

Practice requirements		Signature and date
<ul style="list-style-type: none"> • Copy of Practicing certificate sighted • Portfolio current/PDRP • Indemnity insurance • Cluster group support – Group Team Leader Facilitator 		

CHILD PROTECTION

No worker should be working in isolation and making decisions relating to a young person's safety without consulting another team member or Child Youth and Family services (CYFS) staff.

Competencies:

- Recognises the significant impact that life events and health status have on a young person and/or their family.
- Is aware of ethical issues arising within practice in the community and is able to discuss.
- Is aware of the importance of advocacy in the role of the health professional.
- Is aware of school policy that may impact on referral process.

	Date	Signature
Familiarise yourself with the school's Child Protection Policy. Discuss with your Mentor or Team Leader.		
Obtain a copy of the relevant sections of the Children, Young persons and Their Families Act 1989.		
Be able to outline what you would do if you are involved with a child protection issue at school.		
Outline the process of referring a young person to CYF Care and Protection.		

COMMUNITY NETWORKS

Competencies:

- Beginning to build a community network.
- Demonstrates an understanding of the referrals management process, including school policy.
- Demonstrates a knowledge of acceptance/non-acceptance criteria for SBHC
- Is aware of the agencies commonly accessed in the area.
- Know how to make an appropriate referral.

Agency	Met or knows how to contact	Signature and date
<ul style="list-style-type: none"> • Poisons Line • Local A and M clinic • Local GP • Pharmacy • Physiotherapist • X ray • Laboratory • Dentist • Optometrist • Whirinaki • Child, Youth and Family • Centre for Youth Health • Family Planning • Epsom Day Unit • Multi Agency Centre (Te Pou Herenga Waka) • Auckland Sexual Health Services • Te Puaruru • Te Kaha O Te Rangatahi Trust 		

<p>Visiting Health/ Allied Professionals</p> <ul style="list-style-type: none"> • District Nurses • Public Health Nurses • Asthma Nurse Educator • Youthline • Stand Up • Diabetes Projects Trust • Heart Foundation • Other 		
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ASSESSMENT OF YOUNG PEOPLE

The SBHC primarily uses the HEADSS assessment tool with young people and their families. This is an internationally recognised model for psychosocial health assessments and allows for more specific investigation of youth health issues.

You will be expected to attend a training session on HEADSS provided by an authorised training provider e.g. Centre for Youth Health, as soon as practicably possible.

By the end of the first year there is an expectation that you will have been observed by a Senior Nurse in the use of this tool.

	Date	Signature
Arrange with your Mentor or supervisor to observe colleagues using a HEADSS assessment 3 times. Note outcomes for later discussion. Date: Nurse: Date: Nurse: Date: Nurse:		
Discuss the outcomes of the assessments and possible avenues for follow up.		
Discuss and write up an assessment with your Mentor using the CMDHB Pupil database, including referrals.		

PROFESSIONAL DEVELOPMENT

Training Required		Signature and date
<ul style="list-style-type: none"> • HEADSS: booked through CMDHB School Health Team • PUPIL database: booked through CMDHB School Health Team • TSS vision screener: booked through CMDHB School Health Team • First Aid and CPR: booked through school • CPR update: via CMDHB if not already covered • Tikanga Best Practice: via www.cmdhb.org.nz website • QPR Suicide Screening & triage Level 2: booked through CMDHB School Health Team • Child Protection and Family Violence training booked through CMDHB School Health Team • Pacific Cultural Competencies: booked through CMDHB School Health Team • Direction and Delegation workbook - self directed learning (available from CMDHB School Health Team) • All nurses should be aware of the following documents on NZNC website: Scopes of practice Professional Boundaries Code of Conduct Code of Ethics 		

NZ LEGISLATION/ STRATEGIES

Competencies:

- Has knowledge of the Treaty of Waitangi in relation to education and social services in both the community and school setting.
- Shows an awareness of own culture, behaviours, values and beliefs.
- Seeks assistance to develop a beginning awareness of cultural and spiritual needs of young people and their families/whanau.
- Develops an understanding of the Maori population in geographical area of work.

Relevant Legislation including	Comments	Signature and date
<ul style="list-style-type: none"> • Treaty of Waitangi 1840 • The Health and Disabilities Act 2000 • The Health Information Privacy Code 1994 • The Public Records Act 2005. • The Privacy Act 1993 • Health Practitioners Competence Assurance Act 2003 • Children Young Persons and their Families Act 1989 • Human Rights Commission Code of Rights • Contraception, Sterilisation and Abortion Act 1997 • United Nations Rights Of Children 1989 • Consent and confidentiality • Crimes Act- The relevant sections of the Crimes Act (section 151,152, 195 and 195A) 	<p>http://www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html</p> <p>http://www.hdc.org.nz/the-act--code/the-code-of-rights</p> <p>http://www.legislation.govt.nz/act/public/1961/0043/latest/DLM327382.html</p>	

COLLECTION OF STATISTICS AND REPORTS

As part of the provision of SBHC it is necessary to collect statistics and write reports relating to service provision and service development.

Competencies:

- Can demonstrate knowledge of reporting requirements.
- Has an understanding of the reasons for collection of data and statistics
- Can demonstrate the knowledge and skills to produce a report both to education and health.

	Date	Signature
Meet with your Mentor and work through the process for collecting data from the Pupil database.		
Write a brief report setting out statistics and referrals by types, age, and gender and highlighting any trends.		

Reporting requirements	Location and use, comments	Signature and date
<p>CMDHB (decile 1-5):</p> <ul style="list-style-type: none"> • 3 monthly report to HealthPac: <ul style="list-style-type: none"> ○ clinic stats ○ yr 9 health assessment stats Dates due: Jan 20 April 20 July 20 September 20 • 6 monthly report to HealthPac: narrative additional to above Dates due: July 20 Jan 20 • Yearly report: due Jan 20 • BOT/PHO etc 		

DOCUMENTATION

Timely and accurate documentation is an important component in professional safety and accountability.

Competencies:

- Demonstrates correct documentation as per Nursing Council requirements.
- Demonstrates knowledge of the legal requirements in relation to documentation, access to records, and safety of client files.

	Date	Signature
Access a copy of Guidelines on documentation and discuss with your Mentor.		
Discuss the use of Pupil database in documenting student notes and recording for statistical reporting.		
Discuss with your mentor the Privacy Act in relation to client files, sharing of information with other professionals and/or organisations.		

BASIC SKILLS

Competencies:

- Has knowledge of the diversity of cultures in Counties Manukau.
- Can identify resource people within the SBHC and school to use as cultural advisers.
- Has some knowledge of the ethnic breakdown of the Counties Manukau population.
- Understands the appropriate use of cultural resource staff to assist in service delivery.
- Demonstrates open effective communication style with young people.
- Demonstrates knowledge and relevancy of differing cultural values.
- Demonstrates knowledge of developmental learning issues for young people.
- Identify when you are under stress and strategies you may use for managing.
- Discuss personal safety guidelines.
- Has knowledge of nursing theories currently used in youth health.
- Awareness of rationale for interventions.
- Demonstrates library skills and the ability to access relevant literature.

Core Skills	Dates to be completed	Signature and date
<p><u>Core:</u> Demonstrates basic knowledge and skills, including but not limited to:</p> <ul style="list-style-type: none"> • Understanding of principles of Treaty of Waitangi & Te Whare Tapa Wha model • Demonstrates understanding of the health determinates and health inequalities • Knowledge of growth and development • Adolescent primary care issues • Laws and regulations relevant to young people • Understands the organizational structure of the school and roles of school team members • Understanding of NAG 1 and 5 • Skills related to oral and written communication • Assessment of common adolescent primary care problems • Consent and confidentiality • Infection control – universal precautions • Personal safety and self care 		

<p><u>Other</u></p> <ul style="list-style-type: none"> • Initial assessment: head to toe; vital signs; pain; LOC • Wound care • Infectious and communicable diseases & infestations • Chronic disease management <ul style="list-style-type: none"> ○ diabetes ○ epilepsy ○ Rh fever/cardiac ○ asthma ○ renal • Management of anaphylaxis • Pain management • ADHD/ADD • Renal • Sexual health, contraception & STI • Pregnancy and TOP (including post care) • Hearing & vision • Gynaecological concerns • Skin infections • Nutrition • Oral health • Gastroenterology 		
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<ul style="list-style-type: none">• Injuries<ul style="list-style-type: none">○ head injury, including Glasgow Coma Score○ soft tissue○ fractures○ eye injuries• Mental health<ul style="list-style-type: none">○ anxiety○ depression○ eating disorders○ self harm○ suicidal ideation○ psychosis• Alcohol & Drugs<ul style="list-style-type: none">○ recognition of use○ medical assessment○ ongoing safety• Smoking Cessation		
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Comments:

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Signed: _____

MEETING SCHEDULE

Day	Time	Meeting	Notes
Mondays			
Tuesdays			
Wednesdays			
Thursdays			
Fridays			

ORIENTATION PROGRAMME EVALUATION

MENTOR EVALUATION

To be completed at the end of your twelve week orientation.

Mentor: _____

Your Name: _____

Date orientation commenced: _____

Date orientation completed: _____

Meeting with Mentor:

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

Date _____ Time spent _____ Date _____ Time spent _____

How did your Mentor:

1 Make you feel welcome

- socialisation
- feeling part of the team
- ensuring you knew what was expected of you

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2 Provide effective teaching and learning opportunities:

- recognising prior learning
- giving clear explanations
- allowing independent decision making
- assisting with access to resources
- ensuring enough time was allocated
- assisting you to formulate and use risk management strategies

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3 Act as a supportive role model

- giving constructive feedback
- willing to share knowledge and skills
- advocating on your behalf

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4. Any further comments you would like to add:

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5. Mentor's comments

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New Staff Member _____ Date _____

Mentor _____ Date _____

PROGRAMME EVALUATION

Orientation programmes need to change in response to changes in the services, in technology and the community.

Your feedback is important to enable us to make these changes, so please record your thoughts and feelings about the orientation programme as you go through the steps.

- Aims

- Introduction to SBHC

- School processes

- Child Protection

- Community Networks

- Assessment of Young People

- Professional development

- NZ legislation

- Collection of statistics and reports

- Documentation

- Basic skills

REFERENCES AND ACKNOWLEDGEMENTS

This document is based on the PHN Orientation Manual, February 2000, written by PHN's.

This document was adapted by Centre for Youth Health staff August 2000.

This document was adapted by Otahuhu College Health and Wellness Centre staff June 2002.

This document was adapted by HealthWEST PHO for SBHC, August 2007.

This document was adapted by CMDHB School Health Team for School Nurses, February 2012.

References:

Counties Manukau District Health Board (2012). Workbook: CMDHB Nursing Orientation.

Connecticut State Department of Education(2009). Competency in School Nurse Practice.

Royal College of Nursing (2006). Getting it right for children and young people. A self assessment tool for practice nurses. London.

Ministry of Health. (2002). *Youth Development Strategy Aotearoa*. Wellington, New Zealand: Ministry of Youth Affairs.

Winnard, D., Denny, S., & Fleming, T. (2005). Successful school health services for adolescents. Best practice review. Kidz First Community Health: Centre for Youth Health.

Suggested websites for general information:

Auckland School Nurses Group

Family Planning

Youthline

Werry Centre

New Zealand Nursing Council

Ministry of Health

Ministry of Youth Development

World Health Organization

SYHPANZ

Medsafe

E learning opportunities

Goodfellow Unit	http://www.goodfellowclub.org/
Australian Rheumatic fever	http://www.rhdaustralia.org.au/professional-development/e-learning-modules
ABC smoking cessation e learning	https://smokingcessationabc.org.nz/

School Nurses SBHS Orientation Programme

