



## North Dakota School Nursing Resources

 Johnson, P., Hayes, J., Reinstein, V., Simmons, S., & Benson, J. (2003). Medication Use in Schools (Florida Edition).

Content:


This book will serve school authorities, school administrators, and school health staff in the following ways:

1. Provide “best practice” concepts and models for developing medication policies, procedures, and guidelines.
2. Serve as a tool for nurses providing training to health aides and other support staff.
3. Provide information on medications and medication related topics.

 Hooker, C., Grimm, M. B., & Miller, C. (2003). Infectious Diseases in Childcare Settings and Schools: Information for Directors, Caregivers, Parents or Guardians, and School Health Staff (5<sup>th</sup> Edition).


Content:

This manual is designed to provide specific disease prevention and control guidelines, which are consistent with the national standards put forth by the American Public Health Association and the American Academy of Pediatrics. Some information in the manual is specific to Minnesota, but has many good examples of disease fact sheets.

 Children’s Exposure to Diesel Exhaust on School Buses. (2002). Environment and Human Health, Inc.


Content:

This publication reviews the dangers of children inhaling diesel exhaust from school buses and provides recommendations for reducing children’s exposure.

 Attention-Deficit / Hyperactivity Disorder (ADHD). An Information and Action Handbook for School Nurses (2002). MedLearning Inc.


Content:

This information and action handbook provides the most up-to-date ADHD guidelines, plus many practical strategies that can be used to successfully manage challenging youngsters.

 Management of the Needs of the Oxygen Dependent Student: Maryland State Guidelines. (2002). Maryland State Department of Education, Department of Health and Mental Hygiene, and the State School Health Council.


Content:

These guidelines are provided to assist local school systems and school personnel in the planning for the safety of students when oxygen is stored or used in or around the school building.

 Porter, S., Hynie, M., Bierle, T., Caldwell, T. H., & Palfrey, J. S. (Revised 2001). Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care.

Content:


This manual and its guidelines are intended for use by parents and professional who care for children and youth who are assisted by medical technology (example: intravenous lines, tube feedings, tracheostomy, etc.). Forms to use to develop individualized health care plans (IHCPS), emergency plans, checklists, and an informational introductory letter about each procedure/technology are included and may be photocopied. The information in this manual has been reviewed by representatives of NASN.

 Magyary, D., Brandt, P., & Kovalesky, A. (Revised 1999). Children with ADHD: A Manual with Decision Tree and Clinical Path. Seattle, WA: University of Washington.

Content:


This manual was developed through a federal training grant from the Maternal and Child Health Bureau. The manual was developed with four goals in mind:

1. To enhance the comprehensive and systematic nature of the assessment process thereby increasing the probability of an accurate diagnosis.
2. To enhance the comprehensive and multimodal nature of the intervention plan and the matching of the plan with the individual child and family.
3. To enhance collaboration among the various providers of care, the child and parents, and thereby enhance coordination, relevance, and successful outcomes.
4. To enhance cultural sensitivity of care and thereby incorporate health beliefs and practices in the assessment and intervention plan.

 Confidentiality and Informed Consent. (1998). The Center for Mental Health in Schools.

Content:

This resource is really written for counselors, and addresses the issues of confidentiality and informed consent.

 Responding to Crisis at School. (1998). The Center for Mental Health in Schools.


Content: (This resource aid is divided into four sections)

- Section 1 Offers a brief overview that can be shared with school staff to raise awareness about the need to plan and implement a response to school-based crises.
- Section 2 Provides a set of guidelines and handouts for use in crisis planning and as aids for training staff to respond effectively.
- Section 3 Contains materials to guide the organization and initial training of a school-based crisis team.
- Section 4 Contains materials for use in ongoing training and as information handouts for staff, students and parents.

 Screening/Assessment: Indicators as Tools. (1998). The Center for Mental Health in Schools.


Content: (This resource aid is divided into three sections)

- Section 1 Offers aids for initial problem identification.
- Section 2 Provides guides related to understanding the screening process.
- Section 3 Contains a sample of screening tools/instruments – some focused on general mental health and psychosocial concerns and others dealing with special problems, including ADHD, substance abuse, suicide assessment and crisis screening.

 Students and Psychotropic Medication: The School's Role. (1998). The Center for Mental Health in Schools.


Content: (This resource aid is divided into three sections.)

- Section 1 Provides an overview perspective, guidelines and tools related to the school's role in administering and monitoring medication, educating school staff about medication and providing guidance for students on medication.
- Section 2 Highlights major medications and their side effects.
- Section 3 Outlines resources for more information and support.

 Brennan, C., & Clark, M. (1997). Computerized Classroom Health Care Plans for School Nurses. JMJ Publishers.

Content:

The purpose of this manual is to outline health care action plans. A floppy disc with the health care action plans is included with the manual. The manual supplies examples of Health Care Plan, which give pertinent, accurate, and individual information to school staff, to provide for the safety of the students, and to facilitate nursing practice. Leaving written nursing instruction for the school staff enhances students safety by providing continuity of care.

 Newton, J., Adam, R., Marcontel, M. (1997). The New School Health Handbook: A Ready Reference for School Nurses and Educators (3<sup>rd</sup> ed.). New Jersey: Prentice Hall.


Content:

Section 1	Administration of the Health Services Program
Section 2	Acute Illnesses and Emergencies
Section 3	Injuries
Section 4	Health Screening Programs
Section 5	Skin Conditions, Infections, and Diseases
Section 6	Diseases of the Ears, Nose, and Throat
Section 7	Eye Problems
Section 8	Diseases of the Lung
Section 9	Diseases of the Heart
Section 10	Diabetes
Section 11	Infection of Special School Relevance
Section 12	Severe Physical Disabilities
Section 13	Diseases of the Brain
Section 14	Disorders of Learning
Section 15	Behavioral and Emotional Problems
Section 16	Psychoactive Medications
Section 17	Special Education Issues
Section 18	Teen Pregnancy
Section 19	Emerging Concepts

 School Letters in English and Spanish (1993). California: Ammie Enterprises.

Content:

This book provides schools with letters and forms that both give and request information that needs to be communicated between the school and the parents during the school year. These letters and forms can easily be modified through word and sentence substitutions in order to fit differing situations and meet the specific needs of a particular school.

 Haas, M. B., Villars Gerber, M. J., Kalb, K. M., Luehr, R. E., Miller, W. R., Silkworth, C. K., Will, S. I. S. (1993). The School Nurse's Source Book of Individualized Healthcare Plans, Vol. 1. Minnesota: Sunrise River Press.

Content:

This book contains the clinical information that school nurses must have to fully function as health professionals in the school setting. This comprehensive reference contains:


1. A review of pathophysiology related to the health problem and/or a description of current knowledge about the condition in children.
2. A comprehensive list of history questions and assessment areas.
3. A selection of pertinent NANDA approved nursing diagnoses.

4. A selection of appropriate nursing and/or student goals.
5. A full range of applicable nursing interventions.
6. A list of expected student outcomes.

 Nader, P. R., (ed.). (1993). School Health: Policy and Practice. IL: American Academy of Pediatrics.

Content:


This book is intended to provide health professionals and others with a framework and guidelines for developing comprehensive health-related programs for school-age children in a broad range of community settings. Emphasis is placed on health and illness management issues as they relate to the school and to education problems, educational potentials or educational institutions.

 Owens, T., (1992). Ear Disease: A School Nurse Manual of Common Ear Problems. Texas: Peanut Publishing Co.

Content:


Several of the common diseases that affect ears are dealt with in this manual. Medical problems are presented in the following format:

1. Typical complaint or symptoms.
2. Most common age for the ailment.
3. What to look for in the examination.
4. Standard types of treatments and precautions used.
5. Discussion of: a) Home remedies b) Possible prevention of the problem.

 Sexuality Education Within Comprehensive School Health Education. (1991). American School Health Association.

Content:

This publication is to assist students, parents, teachers, administrators, and school board members in the planning and implementation of a successful sexuality education program. Although it provides suggested concepts and content, it is not meant to be a curriculum. Instead, it should serve as a guide.


 Larson, G., (ed.). (1988). Managing the School Age Child with a Chronic Health Condition: A Practical Guide for Schools, Families and Organizations. Minnesota: Sunrise Press and PATHFINDER.

Content:

Part One	Planning School Health Services
Part Two	Selected Chronic Health Conditions

Part Three	Basic Care Guidelines
Part Four	Mobility and the Student with Physical Limitation
Part Five	Guidelines for Orthopedic Care
Part Six	Guidelines for Emergency Situations


## Resources from the National Association of School Nurses (NASN):

 Mosca, N. Making a Difference for Overweight Children: The School Nurse Role. (2004). NASN.

Content: This manual will discuss the school nurse's role in prevention and management of overweight children from an individual student perspective and, perhaps more important, from a system perspective.

 Ryberg, J. W. Postural Screening Guidelines for School Nurses. (2004). NASN.


Content: The purpose of this screening guideline is to provide school nurses with a review of current literature along with recommendations on how to implement and maintain a postural screening program.

 Frame, K. Depression in School-Aged Youth: The Role of the School Nurse. (2004). NASN.

Content:  
This manual is a guide to information and most importantly, resources that many help the school nurse striving to understand depression and suicide. The role of the school nurse does not include diagnosing depression. The school nurse is part of the school support team in dealing with the topic of depression.


 Hootman, J., Fratto, J. & Perkins, S. Responding to Student Injury & Illness. (2002). NASN.

Content:  
This manual is intended to help school personnel respond safely to more common illnesses and injuries occurring in schools until parents, first aid trained staff, health professionals, or emergency response personnel arrive. The general guidelines are applicable to all illness and injury situations and are thus stated only once in the text.

 Green, M. Beneath the Surface of Eating Disorders. (2002). NASN


Content:  
This manual gives the school nurse a more thorough understanding of the complexities of eating disorders and proposed effective intervention strategies. A basic knowledge of the diagnostic

criteria of eating disorders a general overview of the epidemiology and etiology of eating disorders, and an understanding of the stereotypical images of eating disorders will increase the school nurses ability to identify students struggling with eating disorders or disordered eating patterns.

 Doyle, J. & Layacono, T. R. Disaster Preparedness Guidelines for School Nurses. (2002). NASN.

Content:

These guidelines help school nurse understand their role in preparing for disasters and major emergencies. The guidelines are suitable for planning for a variety of emergency and disaster situations. Disaster Preparedness Guidelines for School Nurses is based on the four phases of disaster management as defined by the Federal Emergency Management Agency (FEMA): mitigation, planning, response, and recovery. These guidelines provide an overview of the school nurse's role in disaster preparedness, describe each phase of disaster management, and include a collection of tools to assist school nurses in becoming more involved in disaster planning in their school setting.

 Praeger, S., Zickler, C., & Mosca, N. Care of Students with Special Needs in Schools: Application of Professional School Nursing Practice Standards. (2002). NASN.

Content:


This manual is designed as an introduction to the care of children with special needs in the school setting. The manual will be helpful to both beginning school nurses who are planning their approach to implementing the school health program and to experienced school nurses who have children with special needs in their schools. The manual will also provide guidelines for determining the best practice, according to professional evidence based standards of care, for children with special health care needs.

 "You Can't Afford Not To Have a School Nurse". (2002) NASN.

Content:

This is an audio-visual presentation that runs on a CD-ROM. You will need to be equipped with a computer or laptop that has a CD-ROM drive with a sound card and an on-screen projector. This presentation is designed to enable school nurses and their advocates to deliver a professional presentation to school boards, legislators or other decision-makers that grant funding for school nurse programs.



 Vessey, J. Current Concepts in Pediculosis Management. (2001). NASN.


Content:

This manual was developed to provide comprehensive information about lice, treatment options, and programs appropriate for use in a school setting. Within the professional literature, there is controversy over the management and eradication of lice infestations. It is the intent of this text, not to be a “How To” manual, but to provide a balanced review of issues pertaining to head lice. Where the data are confusing and controversy exists, the range of perspectives is presented. Alternative remedies, as well as those with scientific support, are discussed because, in reality, many families are utilizing these remedies.

 Scope and Standards of Professional School Nursing Practice. (2001). NASN.


Content:

The scope statement describes the who, what, where, when, why, and how of school nursing practice. Extensive review and discussion by professional school nurses focused on answering these question resulted in this scope statement which was reviewed and approved by the Board of Directors of the NASN in 2000. The combination of the scope statement and standards provide a framework for the professional expectations of nurse who serve the students in our nation’s schools and further define and clarify the role of nursing within schools and the school community.

 Santilli, N. (2001). Students with Seizures: A Manual for School Nurses (2<sup>nd</sup> ed.). Epilepsy Foundation in collaboration with NASN.

Content:

Epilepsy is a chronic health problem that often begins during the school years. For this reason, school personnel may be in the best position to identify the disorder and to support high quality care. Their efforts can benefit students continuously throughout their school-age years. As a student’s advocate, case manager, and primary source of health education, the school nurse plays a pivotal role in ensuring that children with epilepsy are afforded a healthy and happy school experience that provides them every opportunity for learning. This manual is designed to assist in this effort.

 Immunization Information Resource Manual for the School Nurse. (2001). NASN and CDC.

Content:

Items found in this manual include:

- “General Information,” which covers a broad range of topics from how vaccines are made to vaccine myths.

- “Immunization Resources for the School Nurse,” which includes a variety of vaccine resources directed towards both professional and lay use.
- “Photographs of People with Vaccine – Presentable Disease,” which can be used as teaching tools in a variety of settings.
- “Community-focused Immunization Presentation,” which includes presentation tips, PowerPoint slides, overhead copies of the slides and presentation script.
- “Messages Home,” which includes English and Spanish versions of newsletter inserts for school and/or community publications.
- “Regional Updates,” which is a section for the school nurse to insert current and/or regional specific immunization information.

 Guidelines for Protecting Confidential Student Health Information. (2000). NASN.


Content:

Guidelines that could assist school administrators, health professionals, and educators in developing appropriate policies and procedures that ensure that confidential student health information is appropriately protected. National Task Force on Confidential Student Health Information; a Project of American School Health Association in collaboration with National Association of School Nurses and National Association of State School Nurse Consultants.

 Advocacy Training for the New Millennium, (2000). NASN.


Content:

As members of a nursing specialty practice school nurses cannot afford to separate themselves from the political process. They must become actively involved. This Advocacy Toll Kit is designed to do just that. It contains a video, a floppy disk with URLs of important advocacy resources, and the NASN book Building a Power Base: Political Action for the School Health Nurse.

 Be Health Smart! Hand Washing and Hygiene Lessons (2000). NASN and Georgia Pacific Co.


Content:

This program is comprised of lessons for grade kindergarten through twelfth and encompasses the following core curriculum subjects: art, current events, first aid, health, family and consumer science, music, science, social studies, spelling and vocabulary. The lessons are divided into grade sections (K-3; 4-6; 7-9; 10-12).

 Standards of Professional School Nursing Practice. (1998). NASN.

Content:

The standards within this document are to serve as a definitive guide for role implementation, interpretation and evaluation. They may be used separately or together with state nurse practice acts, scope of practice statements and other relevant laws or statutes in determining the adequacy and competence of school nursing practice. They are intended to serve as a framework for the professional expectations of nurses who serve the students in our nation's schools and to further define and clarify the role of nursing in and with schools and the school community.

 Schwab, N.C., Panettieri, M.J., Bergren, M.D. (1998) Guidelines for School Nursing Documentation: Standards, Issues and Models (2<sup>nd</sup> ed.). NASN.

Content:

These guidelines will assist the school nurse to:

- Identify and incorporate current professional standards of documentation into their school nursing practice;
- Understand the complex clinical and legal issues related to nursing documentation in school settings;
- Access resources for model documentation systems (both written and electronic);
- Adapt and use sample documentation forms; and
- Contribute to professional dialogue regarding, and model development for, efficient and effective documentation systems in school nursing.

 Hootman, J., Carpenito, L., (1997). Nursing Assessment of School Age Youth. Manual 1 - Using the Nursing Process. NASN.


Content:

This is a self-study educational unit is designed to help nurses utilize the nursing process in community practice settings, such as schools. The curriculum is designed for school nurses, but the principles and skills can be used by public health nurses, home health nurses and other professional nurses who practice in a variety of community settings. Included a manual, a videotape, tests for self-assessment of learning and information for obtaining continuing education credits.

 Grabeel, J., (1997). Nursing Practice Management: Compendium of Individualized Healthcare Plans. NASN.


Content:

A culmination of individualized healthcare plans with case studies to assist the school nurse in designing an appropriate plan of care for students in the school setting.

 Vessey, J. A., (ed.). (1997). The Child with a Learning Disorder or ADHD: A Manual for School Nurses. NASN.


Content:

This manual is intended to provide school nurses with basic information about LD and/or ADHD that they need in caring for such children. The first two chapters provide an overview and information about diagnosing LD and ADHD. The next five chapters discuss the management of LD and ADHD and include information on pharmacological and behavioral management strategies. Next is a chapter that discusses many of the legal issues that come into play while caring for children with LD or ADHD. Finally, there is a chapter that describes resources available to school nurses.

 Gustafson, L., (1997). Building a Power Base: Political Action for the School Health Nurse. NASN.


Content:

This document is designed to empower school nurses to become more politically active in the Health Care Reform movement and the legislative process. School nurses cannot rely on their work at the local level alone. They must work with other groups that share a common interest. This document identifies skills that have been used successfully by other school nurses.

 Hootman, J. (1996). Quality Nursing Interventions in the School Setting: Procedures, Models, and Guidelines. NASN.


Content:

The manual contains guidelines to which the school nurse must add professional skills and judgment when applying the nursing process in individual situations. The manual includes information on the following: Health Problems, Professional Protocols, Physical Assessment, School Health Management Plans, and Procedures.

 Hootman, J., & Carpenito, L. J., (1996). Nursing Diagnosis: Application in the School Setting. NASN.

Content:

This manual has been developed to apply the concept of nursing diagnosis in the school setting. Its primary focus is on nursing diagnosis. Examples are provided to help the reader become familiar with labeling nursing diagnosis.

 Ackerman, P. M., (1995). Job Performance Evaluation Guidelines for School Nurses. NASN.


Content:

This document is designed to be a vehicle for use in evaluation of school nursing practice by nurses, peers and supervisory personnel.

 Overview of School Health Services, (2nd ed.). (1995). NASN.


Content:

The main purpose of this document is to give the reader information and references from some of the sources where she or he may find additional information related to school nursing practice. It will be useful for the new school nurse as an information guide for a new position, and for experienced school nurses as a reference guide for basic and emerging areas of school nursing practice.

 Proctor, S. T., Lordi, S. L., Zaiger, D. S., (1993). School Nursing Practice: Roles and Standards. NASN.

Content:

This document identifies specialty standards of practice for the school nurse subsumed under the standards of clinical practice which applies to all nurses. This document also focuses on role synthesis and role actualization.

 Guidelines for the Delineation of Roles and Responsibilities for the Safe Delivery of Specialized Health Care in the Educational Setting. (1990). NASN. American Federation of Teachers, The Council of Exceptional Children, National Education Association.

Content:

These guidelines delineate the roles and responsibilities of various personnel involved in the provision of specialized health care, from the perspective of professional practice.

 Zaiger, D.S. School Nursing Practice – An Orientation Manual. NASN.

Content:

This manual is designed to be used by facilitators of orientation program for nurses entering the specialty or school nursing practice. It is formatted into twelve modules that may be used independently or in combination. Each module is designed to allow the presentation to be an overview or an in-depth discussion of the issue. The modules may also provide review for experienced nurses. The modules include:

- Professional Issues

- Medication Issues
- School Health Program
- Immunization Issues
- Communicable Diseases & Infection Control
- Screening Programs
- Illness, Injury & Disease
- Child Protection
- Special Health Care Needs and Special Education Issues
- Early Intervention
- Health Education & Wellness Promotion
- Working with Paraprofessionals

**If you would like to request one of the above resources, please contact:**

North Dakota Department of Health  
Division of Family Health  
Lorie Martel  
State School Nurse Consultant  
Email: [lmartel@state.nd.us](mailto:lmartel@state.nd.us)  
ND Toll Free: 1.800.472.2286 (Press 1) or  
1-701.328.4535