

School Nurse Youth Specialty

ORIENTATION FOLDER



Name: _____

Start Date: _____

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ACKNOWLEDGEMENTS

This manual was created in 2012 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.

Preceptor: _____

School Health Team clinical support person: _____

Contact details:

Phone: _____

Mobile: _____

Email: _____

Agreed structured contact timetable:

This is a new resource for school nurses working in schools in CMDHB. As you work through this workbook we would appreciate you recording your comments on any changes or improvements you would suggest.

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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 working alongside your preceptor you will be responsible for your own ongoing learning, utilising the people and resources available.

At the end of the 3 months orientation (or by negotiation):

- 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.**

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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/portfolio level • FTE equivalent • Contract signed • Police vet check • Children's Worker check • Drivers Licence check 	<p>Check personal car insurance</p>	
<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 • Use of school vehicle/s 		

<ul style="list-style-type: none">• Keys• Breakages• Out of hours access & alarms• Photocopying• Ordering supplies e.g. Stationery• Payment requisition• Petty cash• Travel allowance• Other• <p>Information Technology</p> <ul style="list-style-type: none">• School I.T. contact• Clinical databases<ul style="list-style-type: none">○ Pupilweb○ Clinical Portal• HealthAlliance IS support• 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(s) • Social Worker • Police in Schools • Youth Worker • Other e.g. Chaplain • 		
<ul style="list-style-type: none"> • Principal's PA • Business Manager (finances) • 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>Familiarise yourself with relevant school policies and procedures Familiarise yourself with the following:</p> <ul style="list-style-type: none"> • Access to professional development • Clinic emergency procedures • Confidentiality and sharing of information • Documentation (non-clinical) e.g. time sheets. • Drug testing • Provision of sexual health services • Internal/external referrals • Notifying parents/care givers of illness/injury • Ordering clinical supplies & resources • Outside health visitors • Provision of medication • Requirements when students attend clinic • School programmes (eg Stand Up, Travellers, Restorative Practices) • Student use of electronic devices in clinic setting • Storage of medication • Students being exited home or to appointments • Transporting students • Worksafe NZ notification 		

Practice requirements		Signature and date
<ul style="list-style-type: none"> • Copy of Practicing certificate sighted • Portfolio current/PDRP • Indemnity insurance • Cluster group support: <ul style="list-style-type: none"> ○ Group ○ ASNG Executive representative ○ Cluster co-ordinator • Clinical support RN • 		

Additional		Signature and date
<ul style="list-style-type: none"> • Emergency Contraceptive Pill endorsement • ACC registration • Labtest application • Clinical portal/IPMS access • Ko Awatea LEARN access • 		

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 Oranga Tamariki 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.		
Have an understanding of the Vulnerable Children Act 2014		
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 Oranga Tamariki Care and Protection.		
Outline the process of referring a young person to the Childrens Team.		
Completed a Children's Worker check* prior to employment		

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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"> • Auckland Sexual Health Services • Centre for Youth Health • Dentist • Epsom Day Unit • Family Planning • Kick Start Breakfast • Kids Can • Laboratory • Local A and M clinic • Local GP • Multi Agency Centre (Te Pou Herenga Waka) • Optometrist • Oranga Tamariki • Pharmacy • Physiotherapist • Poisons Line • St John Ambulance Service • Te Kaha O Te Rangatahi Trust • Te Puaruru • Whirinaki • X ray • 		

<p>Visiting Health/Allied Professionals</p> <ul style="list-style-type: none"> • Asthma Nurse Educator • Centre for Youth Health • District Nurses • Family Planning • Heart Foundation • Midwives • Mobile dental service • Physiotherapist • Plunket • Public Health Nurses • School GP/ Nurse Practitioner • Stand Up • Youthline • X ray • 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 an experienced nurse in the use of this tool.

	Date	Signature
Arrange with your Preceptor 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 Preceptor or supervisor using the CMDHB Pupilweb database, including referrals.		

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PROFESSIONAL DEVELOPMENT

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

Mandatory Training Requirements (refer to flow chart)		Signature and date
<ul style="list-style-type: none"> • First Aid and CPR: booked through school • Anaphylaxis e-learning <p>Booked through CNS Youth Health Team</p> <ul style="list-style-type: none"> • HEADSS • Pupilweb database • Clinical Portal / iPMS • Suicide Screening & Triage • Child Protection and Family Violence training (Violence Intervention Programme) • Direction and Delegation workbook – self-directed learning • Rh Fever Throat Swabbing & Standing Orders workbook and e-learning • All nurses should be aware of the following documents on NCNZ website: <ul style="list-style-type: none"> ○ Scopes of practice ○ Professional Boundaries ○ Code of Conduct ○ Code of Ethics 		
<p>Mandatory but not immediate: Booked through CNS Youth Health Team</p>		Signature and date
<ul style="list-style-type: none"> • Engaging Effectively with Maori • Suicide Screening & Triage • Pacific Cultural Competencies • Ear health and otoscopy • Substance and Choices Scale (SACS/eSACS) • Smoking cessation eLearning 		

Nurses SBHS Orientation Programme

**Knowledge & Skills Components
Including Mandatory Requirements***

School Layout, Processes & Socialisation	Consent, Confidentiality & Legislation	Community Networks	* Pupilweb Database	* Direction & Delegation	Chronic Condition Management	Ear Health & Otoscopy	3 Month Review
Contractual Guidelines	Collection of Data & Documentation	Visiting Health Professionals	* First Aid & CPR	* Child Protection & Family	Sexual Health, Contraception & STI	Injuries, Wound Care & ACC	Annual Appraisal With SMT
Practice Requirements	Foundational Skills Competency	*Infection Control & Universal Precautions	* HEADSS	* Suicide Screening & Triage	Pregnancy & TOP Care	Infectious & Communicable Diseases	Submission of PDRP ePortfolio
School Organisation Structure	Initial Assessment	Adolescent Growth & Development	* Rh Fever & Standing Orders	* Engaging Effectively with Maori	Mental Health	Nutrition	
IT training & school policy			* Clinical Portal	* Pacific Competencies in Health	Alcohol & Other Drugs SACS tool	Smoking Cessation	

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 • Care of Children Act 2004 • Children Young Persons and their Families Act 1989 • Code of Health and Disabilities Services Consumers' Rights 1996 • Contraception, Sterilisation and Abortion Act 1997 • Crimes Act 1961 • Crimes Amendment Act 2011 • Domestic Violence Act 1995 • Education Act 1989 • Health and Disabilities Act 2000 • Health Information Privacy Code 1994 • Health Practitioners Competence Assurance Act 2003 (HPCA Act) • Human Rights Commission Code of Rights • Medicines Act 1981 • Ottawa Charter 1986 • Privacy Act 1993 • Public Records Act 2005 • United Nations Rights Of Children 1989 • Vulnerable Children Act 2014 • Consent and Confidentiality • Clinical photography 	<p>Gillick competency & Fraser guidelines</p> <p>“Fraser competent and demonstrates understanding”</p>	

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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 Preceptor/Supervisor and work through the process for collecting data from the Pupilweb database.		
Demonstrate an understanding of generating reports and reviewing data entry, including identifying missing or incorrect data.		

Contractual 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"> ○ SBHS provider report with FTE and comments Dates due: Jan 20; April 20 July 20; Oct 20 <p>NB: Reports as above, plus 'Additional stats' report to DHB, due Jan 10th, April 10th, July 10th and Oct10th</p> <ul style="list-style-type: none"> • End of year report: <ul style="list-style-type: none"> - student survey results - completed Annual plan for current year - Annual plan developed for upcoming year -completed PDSA cycle 		

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DOCUMENTATION

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

Review approved CM Health SBHS accepted acronyms and jargon document.

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 Preceptor/Supervisor		
Discuss the use of Pupilweb database in documenting student notes and recording for statistical reporting.		
Discuss with your Preceptor/Supervisor the Privacy Act in relation to client files, sharing of information with other professionals or organisations, and use of electronic devices and photography		

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

<p>Core Skills*</p> <p>Demonstrates basic skills and knowledge, including but not limited to:</p>	<p>Dates to be completed</p>	<p>Signature and date</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 and roles within the school • Understanding of NAG 1 and NAG 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 • Use of Standing Orders • Use of Auckland Regional Health Pathways 	<p>Refer to Infection Control & Standard Precautions manual</p>	

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<p><u>Other</u></p> <ul style="list-style-type: none"> • ADHD/ADD • Alcohol & Drugs <ul style="list-style-type: none"> ○ medical assessment ○ ongoing safety ○ recognition of use • Chronic disease management <ul style="list-style-type: none"> ○ diabetes ○ epilepsy ○ Rheumatic fever/cardiac ○ asthma ○ renal • Gastroenterology • Gender diversity • Gynaecological concerns • Injuries <ul style="list-style-type: none"> ○ eye injuries ○ fractures ○ head injury, including Glasgow Coma Score ○ soft tissue • Hearing & vision • Infectious and communicable diseases & infestations • Initial assessment: head to toe; vital signs; pain; loss of consciousness • Management of anaphylaxis • Nutrition 		
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<ul style="list-style-type: none">• Mental health<ul style="list-style-type: none">○ anxiety○ deliberate self-harm○ depression○ eating disorders○ psychosis○ suicidal ideation• Oral health• Pain management• Pregnancy and TOP (including post care)• Renal• Sexual health, contraception & STI• Skin infections• Smoking Cessation• Sore throat guidelines• Wound care		
*See National Youth Health Nursing Knowledge and Skills Framework (2014) for all Core Competencies		

Comments:

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Signed: _____

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MEETING SCHEDULE

Day	Time	Meeting	Notes
Mondays			
Tuesdays			
Wednesdays			
Thursdays			
Fridays			

Meetings with preceptor/supervisor:

Date orientation commenced: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

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Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date _____ Time spent _____ With: _____

Date orientation completed: _____

Third Month Review, including discussion of portfolio development:

Your 3 month review is due 12 weeks after you start at your school. As you prepare for this think about what you have achieved over the last 3 months. Think about the good things as well as the things that have not gone so well. It is a time to start to think of what you would like to achieve in the next 12 months.

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E- portfolio registration completed:

E-portfolio due date:

E-portfolio level of practice:

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

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Introduction to SBHC

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School processes

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Child Protection

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Community Networks.....

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Assessment of Young People

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Professional development

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NZ legislation

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Collection of statistics and reports

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Documentation

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Basic skills

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REFERENCES AND ACKNOWLEDGEMENTS

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

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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.

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Acknowledgements

This manual was created in 2012 by the members of the School Health Awareness Raising Project (SHARP) in CMDHB:

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Fiona Martin, School Nurse, Alfriston College

Gill Ewen, School Nurse, Tangaroa College

Heather Laxon, School Nurse, Mangere College

Sue Iles, School Nurse, Papakura High School

This document is based on the PHN Orientation Manual, February 2000, written by PHN's; Adapted by Centre for Youth Health staff August 2000; Otahuhu

College Health and Wellness Centre staff June 2002; HealthWEST PHO for SBHC, August 2007.

SUGGESTED WEBSITES FOR GENERAL INFORMATION

Auckland School Nurses Group

Family Planning

Health Navigator

Medsafe

Ministry of Health

Ministry of Youth Development

New Zealand Nursing Council

Society of Youth Health Professionals Aotearoa New Zealand (SYHPANZ)

Werry Centre

World Health Organization

Youthline

E learning Opportunities

Ko Awatea LEARN	Professional Boundaries Violence Intervention Programme (refresher). Infection Prevention and Control Principles in Practice - for those with patient contact <i>Other courses available on site</i>
Goodfellow Unit	http://www.goodfellowclub.org/
Assorted quizzes	http://www.bpac.org.nz