



## **Advocacy Packet**

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NBCSN has developed a packet of information that can be used to help state associations and individuals advocate for compensated national certification (NCSN) for school nurses either at the state or local level. The following documents are included in this packet:

- NBCSN's Mission, Vision, and Goals;
- Employer information recertification;
- Strategies for educating stakeholders;
- Promoting Certification;
- A sample SBAR (Situation, Background, Assessment, Recommendation) form
- Blank SBAR Strategic Discussion Worksheets
- NASN Position Statement *Education, Licensure, and Certification of School Nurses*
- American Federation of Teachers Resolution: *Recognition of National Board Certification for School Nurses and other School Health Professionals;*
- Board of Certification for Emergency Nursing article *Advocating for Registered Nurse Specialty Certification*
- Sample Press Release for Announcing NCSN Certification

Currently, NBCSN certifies more than 4300 school nurses in 50 states and overseas.



## **MISSION, VISION, AND PURPOSE**

**NBCSN's mission** is to advance the health and learning of students and wellness of the school community, through a rigorous national certification process for school nurses.

**NBCSN's vision** is that a nationally certified school nurse will safeguard the health of every student so as to optimize learning and promoting healthy communities.

**NBCSN's purposes** are to

1. develop, administer, and evaluate a national certification process for school nurses:
  - a. provide recognition to those individuals who meet the eligibility requirements of NBCSN and pass the National Certification Examination for School Nurses by awarding the credential of National Certified School Nurse (NCSN®);
  - b. establish and measure the level of knowledge required for certification in school nursing; and
  - c. provide a standard of requisite knowledge required for certification, thereby assisting the employer, public, and members of the health profession in the assessment of school nurses;
2. develop and evaluate additional mechanisms for professional competency assessment in school nursing;
3. promote continued professional growth in the practice of school nursing;
4. assist in the enhancement and communication of knowledge concerning professional testing and competency assessment of school nurses; and
5. perform such other functions as may be deemed consistent with the foregoing.

NBCSN is an independent organization; however, NBCSN works in collaboration with the National Association of School Nurses, Inc. (NASN), and communication between the two organizations shall remain a priority.



## About Certification and Credentialing:

The NCSN is a trademarked credential, granted to registered nurses who meet educational, employment, and other criteria, and who have successfully passed the national examination managed by the National Board for Certification of School Nurses (NBCSN). The NCSN process is accredited by the [American Board of Nursing Specialties](#), whose rigorous standards ensure that the credentialing process of the NBCSN meet or exceed industry standards for certification and that its examination is reflective of the knowledge expected of the proficient school nurse.

In addition, professional school nurses credentialed by the NBCSN are required to document a minimum of 75 hours of continuing education in school health-related issues every five years, or retake the examination, and to continue to meet employment criteria, in order to maintain the use of the NCSN credential.

While research is limited in the area of the value of nursing certification, initial studies by the ABNS using value statements indicate that certification validates a specialized knowledge and indicates a level of clinical competence and the attainment of a practice standard. <sup>[1]</sup> "The weighted NCSN examination gives surety that the successful candidate demonstrates excellence and experience in the areas of health appraisal, health problems and nursing management, health promotion and disease prevention, special health issues, and professional issues, including research." <sup>[2]</sup>

In all phases of the item development and examination review, the target is to utilize the exam format to validate the expectations of the certified school nurse, including:

- To practice safely, independently and proactively in the isolated non-health care environment,
- To apply and integrate broad areas of nursing and scientific knowledge, public health principles, and legal parameters to school populations,
- To interact and provide leadership within the broader community to promote family-centered care,
- To work with school and community stakeholders to assess, plan and evaluate community interventions for the health problems of school populations, including emergency preparations,
- To advocate effectively in the school and community setting for the health and education needs of all students, including those with physical and mental disabilities,
- To participate in research, revise and initiate policies that reflect best practices, and
- To utilize resources to become knowledgeable about national standards of practice and emerging issues of concern for the health and welfare of students and staff within the educational arena.

NBCSN

1120 Route 73, Suite 200

Mount Laurel, NJ 08054

P: 833-276-0986 • F: 856-439-0525 • E: [info@nbcnsn.org](mailto:info@nbcnsn.org)



For employers, certification increases consumer confidence and indicates professional growth among its employees. <sup>3</sup> Physicians and hospitals have identified this trend and included the certification of its professional employees as criteria to achieve "Magnet Status" for recognition in the health care industry. While the education community is quick to support the continued professional growth of its teaching staff, for the most part, has been slow to acknowledge the accomplishments of its other licensed and specialized staff, including school nurses.

For most school nurses, the challenge to attain the NCSN credential is a voluntary, personal and professional goal. Most employers do not offer incentives for certification, but some organizations do promote and recognize certification through increasing salary and reimbursing exam fees or continuing education. These district or state rewards are closely tied to teacher compensation policies. Institutional recognition and permission to display the certification credential on a business card or name tag rank among the top three rewards described by the certified school nurse.

For information related to recognition and rewards for certified school nurses, please contact [info@nbcnsn.org](mailto:info@nbcnsn.org).

1. American Board of Nursing Specialties [Value of Certification Survey, 2006](#).
2. Dot Warner, NBCSN Board member in response to ABNS Accreditation request for information re: differentiation for nationally certified school nurse. March 2008.
3. American Board of Nursing Specialties, [Value of Certification Survey, 2006](#).



<https://www.nbcsn.org/ncsn/eligibility/>

## ELIGIBILITY TO TAKE THE NCSN EXAM

Eligible candidates must

1. Submit a copy of their license as a registered nurse (RN) in one of the United States.
2. Submit an academic transcript or proof of current certification, demonstrating attainment of one of the following:
  - A bachelor's degree or higher **in nursing** or the equivalent in other countries
  - OR
  - Current certification by NBCSN as an NCSN.
3. Meet the clinical practice requirements of a minimum of 1,000 hours that have been worked within the three years prior to taking the test. 1000 hours is roughly equivalent to the hours worked by a full-time school nurse who works at least 6 hours/day for a school year of 180 days documented by a note on letterhead from your supervisor or district official. See below for more information about clinical practice requirements.
4. Complete the online application to take the certification examination for school nurses.
5. Pay the required fee.

## ADDITIONAL ELIGIBILITY REQUIREMENTS:

1. Baccalaureate degrees must be granted from programs, which are accredited by national, regional, or state accrediting boards of higher education through the Council for Higher Education Accreditation, or listed as an accredited program by the U.S. Department of Education.
2. Registered nurses enrolled in Masters Programs (RN-MSN) that do not confer bachelor's degrees may not apply to take the NCSN Examination until completion of the graduate program.
3. Candidates with foreign educational degrees must submit validated transcripts with both general academic and professional licensure evaluation reports from an accredited foreign educational credential evaluation service indicating the degree is equivalent to an accredited program in the United States, such as those with memberships in the National Association of Credential Evaluation Services (NACES). Clinical Practice Requirements for Certification

**Eligible clinical practice** in school nursing means actively employed or contracted to provide a **direct** or **indirect** professional contribution to the health and education of students and their families in public or private school settings.

1. **Direct clinical practice** in school nursing is defined as involvement in the nursing process in a school setting where the nursing actions and judgments are focused on a particular student, family, school community, or group of students or their families where there is continuing professional responsibility and accountability for the outcomes of these actions.

NBCSN

1120 Route 73, Suite 200  
Mount Laurel, NJ 08054

P: 833-276-0986 • F: 856-439-0525 • E: [info@nbcsn.org](mailto:info@nbcsn.org)



2. **Indirect clinical practice** in school nursing is defined as involvement that:
  1. includes clinical supervision of school nurses, education, and clinical supervision of baccalaureate/master's nursing students in school health, administration of school health services, research, consultation, or other engagement in the field of school nursing that contributes to the specialty's body of knowledge or enhances the quality of school nursing practice;
  2. entails continuing professional responsibility and accountability for the outcomes of the involvement. Compare with Handbook

**Not eligible as clinical practice** in school nursing includes:

1. one-to-one nursing as the nurse's sole responsibility within a school;
2. employment in the direct sales, marketing or distribution of school nursing-related products or services in pharmaceutical, technology or other school health-related industries;
3. community health screenings;
4. work in a camp setting;
5. and jobs unrelated to school nursing.

## **ELIGIBILITY VERSUS READINESS TO TAKE THE EXAM**

The NBCSN board advises that eligibility should not be confused with readiness. While some school nurses may be prepared to take the exam after meeting the minimum eligibility criteria, others may require more clinical experience and exam preparation.

Please see the [exam preparation page](#) for suggested approaches to studying. Factors that may affect an individual's readiness include:

- level of education
- formal coursework in school nursing and education systems
- nursing experience prior to school nursing (e.g., child and adolescent primary care and public health versus adult inpatient nursing)
- exposure to child health in age ranges outside of school assignment
- continuing education
- supervision by a school nurse administrator
- on the job reference materials
- formal or informal mentoring
- professional development and professional leadership provided within the school district and state.

### **Position Statement**

#### **SUMMARY**

It is the position of the National Association of School Nurses (NASN) that every school-age child should have access to a registered professional school nurse (hereinafter referred to as the school nurse), who has a *minimum* of a baccalaureate degree in nursing from an accredited college or university and is licensed as a registered nurse through a board of nursing. These requirements constitute minimal preparation needed to practice at the entry level of school nursing (American Nurses Association [ANA] & NASN, 2011). Additionally, NASN supports state school nurse certification and endorses national certification of school nurses through the National Board for Certification of School Nurses (NBCSN) (NASN, 2016a).

#### **BACKGROUND**

School nursing is a subspecialty of public health nursing, which is incorporated in the curriculum for baccalaureate nursing programs. Baccalaureate nursing education develops competencies in leadership, critical thinking, quality improvement, and systems thinking. It provides graduates with nursing theory and clinical experience and cultivates their ability to translate research into evidence-based nursing practice. Baccalaureate prepared nurses also address and analyze current and emerging healthcare issues, including the need for health policy and healthcare financing (National Advisory Council on Nurse Education and Practice, 2014; Institute of Medicine [IOM], 2010).

To practice as a professional registered nurse, graduates must pass the National Council Licensure Examination for the Registered Nurse (NCLEX-RN) in their state, territory, or country in which the exam is offered. In addition to nursing licensure by a board of nursing, post-baccalaureate education and or certification approved by departments of education may be required to practice school nursing. Licensure protects the public by indicating that a nurse successfully completed an examination that demonstrated a minimal level of competency to practice professional nursing. Certification documents a higher level of competence and expertise in a focused area of practice. Requirements for state certification and the certifying bodies vary by individual state, territory, or county in which a school nurse practices.

In the 1980s, NASN developed a national certification examination and then established the National Board for Certification of School Nurses (NBCSN), which became an independent incorporation in 1991. The purpose was twofold: to promote and recognize quality practice in school nursing and to assure that certification criteria and examinations in school nursing are determined by experts in the specialty practice (NBCSN, 2015).

#### **RATIONALE**

*"School nursing, a specialized practice of public health nursing, protects and promotes student health, facilitates normal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders that bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potentials"* (NASN, 2016b). The ANA (2013) takes the position that the minimum preparation for beginning professional nursing practice in public health be a baccalaureate degree. The IOM (2010) recommends that nurses attain advanced education to be able to react to the increasing demands of nursing practice. School nursing requires advanced skills included in a baccalaureate program, which consists of the ability to practice

autonomously, supervise others, and delegate care in a community, rather than a hospital or clinic setting if allowed by state laws (ANA & NASN, 2011).

NASN's Framework for 21<sup>st</sup> Century School Nursing Practice™ provides structure and focus for current, evidence-based school nursing practice. School nurses use these skills outlined in the practice components of each principle (NASN, 2016c). School nurses work with a vulnerable pediatric community population to achieve improved health outcomes (Kulbok, Thatcher, Park, & Meszaros, 2012). Williams and Counts (2013) found that the public benefits from the certification of nurses by way of improved client safety, increased nurse knowledge and skills, and focused nurse professional development throughout their career. "Certification for school nurses benefits the public by recognizing those nurses that have competence beyond the novice level" (Selekman & Wolfe, 2010, Preface).

## CONCLUSION

Licensed registered nurses who work in the specialty practice of school nursing require advanced skills to address the complex health needs of students within a school community setting (ANA/NASN, 2011). These skills are attained through a minimum of a baccalaureate degree in nursing and validated by specialized certification in school nursing (IOM, 2011).

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#### **Acknowledgement of Authors:**

Valerie Beshears, MSN, RN, NCSN  
Elizabeth Clark, MSN, RN, NCSN  
Patrice Lambert, MSN, RN, SNC

#### 2012 Authors:

Jodi Sheets, BSN, RN  
Carmen Teskey, MA, BSN, RN  
Barbara Yow, MEd, BSN, RN, NCSN

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*All position statements from the National Association of School Nurses will automatically expire five years after publication unless reaffirmed, revised, or retired at or before that time.*

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www.nasn.org  
National Association of School Nurses  
1100 Wayne Avenue, Suite 925  
Silver Spring, MD 20910  
1-240-821-1130

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## [AFT Resolution](#)

# RECOGNITION OF NATIONAL BOARD CERTIFICATION FOR SCHOOL NURSES AND OTHER SCHOOL HEALTH PROFESSIONALS

WHEREAS, the National Board for the Certification of School Nurses (NBCSN) was formed in 1986 as an independently incorporated organization established for the purpose of developing and implementing the voluntary certification of school nurses, called Nationally Certified School Nurse (NCSN); and

WHEREAS, the American Board of Nursing Specialties (ABNS), a nationally recognized accrediting body, granted endorsement to NBCSN in 2008, and ABNS is the standard setting body for specialty nursing certification programs and offers a very stringent and comprehensive accreditation process that meets or exceeds the standards of the certification industry; and

WHEREAS, NBCSN works in close collaboration with the National Association of School Nurses (NASN), the professional association for school nurses; and

WHEREAS, the professional scope and standards of practice for school nurses includes the following comprehensive domains:

**Assessment:** The school nurse collects comprehensive data pertinent to the child's health or situation.

**Diagnosis:** The school nurse analyzes the assessment data to determine the diagnosis and issues.

**Outcomes Identification:** The school nurse identifies expected outcomes for a plan individualized to the client or situation.

**Planning:** The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

**Implementation:** The school nurse implements and documents the identified plan using evidence-based interventions and standard language or recognized terminology.

1. Coordination of care
2. Health teaching and health promotion
3. Consultation

**Evaluation:** The school nurse evaluates progress towards attainment of outcomes.

**Quality of Practice:** The school nurse systematically enhances the quality and effectiveness of nursing practice.

4. Demonstrates quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.
5. Incorporates new knowledge into practice.
6. Participates in quality improvement practices.
7. Obtains and maintains professional certification.

**Education:** The school nurse attains knowledge and competency that reflects current nursing practice.

8. Participates in educational activities regularly.
9. Provides continuing education.
10. Seeks experiences that reflect current practice.
11. Uses knowledge and skills appropriate to practice or situation.

**Professional Practice Evaluation:** The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

12. Practice reflects application of current knowledge.

13. Provides care that is age appropriate in a culturally and sensitive manner.

14. Engages in self evaluation on a regular basis.

15. Participates in formal or informal evaluation process or peer review.

Collegiality: The school nurse interacts with and contributes to the professional development of peers and school personnel as colleagues.

16. Shares knowledge and skills and provides feedback with peers and colleagues.

17. Contributes to a supportive and healthy work environment.

18. Participates in appropriate local, state and national professional associations in a membership or leadership capacity.

Collaboration: The school nurse collaborates with the client, the family, school staff and others in the conduct of school nursing practice.

19. Communicates the school nurse's role regarding client care and the delivery of that care.

20. Collaborates in creating documented healthcare plan that is focused on outcomes and decisions related to care and delivery of services.

21. Partners with others to effect positive outcomes or change.

22. Documents referrals, including provisions for continuity of care.

Ethics: The school nurse integrates provisions in all areas of practice

23. Maintains client confidentiality.

24. Serves as a client advocate assisting clients in developing skills for self-advocacy.

25. Seeks available resources to formulate ethical decisions.

26. Practices self-care, managing stress and connecting to self and others.

Research: The school nurse integrates research findings into practice.

27. Utilizes the best available evidence, including research findings to guide practice decisions.

28. Actively participates in research activities:

a. Identifies clinical problems specific to research.

b. Participates in a formal committee or program.

c. Participates or conducts research.

d. Contributes to school nursing literature.

Resource Utilization: The school nurse considers factors related to safety, effectiveness, cost and impact on practice in the planning and delivery of school nursing services.

29. Evaluates factors such as safety, effectiveness, availability of cost and benefits and impact on practice.

30. Assists the client and family in identifying and securing appropriate

and available services.

31. Delegation of appropriate tasks and assignments.

32. Assists client and school community in becoming informed consumers.

Leadership: The school nurse provides leadership in the professional practice and the profession.

33. Works to create and maintain healthy work environments.

34. Teaches others to proceed by mentoring and other strategies.

35. Willingness to create a culture in which risk taking is not only safe but expected.

36. Serves in key roles in the school and work settings by participating in committees, councils and administrative teams.

Program Management: The school nurse manages school health services.

37. Conducts school health needs assessments to identify current health problems and identify the need for new programs.

38. Develops and implements needed health programs using a program planning process.

39. Develops and implements health policies and procedures.

40. Participates in environmental and health activities; and

WHEREAS, this NCSN certification further validates the school nurse's ability to demonstrate competency at the mastery level and advanced skills that include the ability to:

practice safely, independently and proactively in an isolated, non-healthcare environment;

apply and integrate broad areas of nursing and scientific knowledge, public health principles and legal parameters to school populations;

work with school and community stakeholders to assess, plan and evaluate community interventions for the health problems of school populations, including emergency preparations;

advocate in the school setting for the health and educational needs of all students, including those with physical and mental disabilities;

participate in research, revise and initiate policies that reflect best practices;

utilize resources to become knowledgeable about national standards of practice and emerging issues of concern for the health and welfare of students and staff in the educational arena; and

WHEREAS, the NCSN not only delivers health services to students, but also participates in teaching around a range of issues such as infection control, the health implications of drug, alcohol and tobacco use, sexually transmitted diseases and other topics based on the individual or population-based needs of the students and staff; and

WHEREAS, there are other professionals, such as social workers, advanced practice nurses, counselors, therapists, etc., providing health services in the school setting, who also become certified (or have certification) within their own discipline to increase their professional expertise in child health issues and who have their own unique professional practice standards; and

WHEREAS, like other certified professionals in schools, such as teachers certified by the National Board for Professional Teaching Standards, speech and language therapists certified by the American Speech-Language-Hearing Association, school psychologists certified by the National Association of School Psychologists, school counselors certified by the National Board for Certified Counselors, and others; school nurses certified by the NBCSN, or with advanced practice certification, are determined to be highly competent by their professional association and should be recognized, rewarded and compensated in the same way for their ability to demonstrate competence at the mastery level of practice; and

**RESOLVED, that the American Federation of Teachers affirm its support of NBCSN certification, as well as other appropriate certifications, as a means of defining, promoting and recognizing high professional standards for school nurses and all school health professionals as a major development in the professionalization of their practice; and**

**RESOLVED, that the AFT and its affiliates encourage and support all school nurses and school health professionals who seek NBCSN certification or other appropriate certifications; and**

**RESOLVED, that the AFT and its affiliates, through legislative action and collective bargaining, work to make the costs of attaining appropriate certifications affordable through reimbursing fees; and**

**RESOLVED that the AFT and its affiliates support the concept of**

**negotiating salary differentials for school health professionals who attain advanced levels of education or additional certifications in their field of practice, including school nurses who become NBCSN certified, and that AFT devise and share information on productive collective bargaining and other strategies for doing so; and**

**RESOLVED, that the AFT and its affiliates work to encourage federal and state funding, school finance, and other incentive policies, to enable each school district to have the same means to develop, attract and reward all certified providers of school health services, so that all students and schools benefit from that expertise.**

(2010)

*Please note that a newer resolution, or portion of a resolution, may have superseded an earlier resolution on the same subject. As a result, with the exception of resolutions adopted at our most recent AFT convention, resolutions do not necessarily reflect current AFT policies.*

## ABOUT US

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# PROMOTING THE MEANING AND VALUE OF NCSN CERTIFICATION

## EASY-TO-USE STRATEGIES FOR EDUCATING THE WIDER COMMUNITY

*We invite everyone to implement the following easy-to-use strategies for educating the wider community about the meaning and value of NCSN certification-to both you and to our stakeholders (school nurses, faculty, school administrators, school boards, parents, and legislators).*

### **When you receive notification of certification or recertification:**

1. Share your NCSN certification/recertification letter with school administrator(s) to highlight your accomplishment, the rigorous requirements for certification and the equivalency of NCSN with other national certification programs for nursing specialties.
2. Display your NCSN certificate in a prominent place.
3. Write a short article for your school newsletter(s) announcing that you have earned certification or recertification.
4. Write a press release about your accomplishment and send it to your local newspaper.
5. Use NCSN certification to support your request for a salary differential and/or promotion.

### **In your daily practice:**

1. Have your credentials printed on your name badge (e.g., BSN, RN, NCSN).
2. Use your credentials whenever you sign your name (charting and sending communication to family members, faculty and staff).
3. Print business cards with your credentials-and use them.
4. Wear your certification pin proudly every day.
5. Introduce yourself to students and their families both as a registered nurse and as a nationally certified school nurse.
  1. You can say, “My name is \_\_\_\_\_, and I’m an RN and a certified school nurse.”
6. Give a presentation to your parent teacher association to raise awareness of the knowledge and experience needed to become nationally certified in school nursing and outline the benefits to students and the school community.
7. Offer to provide educational presentations that highlight school nurse knowledge and expertise (faculty development, school nurse development, etc.).

### **To help your colleagues to become NCSNs:**

1. Offer to help your colleagues study for the NCSN certification examination.
2. Know and share the eligibility requirements to take the exam.
3. Encourage and support colleagues to earn their BSN.

### **Additional Resource: Suggested Sound Bites**



*School nursing is a nationally recognized nursing specialty. How often has a student, family member, school administrator, or colleague asked, "What does certification mean?" And how often have you wished you had just the right phrase to respond?*

**Consider using these phrases when asked, "What does certification mean?"**

1. Thanks for asking. It means I've invested time and effort to demonstrate my expertise in school nursing."
2. "NCSN is recognized as a nationally accredited credential that validates my specialized knowledge and expertise as a school nurse."
3. I've met the highest national standards for school nursing care."
4. "Professional recognition of expertise in my nursing specialty."
5. "Recognition of my professional commitment to lifelong learning and quality care."
6. "I've met nationally recognized standards for providing excellence in school nursing care."
7. "I've taken an extra step to demonstrate my commitment to providing the best possible care for our students and school community."

If you have any strategies for gaining recognition that you have found particularly effective, or have any favorite answers for this question, please e-mail or post them to us so we can share them with your NCSN peers across the country:

- **Email:** [info@nbcnsn.org](mailto:info@nbcnsn.org)
- **Twitter:** [@NCSNBoard](https://twitter.com/NCSNBoard)

**Thank you!**





## The Meaning and Value of NCSN Certification

<https://www.nbcnsn.org/resources/promote-the-ncsn/>

### Easy-To-Use Strategies for Educating the Wider Community

We invite everyone to implement the following easy-to-use strategies for educating the wider community about the meaning and value of your NCSN certification — to both you and to our stakeholders (school nurses, faculty, school administrators, school boards, parents, and legislators).

#### When you receive notification of certification or recertification:

1. Share your NCSN certification/recertification letter with school administrator(s) to highlight your accomplishment, the rigorous requirements for certification and the equivalency of NCSN with other national certification programs for nursing specialties.
2. Display your NCSN certificate in a prominent place.
3. Write a short article for your school newsletter(s) announcing that you have earned certification or recertification.
4. Write a press release about your accomplishment and send it to your local newspaper. A sample press release with appropriate language describing NCSN certification is available from NBCSN. [Insert link to Sample Press Release here.](#)
5. Use NCSN certification to support your request for a salary differential and/or a promotion.

#### In your daily practice:

1. Have your credentials printed on your name badge. (BSN, RN, NCSN)
2. Use your credentials whenever you sign your name (charting and sending communication to family members, faculty and staff).
3. Print business cards with your credentials – and use them.
4. Wear your certification pin proudly every day.
5. Introduce yourself to students and their families as both a Registered Nurse and as a nationally certified school nurse.
  1. You can say, “My name is \_\_\_\_, I am an RN and a certified school nurse.”
6. Give a presentation to your parent teacher association to raise awareness of the knowledge and experience needed to become nationally certified in school nursing and outline the benefits to students and the school community.
7. Offer to provide educational presentations that highlight school nurse knowledge and expertise (faculty development, school nurse development, etc.).

NBCSN  
1120 Route 73, Suite 200  
Mount Laurel, NJ 08054  
P: 833-276-0986 • F: 856-439-0525 • E: [info@nbcnsn.org](mailto:info@nbcnsn.org)



### **Help your colleagues to become NCSNs**

1. Offer to help your colleagues study for the NCSN certification examination.
2. Know the eligibility requirements to take the exam.
3. Encourage and support colleagues to earn their BSN.

### **Suggested Sound Bites**

School nursing is a nationally recognized nursing specialty. How often has a student, family member, school administrator or colleague asked, “What does certification mean?” And how often have you wished you had just the right phrase to respond?

### **Consider these phrases: What does certification mean?**

- “Thanks for asking. It means I’ve invested time and effort to demonstrate my expertise in school nursing.”
- “NCSN is recognized as a nationally accredited credential that validates my specialized knowledge and expertise as a school nurse.”
- “I’ve met the highest national standards for school nursing care.”
- “Professional recognition of expertise in my nursing specialty.”
- “Recognition of my professional commitment to lifelong learning and quality care.”
- “I’ve met nationally recognized standards for providing excellence in school nursing care.”
- “I’ve taken an extra step to demonstrate my commitment to providing the best possible care for our students and school community.”

If you have any strategies for gaining recognition that you have found particularly effective, or have any favorite answers for this question, please e-mail them to us so we can share them with your NCSN peers across the country. Thank you! [\[Provide a link online for sharing suggestions here\]](#)

# SBAR ANALYSIS

## What is an SBAR Analysis?

The purpose of an SBAR Analysis is to document and outline an action plan to make an improvement or recommend a change.

S

SITUATION

### KEY QUESTIONS:

1. What is the current situation related to this topic?
2. What is the process that you believe can be improved?

B

BACKGROUND

### KEY QUESTIONS:

1. What drew your attention to this situation, project, etc.?
2. Is this an issue that happens frequently?
3. Does it affect other people, products, etc.?
4. Why make a change? Or, do we need to make a change?

A

ASSESSMENT

### KEY QUESTIONS:

1. How will this recommended change positively impact the situation or process?
2. Will this recommended change make an impact and/or improvement(s)?
3. Are there any additional considerations or impacts that need to be considered?

R

RECOMMENDATION

### KEY QUESTIONS:

1. What are you asking for?
2. What do you want to happen next?
3. What can be done to improve this situation / or process?
4. What changes need to happen to ensure that this is fixed or improved?
5. How can you help make this change a reality?
6. What is the simplest, fastest but most thorough way to make this happen?



# SBAR ANALYSIS

TOPIC: \_\_\_\_\_

S

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B

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A

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R

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# SBAR ANALYSIS SYNOPSIS

TOPIC: \_\_\_\_\_

S

SITUATION

Brief Description of Situation:

B

BACKGROUND

Background of Situation:

A

ASSESSMENT

Assessment of Situation:

R

RECOMMENDATION

Recommendation (s):

- 1.
- 2.
- 3.

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**FOR FULL COMMISSION DISCUSSION**

Assignment: \_\_\_\_\_

Target Date: \_\_\_\_\_

Priority Level: (1—HIGHEST, 2—MID-LEVEL, 3—LOWEST)



## Special Pay Program Review SBAR

<b>Job Family:</b> Nursing/Clinical Education	
<b>Created By</b>	<div style="background-color: black; width: 150px; height: 15px; display: inline-block;"></div> <small>(Name/Title)</small>
<b>Date</b>	March 4, 2019
<b>Situation</b>	<p>Currently <div style="background-color: black; width: 50px; height: 15px; display: inline-block;"></div> does not recognize certifications for School Nurses. While RN experience is critical in this role having the benefit of the higher level of competency identified with the National Certified School Nurse (NCSN) certification is critical for identifying and enhancing the competencies needed for the care of children and adolescents in the school setting. This certification raises the bar for professional delivery of service by RNs in this specific setting.</p>
<b>Background</b>	<p>School Nurses have the opportunity to demonstrate their knowledge of school nursing by acquiring certification. This certification identifies current competencies in the specialized area of practice. Board Certification in school nursing is highly valued and provides formal recognition of school nursing knowledge and competency. A Bachelor's degree in nursing along with 1000 hours of school nursing is the minimum requirement to apply for certification. School nurse certification also provides employers an objective assessment of a school nurse's knowledge of this specialty practice.</p>
<b>Assessment</b>	<p>The certification exam tests knowledge in the following area:</p> <ul style="list-style-type: none"> <li>Health assessment of children (physical and mental)</li> <li>Management of primary health care problems of children and adolescents</li> <li>Health promotion/disease prevention of children and adolescents</li> <li>Chronic Health issues</li> <li>Professional issues in school nursing</li> </ul> <p>The results of obtaining this certification are competency and the ability to be proactive in the care of children and adolescents as evidence-based guidelines are used to direct the care of students. The certification requires 75 hours of continuing education and recertification every 5 years to maintain credentials.</p>
<b>Recommendation</b>	<p>Add eligibility of the National Certified School Nurse, NCSN, to the approved list of certifications for <div style="background-color: black; width: 50px; height: 15px; display: inline-block;"></div> Specifically RN job codes 3565, department 6821.</p>

Executive Focal (or delegate) Name:

HR Business Partner Name:

Executive Focal Signature: \_\_\_\_\_

HR Business Partner Signature:  \_\_\_\_\_

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# Special Pay Program Review SBAR

## Instructions and Process

- Be sure to provide as much detail as possible (job codes, department codes, etc.) to demonstrate how the request meets the pay program criteria as defined in the policy.
- All forms must be signed by the HR Business Partner and Executive Focal (or delegate) over the appropriate job family to be considered complete. Partnership with HR to fill out the form is highly recommended.
- Deadline for submission is June 4, 2018. Any requests received after this date must go through the existing exception process, and will be considered after SBARs received within the deadline.

## Certification

Below is the recommended format to request additions to job code, department, and/or certification eligibility. Be as comprehensive as possible and explain how the certification is relevant to primary job function. If a job code/certification/department relates to responsibilities rarely performed, it is not appropriate to receive the differential.

DEPT	JOB CODE	Title	DEPT Name	Cert Name
4301	0805	Respiratory Therapist - CRTT	REHABILITATION	Adult Critical Care Specialist
4321	0805	Respiratory Therapist - CRTT	CARDIAC REHABILITATION	Adult Critical Care Specialist
4401	0805	Respiratory Therapist - CRTT	RESPIRATORY THERAPY	Adult Critical Care Specialist
4812	0805	Respiratory Therapist - CRTT	CARDIOPULMONARY SERVICES	Adult Critical Care Specialist
1151	0815	Respiratory Therapist - RRT	SKILLED NURSING UNIT	Adult Critical Care Specialist
1152	0815	Respiratory Therapist - RRT	INPATIENT REHABILITATION UNIT	Adult Critical Care Specialist
3502	0815	Respiratory Therapist - RRT	PEDIATRIC PULMONOLOGY	Adult Critical Care Specialist
4321	0815	Respiratory Therapist - RRT	CARDIAC REHABILITATION	Adult Critical Care Specialist
4401	0815	Respiratory Therapist - RRT	RESPIRATORY THERAPY	Adult Critical Care Specialist
4812	0815	Respiratory Therapist - RRT	CARDIOPULMONARY SERVICES	Adult Critical Care Specialist
4401	0857	Supervisor Respiratory Care	RESPIRATORY THERAPY	Adult Critical Care Specialist
4812	0857	Supervisor Respiratory Care	CARDIOPULMONARY SERVICES	Adult Critical Care Specialist
4823	0857	Supervisor Respiratory Care	OUTPATIENT PFT	Adult Critical Care Specialist

If requesting the addition of a certification, demonstrate how it meets pay program criteria as defined in the policy:

- The certification is developed to reflect a professional body of knowledge and skills which typically have been defined in a scope and standards of practice.
- Development of the certification relies on:
  - A national role delineation study or logical job analysis that is periodically revised to reflect current knowledge and skills required of the profession.
  - Generally accepted test development and psychometric principles or portfolio-based process.
- A time-limited recertification interval is defined.
- The certification is national in scope (i.e., it is not a state-based or system-based certification).

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## Special Pay Program Review SBAR

- The assessment administration environment is standardized and follows industry standards for security.
- A credential is issued to the individuals who successfully complete a certification assessment.
- The certification is not dependent on (a) specific class, course, or other education/training program and (b) any provider of classes, courses, or programs.
- Skills-based or technical credentials and certificate programs are not eligible for inclusion in the special pay program.
  - A skills-based or technical certification reflects the knowledge, skills, attitudes, and competencies associated with a defined skill or skill set; it is narrower and more limited in scope than a professional specialty certification.
  - Certificate programs assess whether the participants in a specific class, course, or other education/training program have achieved the learning outcomes intended for that education or training program.

### Preceptor

Demonstrate how the request meets the pay program criteria as defined in the policy:

- A preceptor serves a dual role of practitioner and educator and provides attention and feedback regarding performance.
- Preceptor responsibility falls in between teaching and mentoring of inexperienced staff, experienced new hires, new grads/residents, and (in specific circumstances) students.
- Available only to clinical and ancillary clinical professional positions where clinical competencies are evaluated and documented; excludes jobs with a requirement to train or orient.

### Charge

Demonstrate how the request meets the pay program criteria as defined in the policy:

- An employee is assigned the responsibility of supervisory/management responsibilities and/or relief charge duties.
- The employee must supervise a minimum of one other employee and be accountable for all normal activities of the shift. Utilization of the Charge Pay policy is not an appropriate solution for interim leadership roles.
- Excludes those roles that, as a part of their job, are responsible for leading people, departments, and/or units (i.e. Leads, Supervisors and above are excluded).

### Float Pool

Demonstrate how the request fulfills requirements of the pay program definition as outlined in the policy:

- There must be a demonstrated need for a dedicated float pool, supported by data.
- The float pool must have defined skillsets and a process for signing-off on initial and ongoing competencies.
- Employees hired into the designated float pool must demonstrate and maintain competencies in a minimum of three skill sets in order to qualify for the Float Pool differential.
- Employees must have the flexibility to move between skill sets and sites in order to staff the area of greatest need on day of operation. They must also be willing to change sites or assignments mid-shift to maximize organizational efficiency and meet patient care needs.
- Available only to clinical and ancillary clinical professional positions.

### On Call

Demonstrate how the request meets the pay program criteria as defined in the policy:

Procedural On Call Criteria:

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## Special Pay Program Review SBAR

- Departments where staff are required to take a disproportionate amount of on call and are consistently called back. These are units where the leadership team and whole staff have to be on call around the clock, built in to schedules.
- The procedural differential involves assisting a provider in a procedure.

### Incentive-Staffing

Demonstrate how the request fulfils requirements of the pay program definition as defined in the policy.

### Executive Focal List

Job Family	Executive Focal
Accounting/Finance	
Administrative Support	
Building, Construction, Real Estate Services	
Community Health/Occupational Health	
Education	
Emergency Medical Services	
Environmental and Laundry Services	
Food and Nutrition Services	
Health Information Management	
Human Resources	
Information Health Technology	
Imaging	
Laboratory	
Legal/Foundation	
Marketing, Communications, Public Relations	
Medical Staff Services/SLHP/Transport	
MSTI	
Nursing/Clinical Education	
Ortho/Neuro	
Patient Access Services	
Pharmacy	
Physician Services/Site Leaders	
Quality and Patient Safety	
Rehab	
Research	
Revenue Cycle	

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## Special Pay Program Review SBAR

Security		
Social Work, Behavioral Health		
Supply Chain		
Surgical Services		
Telehealth		
Volunteers		

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## Special Pay Program Review SBAR

<b>Created By</b>	Your Name  (Name/Title)	<b>Date</b>	Date
<b>Situation</b>	Enter the situation and issue you would like to resolve.		
<b>Background</b>	Enter your own background here, or you can use the following. School Nurses have the opportunity to demonstrate their knowledge of school nursing by acquiring certification. This certification identifies current competencies in the specialized area of practice. Board Certification in school nursing is highly valued and provides formal recognition of school nursing knowledge and competency. A Bachelor’s degree in nursing along with 1000 hours of school nursing is the minimum requirement to apply for certification. School nurse certification also provides employers an objective assessment of a school nurse’s knowledge of this specialty practice.		
<b>Assessment</b>	<p>The certification exam tests knowledge in the following area:</p> <ul style="list-style-type: none"> <li>• Health assessment of children (physical and mental)</li> <li>• Management of primary health care problems of children and adolescents</li> <li>• Health promotion/disease prevention of children and adolescents</li> <li>• Chronic Health issues</li> <li>• Professional issues in school nursing</li> </ul> <p>The results of obtaining this certification are competency and the ability to be proactive in the care of children and adolescents as evidence-based guidelines are used to direct the care of students. The certification requires 75 hours of continuing education and recertification every 5 years to maintain credentials.</p>		
<b>Recommendation</b>	Add eligibility of the National Certified School Nurse, NCSN, to the approved list of certifications for Your employer’s name.		

Executive Focal (or delegate) Name: \_\_\_\_\_

Name of additional supporter: \_\_\_\_\_

Executive Focal Signature: \_\_\_\_\_

Additional supporter Signature: \_\_\_\_\_

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# Special Pay Program Review SBAR

## Additional Information

Enter additional information that may be required by your employer.

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## Sample Press Release for Announcing NCSN Certification

(Use this as a model. Put the press release in your own words and add your company/school information.)

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[Your company/school logo here]

For Immediate Release:

Contact Person (include title)

Telephone

Cell phone

Email

Title of Press Release [**School Nurse Earns National Certification**]

\_\_\_\_\_ has earned recognition as a nationally certified school nurse (NCSN) by the National Board for the Certification of School Nurses (NBCSN).

In addition to meeting eligibility education and practice requirements, \_\_\_\_\_ has successfully passed the national certification exam, which validates specialized knowledge in school nursing, indicates a level of clinical competence, and the attainment of a rigorous practice standard.

Successful candidates demonstrate excellence and experience in the areas of health appraisal, health problems and nursing management, health promotion and disease prevention, special health issues, and professional issues, and research.

The National Board for Certification of School Nurses (NCBSN) manages the NCSN certification process and reflects the highest industry standards through accreditation by the American Board of Nursing Specialties (ABNS).

For additional information on NBCSN visit <http://www.nbcsn.org/home>