

Washington State Novice School Nurse Induction Pilot Project

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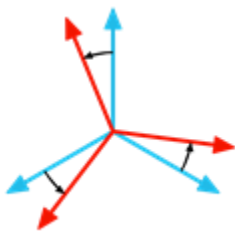
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Objectives

The learner will be able to:

- Describe the components of a school nurse induction program
- Describe the standards of mentorship
- Apply BEST standards in mentoring a novice school nurse



A Picture of WA State

- Home to Amazon, Microsoft, Boeing, Starbucks, Costco
- 1.1 million students enrolled (2021)
- \$14,213 per pupil spending (18-19)
- 295 public school districts
- 55,000 students in Seattle; <10 students in Stehekin
- Demographics (OSPI)
 - White 51%
 - Hispanic/Latino 25%
 - Asian 8%
 - Black 5%
 - AIAN 1.3%
- Median household income: Urban = \$78,687 (US = \$65,712); Rural = \$37,311 (Pew Co)
- 9 Educational Service Districts / School Nurse Corps



Compare & Contrast Nursing Environments

Health Care Setting

- INDUCTION:
 - ORIENTATION: Organizational; Nursing-specific; Specialty-specific
 - New nurse graduate internship
- Organization-wide focus on health and organization-wide standards & processes
- "Consult down the hall"
- Nursing hierarchy with nursing supervision
- Evidence-based policies & procedures developed by health care professionals

School Setting

- Professional isolation
- Organization-wide focus on education
- Lack of standardization within and between districts
- Evaluation & supervision by non-health administrators
- Policies & procedures developed by non-health professionals

"Here are your keys to your buildings. You have 4 students with T1D, 20 with asthma, 40 with life-threatening allergies and 5 with seizure disorders. School starts next week. All of the parents are waiting to hear from you..."

Mentor Defined

"...a competent and trustworthy person who consciously accepts personal responsibility for the growth and development of another." (Ephraim, 2021)

- **Advisor** - Suggest opportunities for development
- **Teacher** - Share clinical expertise; facilitate application of knowledge to practice
- **Coach** - Provide feedback on how to improve in specific areas
- **Protector** - Foster socialization; provide guidance in setting limits
- **Sponsor** - Introduce to others in network; assist in navigating workplace politics
- **Resource** - Share information about organizational and external resources
- **Sounding board** - Create a safe environment to share concerns and ideas
- **Challenger** - Encourage reflection and problem-solving
- **Role model** - Model professional standards and values (Baker, 2021)



Peer Mentoring



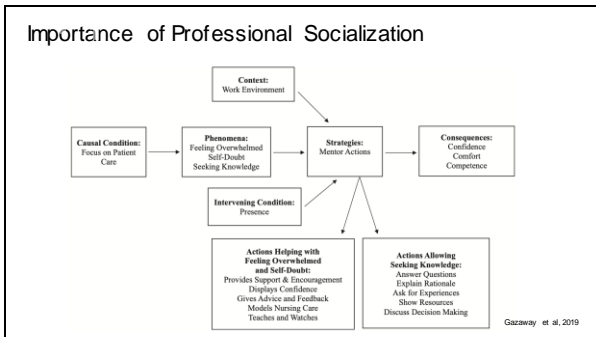
Challenges

- Time commitment
- Work/life integration
- Power differentials
- Unfulfilled expectations

Mitigation Measures

- Clear role responsibilities
- Clear expectations on frequency of communication
- Organizational valuing of mentor service

(Bryant et al 2015)

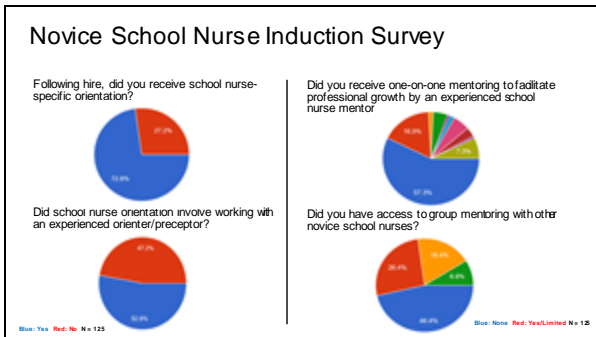


“What We Do for Novice Educators, We Do for **Students**”

- “It takes a collective sense of responsibility by everyone in a school—not a building of individuals—to provide powerful learning for all students.”
- Similarly, it takes a sense of collective responsibility by a district to ensure new teachers’ students have equitable opportunities for learning while their teacher is learning” (OSPI, 2018 p. 3)
- “What we do for mentors, we do for novice nurses” (Katie Johnson, 2021)

Collaboration is key! School Nurse Induction Pilot Project

- Lack of structured mentoring program identified
- Collaboration with OSPI BEST (Beginning Educator Support Team - WA State Teacher/ESA Mentoring program)
- North Central Accountable Community of Health grant
- Project work by SNOW (School Nurse Organization of WA) Research Subcommittee and collaborators



Qualitative Data Themes

Most Effective Element of the School Nurse's Role Transition

- 46% identified "one-to-one mentoring from an experienced school nurse" (37) & nurse-specific training/orientation (21)

Current Needs/Challenges

- 39% identified challenges associated with lack of training or poor training, lack of mentoring or lack of guidance resources (46)

BEST - Beginning Educator Support Team

Induction "to bring or carry in"

Washington State's BEST is an evidence-based program that addresses the elements and processes of new, or "novice", employee induction:

- Hiring
- Orientation
- Mentoring
- Novice professional learning
- Feedback and formative assessment
- Induction program assessment (CSPI 2020)

Mentoring Needs of Novices

- Holistic approach
- Focus on mentee's "behaviors, beliefs and ways of being" (Aguilar, 2020)
- "...attends for the emotional experiences of our work" (Aguilar, 2020)



Mentor Standards Modifications

- **STANDARD 1:** Cultivates learning-focused relationships with mentee through *learning-focused conversations*.
- **STANDARD 2:** Promotes mentee's *reflective practices* in service of growth for school nurse.
- **STANDARD 3:** Focuses on *own professional growth and reflection* and adheres to *professional ethics/codes of conduct*.
- **STANDARD 4:** Builds mentee's *knowledge and skills* in nursing as practiced in a school setting.
- **STANDARD 5:** Connects mentee to *systems and learning communities*.
- **STANDARD 6:** Fosters *equitable thinking, practices, and outcomes*. (OSPI, 2020, p. 6)



Office of the Superintendent of Public Instruction, ©2010. Washington State standard for mentoring OSPI: <https://www.wa.gov/assets/standards/standards-for-mentoring-OSPI.pdf>

Standard 4 Modification: Builds Mentee Knowledge of School Nursing Practice

Descriptor

- Nursing Practice Connections: I engage my mentee in making connections among School Nurse Scope & Standards of Practice the Framework for 21st Century School Nursing Practice™ as tools for equitable student health outcomes.

Evidence

- I reference School Nurse Scope & Standards of Practice standards in learning-focused conversations to help my mentee build their knowledge and comfort with nursing process standards.
- I help my mentee connect the nursing process with the Framework For 21st Century School Nursing Practice™ and appropriate student health outcomes. I encourage my mentee to use evidence-based practice guidelines to judge the effectiveness of health outcomes for all students, paying attention to marginalized groups.



Project Rollout

- Standard and modified BEST mentor training
- Mentor/mentee assignments
- Mentor, mentee, school administrator data collection
- Continued partnership with OSPI BEST
 - Expanding to other ESA specialties
 - ESSER funds may be applied
- Plan to expand to state level



Learn More About the BEST Program

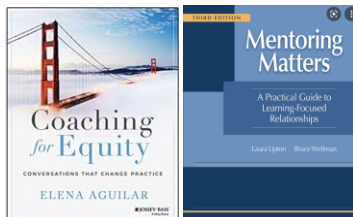
OSPI BEST: <http://www.k12.wa.us/best/ra/en.pdf?ospi.org/education/sip/ra/ra.pdf>

Additional BEST Materials:

- [A Review of Best Practices in New Teacher Mentoring](#) (OSPI, February, 2020, PDF)
- [Examining Beginning Teacher Retention and Mobility in WA State](#) (UW, May, 2017, PDF)
- [Understanding Teacher Retention and Mobility in WA State](#) (UW, Jan 2017, PDF)
- [Standards for Beginning Principals Induction](#) (OSPI, 2019, PDF)
- [Six Traits for the First Days and Weeks of School: Creating a Foundation for Learning](#) (OSPI BEST, 2020, PDF)
- [Improving Induction with BEST](#) (OSPI BEST, 2019, PDF)
- [What We Do For New Teachers](#) (OSPI BEST, 2018, PDF)

Great Resources!

BEST curriculum is built on 2 resources packed with worksheets and information on mentoring program development.



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THANK YOU

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