**Supplementary material:** The Emergency Nursing Care Competency Scale for School Nurse: ENCCS\_SN

**Development of an Emergency Nursing Care Competency Scale for School Nurses**

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| Purpose | To measure the emergency nursing care competency of a school nurse |
| Method | The ICN Nursing Care Continuum Competencies Framework (ICN, 2008) was used as a research framework, and the major school emergency nursing care contents were identified and developed as items. |
| Type | Self-reported 5-point Likert scale ('0=never, '1=rarely', '2=sometimes', '3=often' and '4=always')  The total score ranges: 0∼120 |
| Target | School nurse |
| Composition | Total 30 items   |  |  |  |  | | --- | --- | --- | --- | | Factor (the number of items) | | | Item No. | | Ethical and legal practice (3) | | Ethical Practice (2) | 1∼2 | | Legal Practice (1) | 3 | | Emergency Care Provision and Management’  (24) | Clinical Decision Making (9) | Assessment & Diagnosis (8) | 4∼11 | | Planning (1) | 12 | | Care Provision (9) | Intervention (4) | 13∼16 | | Evaluation (2) | 17∼18 | | Therapeutic Communication & Relationships (3) | 19∼21 | | Leadership and Management (6) | Safe Environment (3) | 22∼24 | | Delegation (1) | 25 | | inter-professional Health Care (2) | 26∼27 | | Professionalism and Quality Development (3) | | Enhancement of the profession (1) | 28 | | Quality Improvement (2) | 29∼30 | |
| Validity | * Content validity of initial items (Expert panel review): Consists of items of CVI .80 or higher * Convergent validity: convergent validity of three factors was confirmed(AVE=.57∼.95, CR=.79∼.98) * Control group validity: Significant mean difference with control group (F=4.06, =.007) * Criterion validity: The whole correlation coefficient with the criterion is .86, and the correlation coefficient between factors is .45 ~ .87 |
| Reliability | The whole Cronbach's α value is .96, and each factor Cronbach's α value is .74~.96 |
| Interpretation | Higher scores indicate higher emergency nursing care competency. |

The following items examine the school nurse's emergency nursing care competency for health-related school emergency patients. Read the items and mark ‘∨’ at the ones that you think best represent your thoughts or actions.

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| No. | Items | never | rarely | sometimes | often | always |
| (0) | (1) | (2) | (3) | (4) |
| 1 | I do not break the confidentiality of patients acquired during delivering emergency nursing care. |  |  |  |  |  |
| 2 | I keep my emergency nursing care records in a secure location. |  |  |  |  |  |
| 3 | I adhere to laws and regulations related to the school emergency nursing care. |  |  |  |  |  |
| 4 | I can promptly and systematically assess the state of consciousness, appearance abnormalities, and accidents of patients with head injuries. |  |  |  |  |  |
| 5 | I can promptly and systematically assess the mental status, neurological conditions, medical history, and so on, in patients with syncope or who are conscious. |  |  |  |  |  |
| 6 | I can promptly and systematically assess the breathing, skin conditions and medical history of patients with allergies. |  |  |  |  |  |
| 7 | I can promptly and systematically assess the degree of injury(asymmetry, range of motion, swelling, ecchymosis, neurovascular damage, etc.) in patients with musculoskeletal injuries. |  |  |  |  |  |
| 8 | I can reassess the patient at regular intervals and reassign triage. |  |  |  |  |  |
| 9 | I can comprehensively analyze collected data, considering school emergency patients’ characteristics. |  |  |  |  |  |
| 10 | I can promptly determine the hospital referral, transfer, and observation level of emergency patients based on evidence. |  |  |  |  |  |
| 11 | I can promptly assign appropriate diagnoses based on evidence. |  |  |  |  |  |
| 12 | I can establish an emergency nursing care plan based on school and family resources. |  |  |  |  |  |
| 13 | I can dress the affected patient's wounds promptly and accurately. |  |  |  |  |  |
| 14 | I can promptly report an emergency situation. |  |  |  |  |  |
| 15 | I find it difficult to coordinate emergency patient transfers and refer them to the hospital. |  |  |  |  |  |
| 16 | I can do CPR accurately and promptly. |  |  |  |  |  |
| 17 | I check if there are any problems or deficiencies in the emergency nursing process. |  |  |  |  |  |
| 18 | I can evaluate the nursing diagnosis and implementation by checking the medical results of the emergency patient. |  |  |  |  |  |
| 19 | I provide patients(or care givers) with detailed information such as emergency patient’s condition, follow-up care, and symptoms of deterioration. |  |  |  |  |  |
| 20 | I can accurately and precisely document emergency nursing interventions and a patient’s conditions. |  |  |  |  |  |
| 21 | I understand the negative reactions of emergency patients or parents. |  |  |  |  |  |
| 22 | I prepare and maintain emergency supplies to be ready for an emergency. |  |  |  |  |  |
| 23 | I am prepared for emergencies that may occur to children with health problems. |  |  |  |  |  |
| 24 | I have established a specific school emergency system that includes patient transfer and reporting, emergency resources, and division of roles and responsibilities. |  |  |  |  |  |
| 25 | I have established a clear emergency nursing care delegation system in the absence of a school nurse. |  |  |  |  |  |
| 26 | I try to reasonably resolve conflict situations related to school emergencies. |  |  |  |  |  |
| 27 | I regularly provide practical first aid training to staff. |  |  |  |  |  |
| 28 | I continuously acquire knowledge through books, research and training related to emergency nursing care |  |  |  |  |  |
| 29 | I actively cooperate with or participate in research to improve emergency nursing care practice. |  |  |  |  |  |
| 30 | I apply and evaluate the latest developments or improvements introduced at seminars, training, and conferences on emergency nursing. |  |  |  |  |  |