JOB ANALYSIS - Licensed Nurse

General Description:

Under general supervision, the Licensed Nurse performs specialize health care procedures for designated students in the classroom, and in other school areas; assists teacher(s), school nurse, and other certificated employee(s) in providing curriculum instructions to child and adult students; and, performs related duties as required. Duties include classroom instruction and health care. When not attending to the specialized health care needs of assigned student/students, the Licensed Nurse assists the certificated employee in providing curriculum instruction and assists the School Nurse(s). The position requires certification as a Licensed Vocational Nurse, or a Registered Nurse (or equivalent), and provides first aid and life saving techniques to students without direct nursing supervision.

Essential Job Functions:

- Provide specialized health care procedures as the needs of student dictate in accordance with Health Care Plans (HCP) and Individualized Education Plans (IEP), and as approved and defined by the Chico Unified School District or Department of Education guidelines for procedures for meeting the specialized care needs of pupils, including but not limited to: catheterization and instruction of self-catheterization, tracheotomy care, suctioning, tube feeding, oxygen therapy, ostomy care, diabetes care, and dispensing of medication.

- Provide first aid, cardiopulmonary resuscitation (CPR) and other physical health care procedures, including but not limited to: limitation care, seizures, cardiac problems, menstrual cycle needs and safe handling of students with chronic infectious diseases.

- Assist students with mobilization and movement; move student to/from the floor, changing tables and wheelchairs; assist in lifting students from wheelchairs and/or adaptive equipment.

- Assist students with clothing, possessions or personal care such a feeding, washing, toileting and changing diapers.

- Dispense prescribed medication and record medication and treatment given using written and computerize record keeping in accordance with student HCP.

- Ensure cleanliness and sterilization of equipment, portable toilets and supplies.

- Provide services and related duties of the health program; i.e., clerical functions, ordering materials/supplies, timely maintenance of accurate medical records, and informing parents or affected staff of health status of students.
• Assist certificated staff in providing instruction to students and behavioral management in accordance with IEP; prepare, organize/assemble, set up, display a variety of instructional materials, classroom aids/equipment, student work; provide health related instruction to individual or small groups of students and/or staff.

• As assigned, provide medical supervision to student being transported on a school bus; provide transportation of students, participate in field trips, and supervise students in cafeteria, playground or bus loading area.

Required Knowledge Skill and Abilities

Knowledge of: Principals and practices of first aid, CPR, blood borne pathogens, communicable diseases; District or State required Universal Precautions and Guidelines and Procedures for Meeting the Specialized Health Care Needs of Pupils; Individual Education Plans (IEP) and Health Care Plans (HCP) of students; data base resources and District software applications; procedures and policies for use of manual and electronic record keeping and communication; general office practices and procedures, including alphabetical, numerical and subject matter filing systems; medical terminology; English usage, spelling, vocabulary, grammar and punctuation; proper use of office equipment; District locations/school sites; District or other mandated policies and practices related to scope of responsibility, including safety procedures.

Skill/Ability to:

Recognize the first aid and health needs of students and make decisions as to appropriate solutions; respond appropriately in emergency situations; read, comprehend and interpret educational and health plans, medical terms and records; remain calm in stressful situations; understand, manage and relate to students who have behavioral problem, learning and physical disabilities; adapt to individual needs of teachers and students and work with frequent interruptions; work harmoniously with students, staff, parents and guardians and maintain effective working relationship with those in contact; be dependable and punctual; utilize a variety of medical apparatus and educational aids; assist non-ambulatory students; maintain required continuing education pertinent to licensure and certification; keep current on updated or new laws, methods or procedures/techniques for required physical health care and behavioral intervention for developmentally delayed (as identified by the California Department of Education); possess and maintain a valid driver's license; work in a public school setting; adhere to District policies and procedures and all safety practices.

Physical Demands:

Definitions for rating Physical Demands (Per U.S. Department of Labor Definition):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rarely - &lt; 1%</th>
<th>Infrequently 2-5%</th>
<th>Occasionally 6-33%</th>
<th>Frequently 34-66%</th>
<th>Constantly 67% +</th>
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<tbody>
<tr>
<td>Sedentary</td>
<td>0 – 10 lbs.</td>
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<tr>
<td>Light</td>
<td>11 – 20 lbs.</td>
<td>0 – 10 lbs.</td>
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<tr>
<td>Medium</td>
<td>21 – 50 lbs.</td>
<td>11 – 25 lbs.</td>
<td>1 – 10 lbs.</td>
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<tr>
<td>Heavy</td>
<td>51 – 100 lbs.</td>
<td>26 – 50 lbs.</td>
<td>11 – 20 lbs.</td>
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<tr>
<td>Very Heavy</td>
<td>100 + lbs.</td>
<td>50 + lbs.</td>
<td>20 + lbs.</td>
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</table>

STANDING: Remaining on one’s feet in an upright position at a workstation without moving about.

Infrequently. Standing occurs intermittently when observing/monitoring students, consulting with teachers and other staff/parents, and as necessary to stabilize or assist a student. Standing in place for short duration of up to 2 to 3 minutes, and at times for 10 to 15 minutes without movement.
WALKING: Moving about on foot.

Frequently. Walking short spans within a classroom up to approximately 35–40 feet occurs routinely, as does walking to or from other campus areas up to several hundred feet or yards, depending on specific campus. Walking is rapid on occasions, especially when responding to a behavioral incident or emergency situation.

SITTING: Remaining in the normal seated position.

Frequently. Sitting on an adult or student chair within classrooms, and typically office task chairs in campus offices. Sitting typically occurs when using a computer to document medical records, send emails, and prepare instructional materials. It also occurs when sitting next to a student to administer medication or other treatment, or when assisting with a classroom activity.

LIFTING: Raising or lowering an object from one level to another (including upward pulling).

<table>
<thead>
<tr>
<th>Weight Range</th>
<th>Never</th>
<th>Rarely</th>
<th>Infrequently</th>
<th>Occasional</th>
<th>Frequently</th>
<th>Constantly</th>
<th>Height</th>
</tr>
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<tbody>
<tr>
<td>Under 10 lbs.</td>
<td></td>
<td></td>
<td></td>
<td>X-</td>
<td>----X</td>
<td></td>
<td>Floor to Overhead - 68&quot;</td>
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<tr>
<td>10–20 lbs.</td>
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<td></td>
<td></td>
<td>X-</td>
<td></td>
<td></td>
<td>Knee to Shoulder</td>
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<tr>
<td>21–35 lbs.</td>
<td>X-----</td>
<td></td>
<td>X-</td>
<td>----X</td>
<td></td>
<td></td>
<td>Floor to Waist</td>
</tr>
<tr>
<td>36–50 lbs.</td>
<td>X-----</td>
<td></td>
<td>X-</td>
<td>----X</td>
<td></td>
<td></td>
<td>Knee to Waist</td>
</tr>
<tr>
<td>51–75 lbs.</td>
<td>*X</td>
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<td></td>
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<td>Knee to Waist</td>
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<tr>
<td>76–100 lbs.</td>
<td>*X</td>
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<td></td>
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<td></td>
<td>Knee to Waist</td>
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</tbody>
</table>

Examples of typical items lifted:

0 – 10 lbs.: Instructional aids, books, file folders, articles of clothing, specialized equipment, student chairs, etc.

10 – 20 lbs.: Box of supplies, end of table, specialized equipment, partial weight of student assisting.

21 - 35 lbs.: Partial or full weight of student assisting.

36 - 50 lbs.: Partial or full weight of student assisting, or weight borne in 2-person lift assistance.

51 - 75 lbs.: Partial or full weight of student assisting, or weight borne in 2-person lift assistance.

* Required 2-person lift. Example: borne weight of 150 lb. + student.

NOTE: Frequency of lifting depends on the weight and number of students under care, and type of involvement. Lifting is more frequent in medically fragile classrooms, or where students require assistance with personal needs, such as positioning, changing diapers, or toileting.
**CARRYING:** *Transporting an object usually holding it in the hands, arms or shoulders.*

<table>
<thead>
<tr>
<th>Weight Range</th>
<th>Never</th>
<th>Rarely</th>
<th>Infrequently</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Constantly</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 10 lbs.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Any distance walked</td>
</tr>
<tr>
<td>10 – 20 lbs.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Up to 35-40 feet</td>
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<tr>
<td>21 – 35 lbs.</td>
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<tr>
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<tr>
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<tr>
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</table>

See Lifting Section for typical items carried. Assistive devices are used, such as carts, wheelchairs, etc.

**PUSHING:** *To exert force on or against an object in order to move it away.*

**Occasionally.** Pushing will occur to slide chairs, tables, to turn a student to reposition/stabilize, or push a wheelchair or Hoyer lift. Applied force using hands/arms will be sustained when pushing a wheelchair or lift device, but otherwise is for short periods. Applied force varies from nominal to approximately 10 to 15 pounds, but on occasion will increase to 20 lbs., to position or stabilize a larger student.

**PULLING:** *To draw towards oneself, in a particular direction or into a particular position.*

**Infrequently.** Applied force up to approximately 10 to 15 lbs. occurs using hands/arms to pull a supply cart or table, or to maneuver a wheelchair or lift device through a doorway or confined space. On occasion will increase to 20 lbs., to position or stabilize a larger student.

**CLIMBING:** *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

**Rarely to Infrequently, and depending on school site.** Climbing ADA compliant ramps or entry steps will occur to access school sites and classrooms at some school sites. Sloped landscape or entrance steps may be accessed to enter/exit District buildings, or to enter/exit a school bus.

**BALANCING:** *Maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces.*

**Occasionally.** A good overall sense of balance is required when assisting students for safety to self, the student, and others. Individual students may have sudden or erratic movements, or require assistance to balance/stabilize. A good sense of balance is necessary to move quickly to respond to an unsafe situation or emergency.

**STOOPING/BENDING:** *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*

**20 Degrees - Frequently.** Light bending occurs intermittently and routinely to assist students in a variety of situations. Forward bending occurs to assist students to stand/transfer from chair or wheelchair, changing table or other equipment in order to stabilize. Bending also occurs to access materials and supplies, teaching aids, etc., on counters, tables, shelves, etc. Bending will be performed from a standing and seated position and may be sustained for several minutes, and involve weight bearing.
45 Degrees - Occasionally. Moderate bending occurs to assist students who are seated or during toileting requiring bending and reaching to access levers, legs, or to obtain materials, clothing located at approximately knee level. Moderate bending may be sustained for several minutes and involve weight bearing.

90 Degrees - Rarely. Full bending occurs to pick up an item on the floor, and to access a lower shelf to avoid crouching/squatting or kneeling.

TWISTING/TURNING: Rotating the torso. This includes turning of upper and lower back, and hips.

Upper Torso: Occasionally to Frequently up to approximately 45 degrees. Left or right upper torso twisting occurs to assist students in a variety of tasks including dressing, positioning, toileting, and general personal care or assistance in a classroom. Twisting will occur to address a behavior issue or emergency situation when necessary. Twisting will be performed from a seated or standing position, and will involve reaching and weight bearing.

Lower Body: Not Required.

KNEELING: Bending legs at knees to come to rest on knee or knees.

Infrequently to Occasionally. Kneeling on one or both knees (at discretion) occurs to access storage areas in a classroom, or to assist at student where a stable position is required to provide health care, such as CPR or other emergency assistance. The nurse will kneel when speaking with or assisting a small child, or where a student is in a lower position and direct assistance is required.

CROUCHING/SQUATTING: Bending body downward and forward by bending legs and spine.

Crouching - Infrequently. Lowering body forward occurs to safely balance own body while lifting (or assisting to lift) or stabilizing a student. Classroom with medically fragile, or students requiring assistance with basic functions (positioning, toileting, dressing, etc.) require crouching intermittently but on a regular basis.

Squatting - Rarely to Infrequently. Squatting occurs to assist a student on a prone board or other equipment, and if they have fallen. At discretion, squatting will occur to access equipment or materials at lower levels, or to get close to a student to administer medical care. Squatting is interchangeable with kneeling at discretion.

CRAWLING: Moving about on hands and knees or hands and feet.

Not Required.

NECK POSITIONS:

Extension: 0-60 degrees: Infrequently. Glancing upward to observe immediate surroundings will occur as brief glance, or when speaking with a standing person from a seated position.
Flexion: 0-60 degrees: Frequently. Looking downward occurs routinely to observe immediate surroundings, and when assisting a student for all health and person care activities; and to read/write, prepare materials, supplies, etc.

Left/Right Lateral Rotation: 0 - 45 degrees: Infrequently. Glancing left or right occurs to routinely to view immediate surroundings, view student(s) or other person(s) for necessary monitoring of students, coordination of activities, and safe driving practices.

Left/Right Lateral Flexion: 0 – 45 degrees: Infrequently. Right or left flexion occurs as necessary when assisting a student, such as to dress or position, or to administer medical care. Flexion will occur to view around an obstacle, such as items on a storage shelf; and when demonstrating empathy or understanding.

REACHING: Extended hand(s) and arm(s) in any direction.

Forward Reaching: Forward reaching is required to perform essential functions to the capacity indicated below.

\[
\begin{align*}
135 & \text{ to } 180 \text{ Degrees} - \text{Rarely.} \\
90 & \text{ to } 135 \text{ Degrees} - \text{Infrequently.} \\
45 & \text{ to } 90 \text{ Degrees} - \text{Frequently.} \\
\text{Below } 45 \text{ Degrees} - \text{Infrequently to Occasionally.}
\end{align*}
\]

Abduction (side reaching): Not Required.

Horizontal Abduction (0-90 degrees)/Adduction (0-45 degrees): Occasionally to Frequently, unilaterally or bilaterally. Reaching side to side occurs when assisting students in a variety of situations, and accessing materials and supplies. Full range is required.

HANDLING: Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.

Frequently. Whole hand unilateral and bilateral actions occur routinely and on occasion repetitively when assisting students with various medical treatments or procedures required by a HCP. The Licensed Nurse will write to document, and will perform specialized care procedures requiring manual dexterity, applied force using hands, and involve three-point, tip-pin, cylindrical, lateral, and power gripping. Hand actions will involve wrist deviation, extension, flexion, and pronation/supination.

FINGERING: Picking, pinching, touching, feeling or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Frequently. Fingering actions require fine-dexterity when setting up or applying medical procedures, and will include the ability to sense or feel using fingers. Commonly, fingering requires using a computer keyboard and mouse to access data and records, and to paginate, separate pages, remove packaging, etc. Fingering actions will be repetitive for short-cycles.
TALKING: *Expressing or exchanging ideas by means of the spoken work.*

Speaking clearly and effectively using appropriate wording and language is critical to job performance for understanding of the student, and in the coordination of activities regularly performed. Oral communication skills are utilized to teach and explain, persuade, and to establish rapport and harmonious relationships with those with whom contact is made.

HEARING: *Perceiving the nature of sounds by ear.*

Normal range hearing is required to distinguish conversational tones and sounds, and use telecommunication devices in order to communicate effectively to coordinate activities with students, teachers, and other staff. Acute hearing may be required to distinguish usual or unusual speech patterns or communicative noises from students. Work is performed in a public school setting where background noise is present that is often loud, and clearly hearing buzzers/bells, intercom, or other alerts or announcements is necessary.

SEEING:

Normal, near normal or corrected to-vision is necessary required to perform all essential job function. Visual acuity for near (<20-inches), or far (>20-feet), depth perception, field of vision, accommodation and color identification is required to assist students, view surroundings, read, and perform routine and non-routine job functions.

ENVIRONMENTAL CONDITION - EXPOSURE TO

[ X ] Weather - 80% inside / 20% outside
[ X ] Wet and/or Humid (non-weather related)- Spills, cleaning tasks
[ X ] Noise intensity level - low to low-moderate, no hearing protection required
[ X ] Atmospheric Conditions - Odors, ambient weather
[ X ] Proximity to Moving Mechanical Parts - Wheelchairs and other assistive equipment
[ X ] Other Environmental Conditions - medications, cleaning agents, air and blood-borne pathogens

PSYCHOLOGICAL FACTORS:

1. ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS: *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*

   100% of job functions require the ability to understand instructions in oral or written form, and to maintain attention and necessary concentration in order to perform medical procedures, assist students and teachers, and to follow standard procedures for working with students in a public school setting. The Licensed Nurse must follow guidelines and adhere to instructional and health care plans, and all standards required by licensure and/or certification.

2. ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS: *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

   60% of job functions involve simple, routine and repetitive tasks, especially for experienced Licensed Nurses assisting the same student(s) in the same setting for a period of time. This includes simple location/logistical matters, answering general questions regarding school or classroom activities, and performing routine health or personal care or instructional assistance.
3. THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD: The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform a consistent pace.

100% of job functions require the ability to maintain a schedule as it pertains to personal attendance, as well as designated or prescribed health care for assigned students. The ability to maintain a pace of work, and the stamina to respond to the needs of students and/or staff is essential. This includes traveling between school sites as necessitated by assignment in a timely manner. Activities within the classroom and the length of the school day have time frames or schedules, and the Licensed Nurse must be able to be present as needed or assigned.

4. ABILITY TO PERFORM COMPLEX AND VARIED TASKS: The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances and standards.

40% of job functions involve complex and varied tasks requiring the ability to synthesize multiple factors, coordinate information or assistance. Assessing, re-assessing and analyzing a student's ability, or changing medical status includes assimilating new information and applying it to varying situations specific to a student's special needs, or adhering to methods and procedures required in the school setting. The ability to understand and apply specifics of a student's IEP and HCP is required. The Licensed Nurse will respond to emergency situations that requiring utilizing known medical procedures and precautions with precision for the safety and well-being of the students or others. This requires the ability to think quickly assessing multiple factors, coordinating appropriate assistance and notifications, and competency in achieving a positive outcome.

5. ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS: The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.

100% of job functions involve the ability to relate to students, teachers, staff and parents or others with whom contact is made. The ability to get along with others is essential to maintaining an effective and positive learning experience for students, as well as to effectively provide health care. The Licensed Nurse must be perceptive of communication styles, language usage, and behaviors in order to effectively interact with others. This is especially critical when involved in direct health care and assistance to a student, or addressing behavioral management issues. Discussing methods, procedures, or compliance issues with students may require a degree of negotiation or persuasion, and effectively responding to negativity or criticism. Discussing issues with school personnel, parents and others requires the ability to effectively explain detailed information in an effective manner, and to appropriately respond to evaluation or criticism if received.

6. ABILITY TO INFLUENCE PEOPLE: The ability to convince or direct other; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.

30% of job functions involve convincing or directed others when providing information or training. However, at all times, the Licensed Nurse must use appropriate language and understand the meaning of words and their effect on others. This includes verbal communications as well record keeping and electronic communications. The ability to interact appropriate with people is critical to job performance.

7. ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION: The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.

80 to 100% of job functions involve the ability to make generalizations, evaluations and decisions without immediate supervision while working with students, teachers, staff, and others. While the Licensed Nurse works
under general supervision of certificated school personnel, in most situations work is performed independently, especially in the performance of health care provided to a student, or general assistance. The ability to recognize potential health or situational hazards and to take appropriate precautions and actions is essential. This includes understanding a remembering specific details of a student or students HCP, IEP, and specific requirements and methods to utilize specialized equipment, and specific (and approved) methodology of health care. In emergency situations, specific protocols must be followed for escalating and obtaining emergency medical assistance, notification to appropriate parties and documentation. The Licensed Nurse must have a clear understanding of the scope of responsibility and when an issue should be handled at a supervisory level.

8. ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING: The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct or supervise people; and the ability to respond appropriately to changes in the work conditions.

30 to 100% of job functions depending on assignment involve independent supervision of students and/or conducting training to staff regarding health care issues. The Licensed Nurse is responsible for administering medical procedures and health care to students in accordance with licensure/certification, and within the scope of responsibility. Work is performed where there are frequent interruptions and/or changes to schedules or work conditions. The Licensed Nurse needs to possess adaptability to these situations, take appropriate actions and respond appropriately.