There is no such thing as an ‘ordinary’ school nurse

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What Do School Nurses Do?

• What does your job description say?
  • WHAT DOES THE PRINCIPAL SAY?
• What do state regulations say?
  • Dept. of Education/ Public Health
• What do the state board regulations say?
• What does NASN say? (nasn.org)
• What does the School Nursing textbook say?
Who knows what you do?
Why do they need you?
What do School Nurses Do That A Secretary or Aide Can NOT Do?
Issues related to your role:

1. What is it you tell the Board of Education that you do?
2. How do you measure the effectiveness of your practice?
   - How do you and others know you did a good job?
3. How do you prove to others that you are GREAT???
The art vs. the science of nursing

- Art: what nurses ‘do’; number of tasks and interventions performed

- Science: determines best practice and validates practice; measures the results or outcomes of nursing interventions
Data: Teen Pregnancy and Births

National
- 1991: Pregnant
  - 116/1000 females 15-19
- 2010: Pregnant
  - 57.4
- 1991: Teen births
  - 61.8/1000 females 15-19
- 2012: Teen births
  - 29.4

Maine
- 2013: Pregnant
  - 37/1000 females 15-19
  - 43/1000 in 2008
- 2013: Teen births
  - 22/1000 females 15-19
  - #46 in US
  - 25/1000 in 2008
Data: Overweight and Obesity

1980 vs. 2012
- 1980: obese
  - 7% 6-11 years
  - 5% 12-19 years
- 2012: obese
  - 18% 6-11 years
  - 21% 12-19 years
  - 13.7% 15-18 years

Maine
- 2011
  - 12.5% 15-18 obese
  - 12.9% in 2007
  - 17% 15-18 overweight
  - 15.3% in 2007
<table>
<thead>
<tr>
<th>Risk Behavior</th>
<th>National (% 15-18)</th>
<th>Maine (% 15-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not go to school because felt unsafe</td>
<td>7.1</td>
<td>5.4</td>
</tr>
<tr>
<td>Carried a weapon on school property</td>
<td>5.2</td>
<td>7.1</td>
</tr>
<tr>
<td>Ever smoked</td>
<td>41.1</td>
<td>32.1</td>
</tr>
<tr>
<td>Smoked before age 13</td>
<td>9.3</td>
<td>6.4</td>
</tr>
<tr>
<td>Drank alcohol before age 13</td>
<td>18.6</td>
<td>13.3</td>
</tr>
<tr>
<td>Currently use marijuana</td>
<td>23.4</td>
<td>21.3</td>
</tr>
<tr>
<td>Ever had intercourse</td>
<td>46.8</td>
<td>42.6</td>
</tr>
<tr>
<td>Had intercourse before age 13</td>
<td>5.6</td>
<td>3.4</td>
</tr>
<tr>
<td>Currently sexually active</td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td>No pregnancy prevention used</td>
<td>13.7</td>
<td>9</td>
</tr>
</tbody>
</table>
### Youth Risk Behavior Survey

<table>
<thead>
<tr>
<th></th>
<th>National</th>
<th>Maine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were electronically bullied</td>
<td>14.8</td>
<td>20.6</td>
</tr>
<tr>
<td>Were bullied on school property</td>
<td>19.6</td>
<td>24.2</td>
</tr>
<tr>
<td>Felt sad/hopeless for 2 weeks</td>
<td>27.1</td>
<td>25.1%</td>
</tr>
<tr>
<td>Attempted suicide</td>
<td>8</td>
<td>8.1%</td>
</tr>
</tbody>
</table>
Where is the data on school nurses?

How many of you have saved a life?
How many of you have identified a child/staff who needed immediate attention/diagnosis
Data collection by State School Nurse Consultants: 2014

- 32 states collect information on 855 data points
- Maine did not submit the data collected
Where are the outcomes?

• For weight, vision, hearing, posture, BP and dental
  • You ask number screened and referred
  • You then ask the number receiving treatment
    • AND THEN WHAT?????
    • WHAT IS IMPACT ON ACADEMIC PERFORMANCE?
Wisconsin outcomes

• Disposition for students who come to your office
  • 911, sent home, sent to healthcare provider, sent back to class
Outcomes

- Component of the end result of the nursing process
- Demonstrates effectiveness of the nursing interventions
- Measureable
- Reflect the nursing goals
- A form of accountability
- Reflects the quality of care
Definition of School Nursing (NASN, 2010)

School nursing is a specialized practice of professional nursing that advances the well being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy, and learning.
North Carolina Outcomes

- For life-threatening allergies, Type 1 Diabetes, obesity, seizure disorder, and asthma
  1. Student can verbalize accurate knowledge of condition
  2. **Student has improved grades**
  3. **Student has decreased absences**
  4. Recognize and avoid allergic, asthma, or seizure triggers
  5. Identify appropriate portion sizes; improve food choices
  6. Demonstrate skill in administering epinephrine, using inhalers/spacers, counting carbs, testing blood sugars, and calculating and delivering insulin
  7. Increasing physical activity
  8. **Reducing episodes of allergy or seizures**
  9. Remaining within peak flow goals; improving HgA1c or BMI
  10. Reducing side effect of medications and avoiding complications of seizure activity
Possible outcomes

- Children who got glasses and their grades improved
- # teens who return to school after delivery
- # pregnant teens who stay in school
- Increasing attendance rates of children with chronic conditions
- $ brought into the school (or in-kind services)
- Letters of satisfaction from parents and staff
- # hours/week you are paid to be in your car driving from 1 school to another
Unique questions

• “What is #1 health issue that consumed a large amount of time and resources?”
• “List the 3 most common reasons individual health counseling is provided”
How can Maine school nurses USE the data?

Let me tell you the difference I make in the lives of children!
Does the HIPAA Privacy Rule allow a healthcare provider to disclose protected health information (PHI) about a student to a school nurse?

Answer:
- Yes. The HIPAA Privacy Rule allows covered health care providers to disclose PHI about students to school nurses, physicians, or other health care providers for treatment purposes, without the authorization of the student or student’s parent. For example, a student’s primary care physician may discuss the student’s medication and other health care needs with a school nurse who will administer the student’s medication and provide care to the student while the student is at school. In addition, a covered health care provider may disclose proof of a student's immunizations directly to a school nurse or other person designated by the school to receive immunization records if the school is required by State or other law to have such proof prior to admitting the student, and a parent, guardian, or other person acting in loco parentis has agreed to the disclosure. See 45 CFR 164.512(b)(1)(vi).

Updated 09/19/13
Children With Chronic Conditions

• Definition: Chronic conditions are those that “last a year or more and require ongoing medical attention and/or limit activities of daily living” (USDHHS, 2011)

• 1994: 12.8%

• 2006: 26.6% (Van Cleave, Gortmaker, & Perrin, 2010)

• For adolescents, the prevalence is 41.8% (USDHHS, 2011)
Demographics/ Sample

• Total N=1575 (50 did not qualify for study; 245 indicated they were special education → **1280 Grades 1-12**
• 23+ states represented
• Location of school (62.8% urban; 24.11% suburban; 13% rural)
• Number of years teaching (mean = 17.5; range = 1-48)
  • 1-2 (30.6%); 3-5 (30%); 6-8 (28%); 9-12 (32.9%)
• Education: 21.2% with BA; 68.9% Masters (= 90%)
• Average # of students with cc taught in past year = 15 (Range= 0-350)
In the past 3 years, I have taught students with the following chronic conditions (N=1280)

- Attention Deficit Hyperactivity Disorder 93.2%
- Asthma 88.5%
- Learning Disabilities 78.9%
- Allergy (other than food) 76.2%
- Food allergy 70.6%
- Autism Spectrum Disorder 65.2%
- Anxiety Disorder 58.3%
- Speech Impairments 56.5%
- Depression 49.9%
- Diabetes 48%
Notified they will have a student with a chronic condition (N=1280)

• Are you routinely informed at the start of the school year that you will have a student in your class with a chronic condition?
  • Yes – 57%; No – 43%

• Who informs you?
  • Student = 16.9%; parent = 30.2%; school nurse = 37.7%;
  • another teacher = 27.4%; counselor/psychologist = 28%; principal = 15.7%
Communication and Guidance

• The needs of each child with a cc in my classes have been clearly communicated to me
  • Grades 1-2: 44.4% indicated never or rarely
  • Grades 3-5: 40.5% indicated never or rarely
  • Grades 6-8: 48.3% indicated never or rarely
  • Grades 9-12: 52.7% indicated never or rarely
• The school nurse provides guidance about children with chronic conditions in my class
  • Grades 1-2: 33.1% indicated never or rarely
  • Grades 3-5: 28.6% indicated never or rarely
  • Grades 6-8: 32.8% indicated never or rarely
  • Grades 9-12: 41.5% indicated never or rarely
Factors that most concern you about your students with chronic conditions (N=1280)

<table>
<thead>
<tr>
<th>Concern/grade</th>
<th>1-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>High absenteeism rate</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student with a CC is underperforming in school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Behavior issues</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>4</td>
<td>4/5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Student fatigue/ low energy</td>
<td>5</td>
<td>4/5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Failure to complete daily assignments</td>
<td>6/7</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Rejection/ bullying</td>
<td>6/7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
Teachers want...

• Professional Development
  • On conditions: what to look for, what they should do, what should they know about the condition
  • Real scenarios and situations
  • What accommodations work
  • How to read an IEP and which students have them
  • How to advocate for a 504 and what else can be put on it
  • Emergency interventions (CPR and EpiPen use)
  • Information about FERPA; what can be shared and what can not?
Maine School Nurses need to:

• Shout out about your accomplishments
• Show the nation why they need highly educated school nurses and why they need great ratios
  • Get outcomes
    • Put them on your website
    • Publish them in journals, but especially in local newspapers
    • Brag to your principal and school board
• Let’s show them the differences that school nurses can make in the lives of children