Nurse Case Management

SUPPORTING THE WHOLE CHILD
Strategies, practices, and programs of intervention for children who are chronically absent from school or engaging in at-risk behavior

Presentation by:

Capital Region Educational Service District #113

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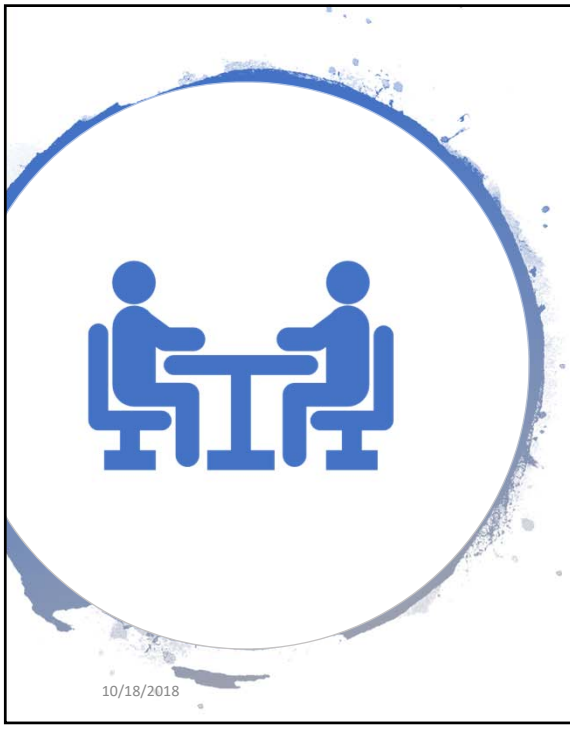
- Barbara Peoples, RN - School Nurse Corps
- Todd Johnson, Ph.D. - Director, Center for Research and Data Analysis

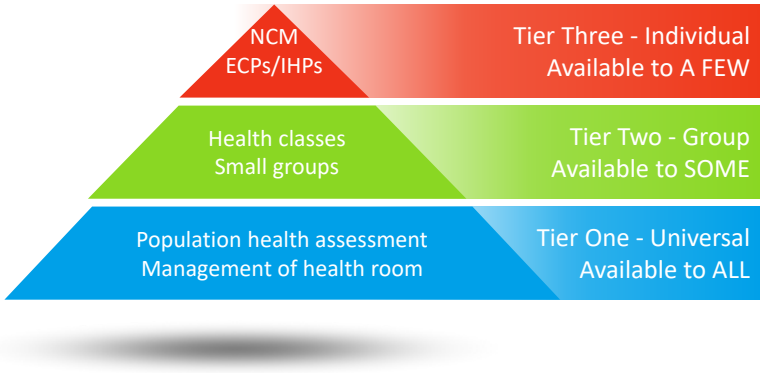
October 18, 2018



Think – Pair – Share

- What services and supports do school nurses provide?

Tiered System of Support – School Nurse Services

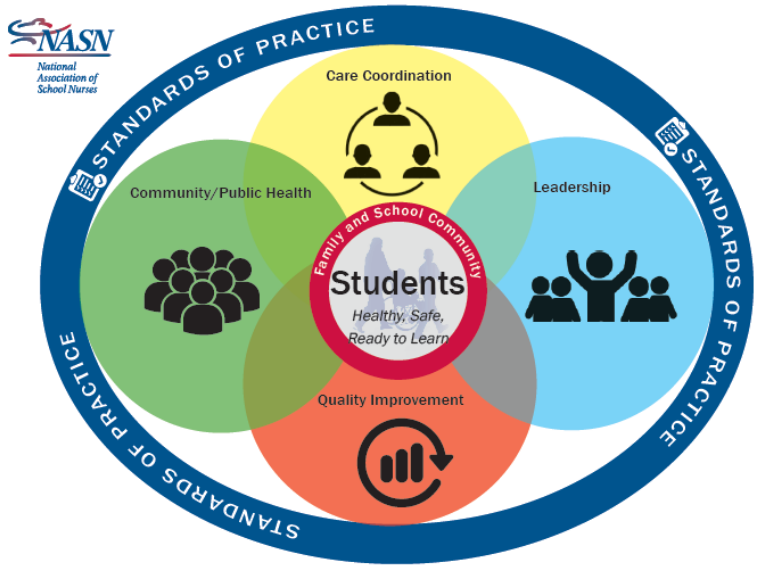


Whole School, Whole Community, Whole Child Model

(ASCD & CDC, 2014)

National Association of School Nurses. (2016). Framework for 21st Century School Nursing Practice. NASN School Nurse, 31(1), 45-53. doi: 10.1177/1942602X15618644

Framework for 21st Century School Nursing Practice™



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Rev. 10/8/16

National Association of School Nurses. (2016). Framework for 21st Century School Nursing Practice. NASN School Nurse, 31(1), 45-53. doi: 10.1177/1942602X15618644

Framework for 21st Century School Nursing Practice™

NASN's *Framework for 21st Century School Nursing Practice* (the *Framework*) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the *Framework* is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of *Care Coordination*, *Leadership*, *Quality Improvement*, and *Community/Public Health*. These principles are surrounded by the fifth principle, *Standards of Practice*, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Standards of Practice

- Clinical Competence
- Clinical Guidelines
- Code of Ethics
- Critical Thinking
- Evidence-based Practice
- NASN Position Statements
- Nurse Practice Acts
- Scope and Standards of Practice

Care Coordination

- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/ Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning

Leadership

- Advocacy
- Change Agents
- Education Reform
- Funding and Reimbursement
- Healthcare Reform
- Lifelong Learner
- Models of Practice
- Technology
- Policy Development and Implementation
- Professionalism
- Systems-level Leadership

Quality Improvement

- Continuous Quality Improvement
- Documentation/Data Collection
- Evaluation
- Meaningful Health/ Academic Outcomes
- Performance Appraisal
- Research
- Uniform Data Set

Community/ Public Health

- Access to Care
- Cultural Competency
- Disease Prevention
- Environmental Health
- Health Education
- Health Equity
- Healthy People 2020
- Health Promotion
- Outreach
- Population-based Care
- Risk Reduction
- Screenings/Referral/ Follow-up
- Social Determinants of Health
- Surveillance

ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health.* Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wscc-a-collaborative-approach.pdf

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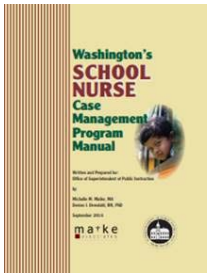
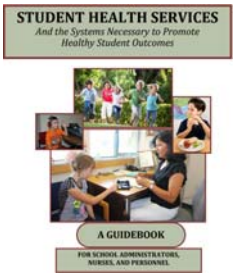
Objective:

Learn about the impact of physical health conditions and school environment on school attendance, and case management by nurses for chronically absent students.

Washington State's
School Nurse Corps Program





Things School Nurses Do

Traditional School Nursing, School Nurse Corps, & Nurse Case Management

- Manage chronic conditions
- Handle life-threatening allergy and asthma events
- Act as sentinels when epidemics strike
- Respond to students' physical and emotional concerns
- Educate children about healthy lifestyles
- Learning Impairment Screening, ex., poor vision
- Refer students' families to care providers and insurance programs
- Connect students with substance abuse treatment and mental, behavioral, and reproductive health services
- Ensure immunization compliance
- Develop health plans for students with disabilities
- Prepare for schoolwide and community emergencies
- Administer medication and provide first aid

ROLE OF THE SCHOOL NURSE

The school nurse serves in a pivotal role to provide expertise and oversight for the provision of school health services and promotion of health education.

Using clinical knowledge and judgment, the school nurse provides health care to students and staff, coordinates referrals to the medical home or private healthcare provider and performs health screenings.

The Role of the School Nurse

Provide direct care, such as giving children medications

Provide case management

Advocate for students and their families to help them get the resources and support they need.

School nurses help improve academic achievement and decrease absenteeism

For every dollar invested in a school nursing program, society gains $2.20

School Nurse Corps Services

- FUNDING FOR DIRECT NURSING SERVICES
- COORDINATE RN SERVICES FOR SMALL, RURAL DISTRICTS THAT DO NOT HAVE THE CAPACITY OR THE EXPERTISE TO COMBINE RESOURCES TO SHARE SCHOOL NURSE POSITIONS ACROSS MULTIPLE SMALL DISTRICTS
- RECRUIT AND RETAIN RNS
- ORIENT, TRAIN AND MENTOR RNS
- CONSULTATION, TECHNICAL ASSISTANCE, RESOURCES
- PROFESSIONAL DEVELOPMENT OPPORTUNITIES
- PROMOTING STUDENT HEALTH, SAFETY AND ACADEMIC ACHIEVEMENT THROUGH COLLABORATION WITH OTHER ORGANIZATIONS THAT SERVE CHILDREN, YOUTH AND FAMILIES

Nurse Case Management Implementation Activities

- Direct service (screening/assessment, crisis intervention, referrals)
- Resource coordination
- Health teaching/health promotion
- Advocacy
- Assistance accessing community resources
- Care coordination

Nurse Case Management Based Health Supports

MANY STUDENTS ARE WELL SERVED BY TRADITIONAL SCHOOL NURSING SERVICES

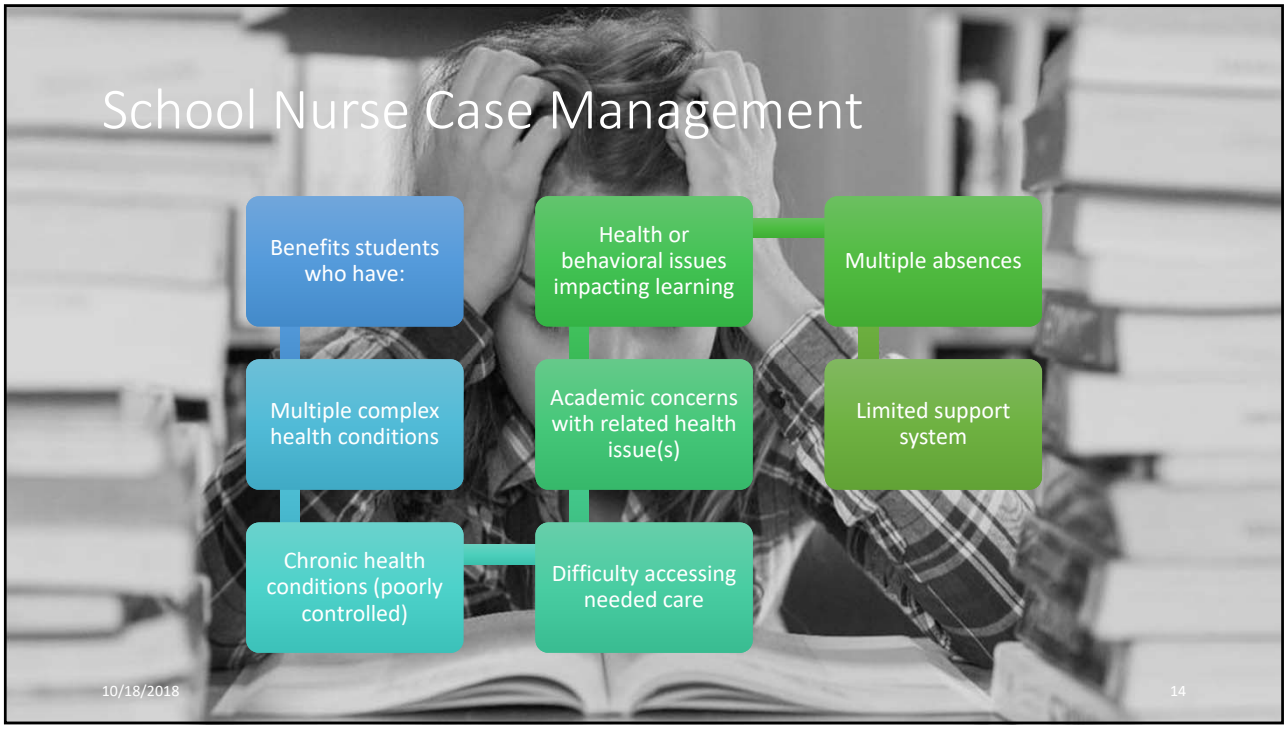
SOME STUDENTS NEED MORE INTENSIVE NURSING INTERVENTIONS

CASE MANAGEMENT IS A MODEL TO PROVIDE MORE INTENSIVE NURSING SUPPORTS

GIVEN THE OPPORTUNITY, NURSES CAN MAKE A POSITIVE DIFFERENCE IN STUDENT ACADEMIC ACHIEVEMENT

ANY SCHOOL NURSE CAN "DO" CASE MANAGEMENT

School Nurse Case Management



School Nurse Case Management Services

- Address services to youth with complex or serious health conditions
- Promote overall school health and safe school practices around health issues
- Improve relationships with parents of youth with unmet health needs

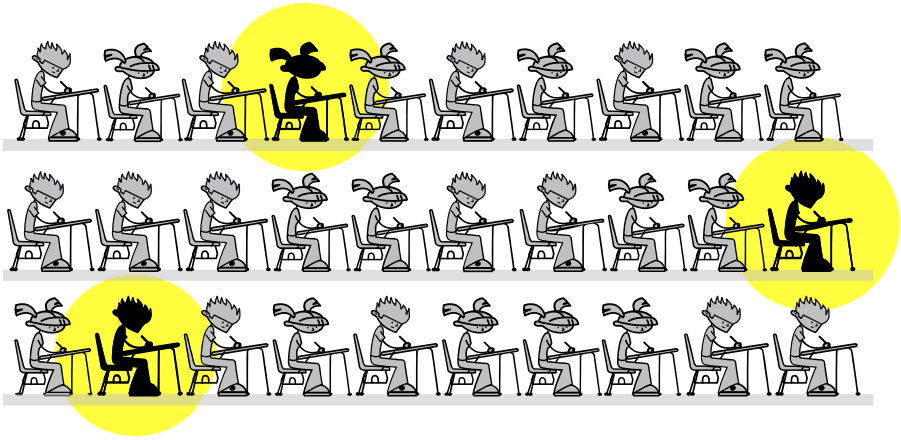
Washington State has more than a half million people have asthma.

The **U.S. Centers for Disease Control and Prevention (CDC)** identified **Washington's asthma prevalence as among the highest in the nation** and steadily increasing.

- Nearly 120,000 of these people are children.
- Nearly 100 people die each year of asthma.
- 1 in 10 households with children of any age have a child with asthma.
- About 1 in 10 women and 1 in 14 men currently have asthma.
- **Between 7 and 10 percent of children in middle and high school have asthma.**

Washington State Department of Health
http://www.doh.wa.gov/DataandStatisticalReports/DiseasesandChronicConditions/AsthmaData.aspx

On average, 3 children in a classroom of 30

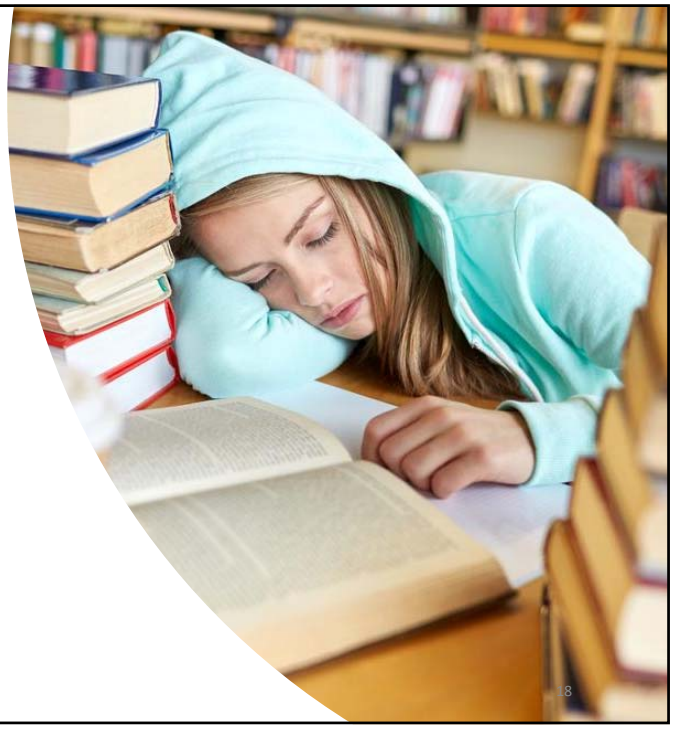


are likely to have asthma.

Epidemiology and Statistics Unit. Trends in Asthma Morbidity and Mortality. NYC: ALA, July 2006.

How Does Asthma that is not Well-Controlled Impact Student Learning?

- Absenteeism related to asthma episodes, health care appointments, and hospitalizations
- Fatigue – students up at night with coughing, wheezing and other symptoms are tired in the morning
- Missed class time due to frequent school health office visits



Prevalence of Mental Health Disorders in Children and Youth

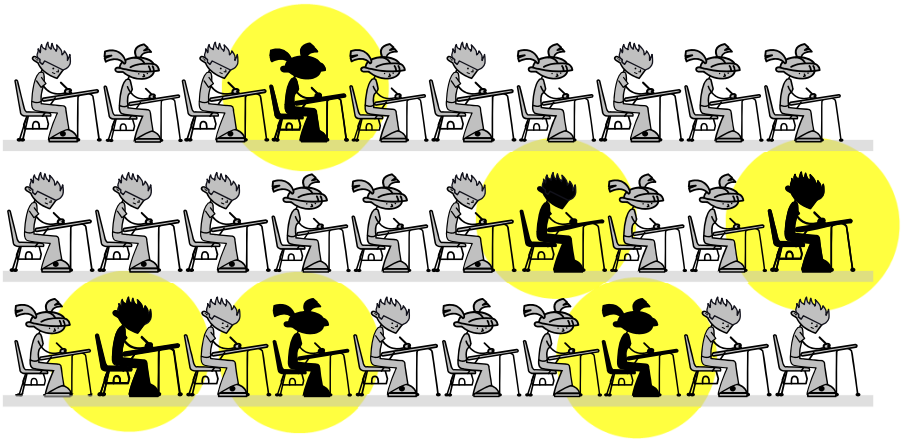
Approximately 20% of school-age children and youth have a diagnosable mental disorder (Merikangas et al., 2010; CDC, 2013);

One in five children met criteria for psychiatric disorder at school entry (Carter et al., 2010)

Most common mental health disorders (CDC, 2013)

- ADHD (7%)
- Behavior or conduct disorders (3.5%)
- Anxiety (3%)
- Depression (2%)

On average, 6 children in a classroom of 30



live with a <u>mental health condition</u>.

Centers for Disease Control and Prevention. Mental Health Surveillance Among Children — United States, 2005–2011 MMWR 2013;62(Suppl 2): Page 1.

Warning Signs

Mental Health Facts Children & Teens

- Feeling very sad or withdrawn for more than 2 weeks (e.g., crying regularly, feeling fatigued, feeling unmotivated).
- Trying to harm or kill oneself or making plans to do so.
- Out-of-control, risk-taking behaviors that can cause harm to self or others.
- Sudden overwhelming fear for no reason, sometimes with a racing heart, physical discomfort or fast breathing.
- Not eating, throwing up or using laxatives to lose weight; significant weight loss or gain.
- Severe mood swings that cause problems in relationships.
- Repeated use of drugs or alcohol.
- Drastic changes in behavior, personality or sleeping habits (e.g., waking up early and acting agitated).
- Extreme difficulty in concentrating or staying still that can lead to failure in school.
- Intense worries or fears that get in the way of daily activities like hanging out with friends or going to classes.

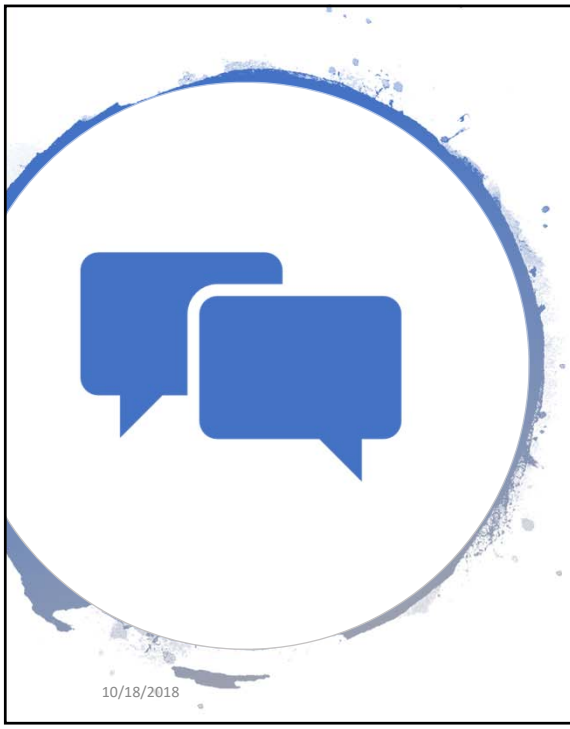
What do we know about the Kids?

Increasing numbers of students with

- Asthma (7.3 -9.5% of all children; but 18% of children living in poverty)
- Anaphylactic allergies (food allergies – 4%)
- Diabetes (0.26% of persons under 20)

Each of these needs an emergency care/action plan and individualized healthcare plan

20% of our youth have diagnosable mental health conditions



Think – Pair – Share

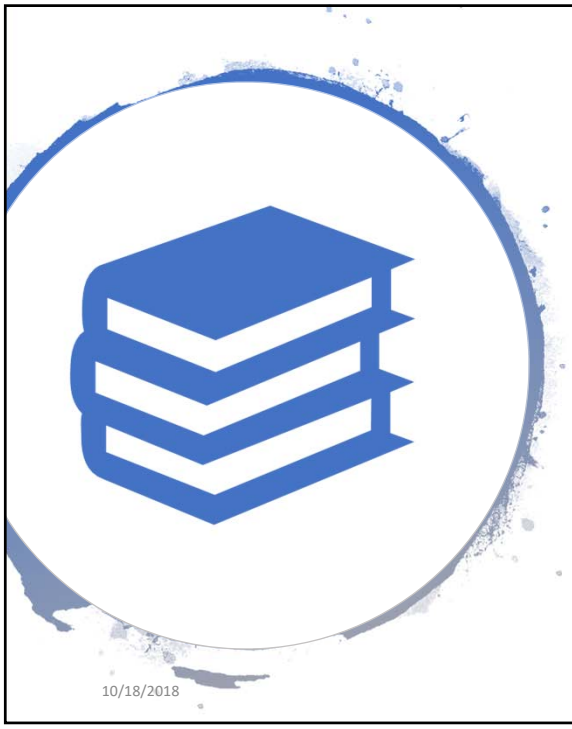
- Describe how your school nurse is being used to assist with health related conditions that impact student success?

School Nurse Case Management

Barbara Peoples

Title 1 Part D Health Services Project

- Students with special health care needs are at a greater risk for academic failure
- Opportunity to demonstrate impact of nursing case management on academic achievement



School Nurse
Case Management
Providing One-On-One Services

- Assisting Youth to:
  - **Overcome barriers**
  - **Return to/stay in school**
  - **Improve attendance**
  - **Improve school coordination**
  - **Re-engage youth in schools**
  - **Parent engagement in schools**

School Nurse Case Managers develop a student–centered case management plan that encompasses strengths, challenges, goals, and action steps the student and CM will do together to achieve outcomes.

GOALS:

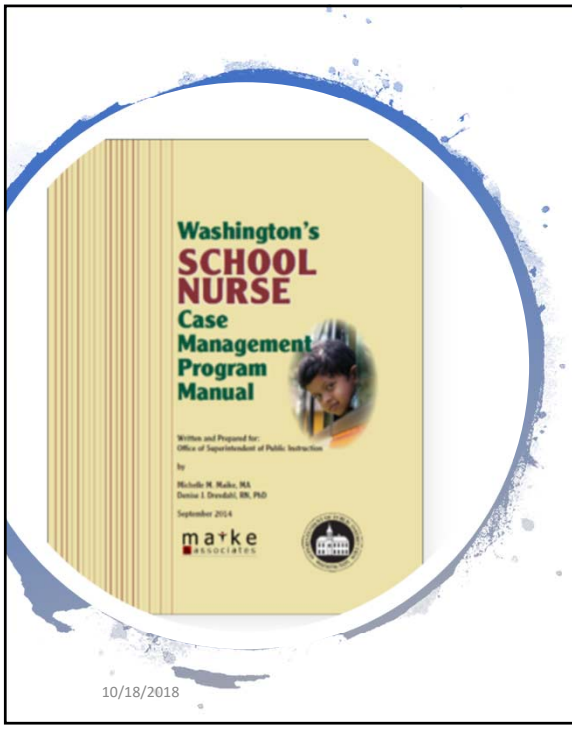
Increased academic attendance for students who participate in the School Nurse Case Management Program.

Increased academic achievement/growth for students who participate in the School Nurse Case Management Program.

Increased utilization of health care and educational resources to enhance self-management of health conditions.

Criteria

- Life-threatening conditions and chronic diseases
- Attendance
- Unmet health care needs
- Absenteeism with accompanying health care needs



School Nurse Case Management

Modified Check and Connect
- -Grade Check
- -Attendance Check
- -Health Condition Issues/Referrals

School Nurse Case Management
- -Individual
- -Groups
- -Classroom

Student Mindset

School Nurse Case Management

- **Examples of Student Care Involvement**
  - Attendance Committee
  - Community truancy board
  - 504 Planning Team
  - IEP meeting with students/families with health concerns
  - Wrap Around team
  - After-School Program Receptionist

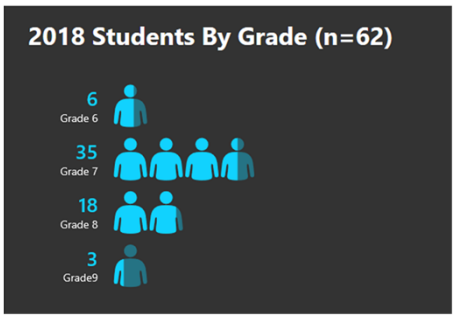
School Nurse Case Management

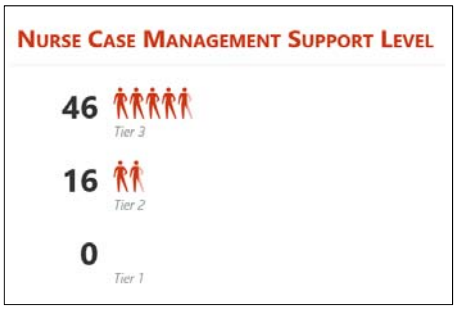
Communication with the attendance secretary critical!

Communicating with school counselors is vital!

Program Outcomes (2017-2018)

Dr. Todd E. Johnson

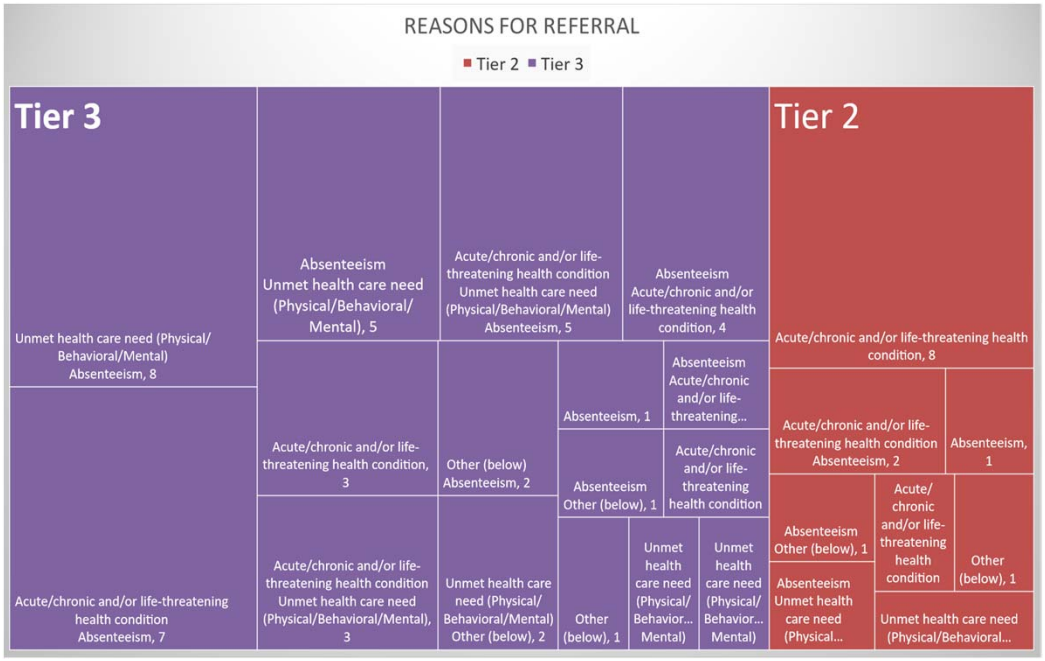




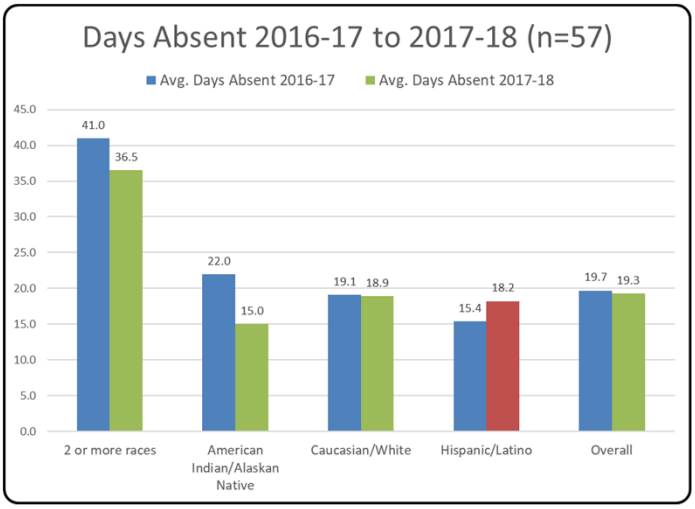
Project Evaluation 2018

Three Counties	Grays Harbor Lewis Mason
Four School Districts	
Four Middle/Junior High Schools	
62 Students	27 Female 35 Male
Demographics	Two or More races (n=33 American Indian/Alaskan Native (n=5) Caucasian/White (n=49) Hispanic/Latino (n=5)

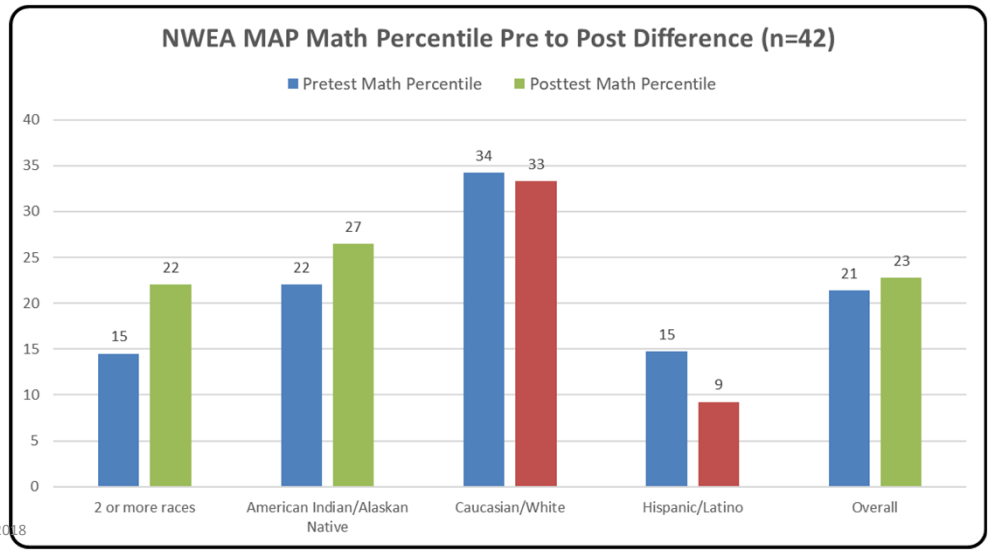
Health Conditions



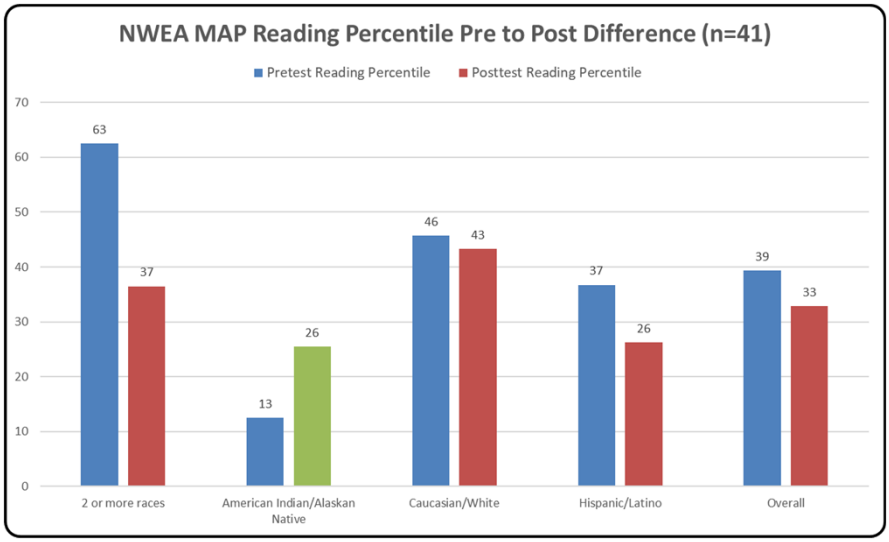
Attendance



Math Growth



Reading Growth



Achievement Change

Reading Pre to Post Change (n=40)

6 — *Improvement up to one full grade level from pre to posttest exams*

12 — *Negative grade level change from the pre to posttest exams*

22 — *No change in grade level from the pre to posttest exams*

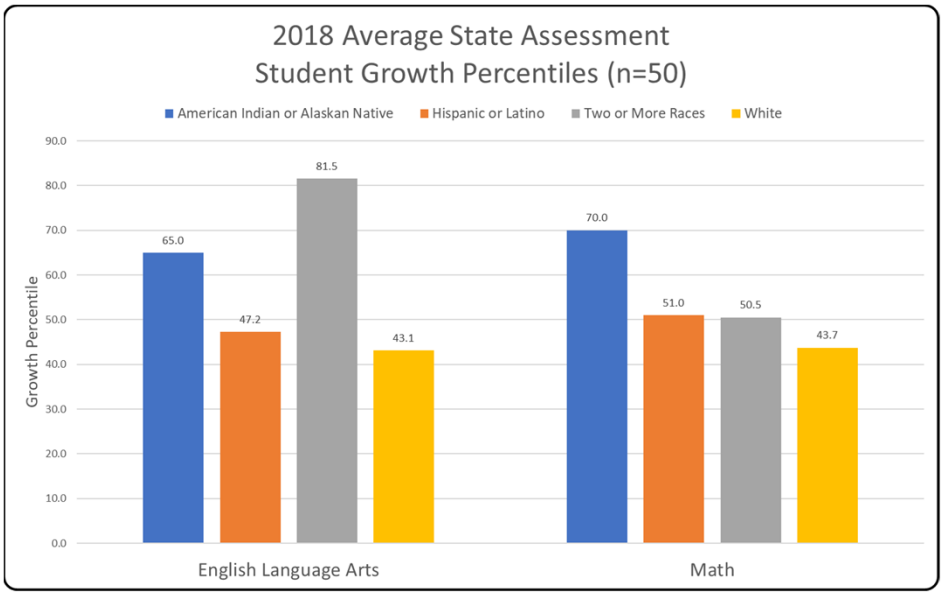
Math Pre to Post Change (n=41)

1 — *Improvement more than one full grade level from the pre to posttest exams*

8 — *Improvement up to one full grade level from pre to posttest exams*

7 — *Negative grade level change from the pre to posttest exams*

25 — *No change in grade level from the pre to posttest exams*



State Achievement

Met State Math Achievement 2016-17 to 2017-18 (n=50)

	Proficiency	
Proficiency	**2017-18 NO**	**2017-18 YES**
2016-17 No	33	3
2016-17 Yes	5	9

Met State ELA Achievement 2016-17 to 2017-18 (n=50)

	Proficiency	
Proficiency	**2017-18 NO**	**2017-18 YES**
2016-17 No	28	9
2016-17 Yes	2	11

Next Steps

Sample Size. As we started looking at more demographic variables like that of attendance, gender, & grade level the sample size really started to get too small.

Student Interventions. We also really want to explore more regarding the type and frequency of student intervention supports being accessed from the nurses by the students

Attendance Patterns. We would also like to capture and explore the variables regarding when students miss, i.e., (start of term vs. end of term, day or days of the week missed)

Control Groups. Near future need to control and capture other variables like the type of health concern, demographics, and even explore a virtual control group by matching our sample with NWEA's nationally representative samples.

Unique Data System. In the future it may be beneficial to explore a Longitudinal School Nursing Data System. "A national clinical database describing school health will allow education and health leaders to build evidence-based programs for children." For example, 5 broad categories describing Staffing; Risk Management; Health Promotion; Episodic Care; and Care Coordination

Secure Funding. Sustainability and scaling of the project to impact more students is limited due to the lack of a consistent funding mechanism for case management services.

Johnson, K. H., Bergren, M. D. & Westbrook, L.O. (2011). The promise of standardized data collection: School health variables identified by states. Journal of School Nursing, published online November 7, 2011. doi: 10.1177/1059840511426434

Think – Pair - Share

- Discuss how your school nurse could benefit you in addressing student health related conditions that impact student success.

Goal:
Enough Registered Nurse time in schools to allow a full scope of practice, including Nurse Case Management.

Thank You

Questions and Answers