



**ESC1
School Nurse Conference
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Welcome!!!

**Mental Health in Schools:
New Roles for School Nurses**

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Disclosure

Presenter has no disclosures to report.

Your Safety First!!!!

- Look around where are the following items:
 - 1 - Exit Signs
 - 2 - Fire Evacuation Route
 - 3 - Shelter in Place
- If you feel ill (nausea, light headed, etc.) please let us know for appropriate medical attention/assistance.
- If you need any special accommodation please do not hesitate to let me know.



Objectives

After completing this session participant will be able to:

- identify **new roles** of schools nurses as it relates to the social-emotional (mental health) well-being of school-aged children
- identify **strategies and interventions tools** to promote staff awareness and informed participation in developing respectful, informed relationships that utilizes empathy to better understand the correlation between behavior and trauma
- identify evidence-based training curriculum that **helps school nurses promote training to help district build staff capacity** to help identify, assist, and refer a child to community resources, as needed to address their individualized needs.

Scope of Duties

- School nursing has evolved from the temperature-taking, applying ice packs, bandage-applying friendly face we remember from our childhoods.
- Other evolving duties, include administering prescribed medications to students, training school staff in CPR, developing and implementing Individualized Health Plans (IHPs) for students who require them, and working with the county health department to address health issues such as communicable diseases, immunization requirement, and other health risk issues (Ex. Zika).

(Croghan, Johnson, & Aveyard, 2004)

Roles

- Direct Care
- Leadership
- Screening & Referral
- Promote healthy school environment
- Promotes Health
- Leadership for health policies and programs



- Liaison (school, home, community)
- Coordinate and collaborate
- Accountability
- Legal
- Serves on SB11 School Safety & Security Committee as a Member
- District School Health Advisory Committee (SHAC) Member - Title 2, Chapter 28, Section 28.004 of the Texas Education Code)

(NASN, 2002; AAP, 2008; HAAD, 2010)

Collaboration Efforts

- School nurses today also go beyond the traditional boundaries of kindergarten to high school students.
- Some school nurses travel through the county's Head Start program sites to provide the screening, physicals and related services necessary for the little ones to be better prepared when their school days start.
- Other nurses are devoted to one-on-one care with medically needy students who otherwise would not be able to attend school.

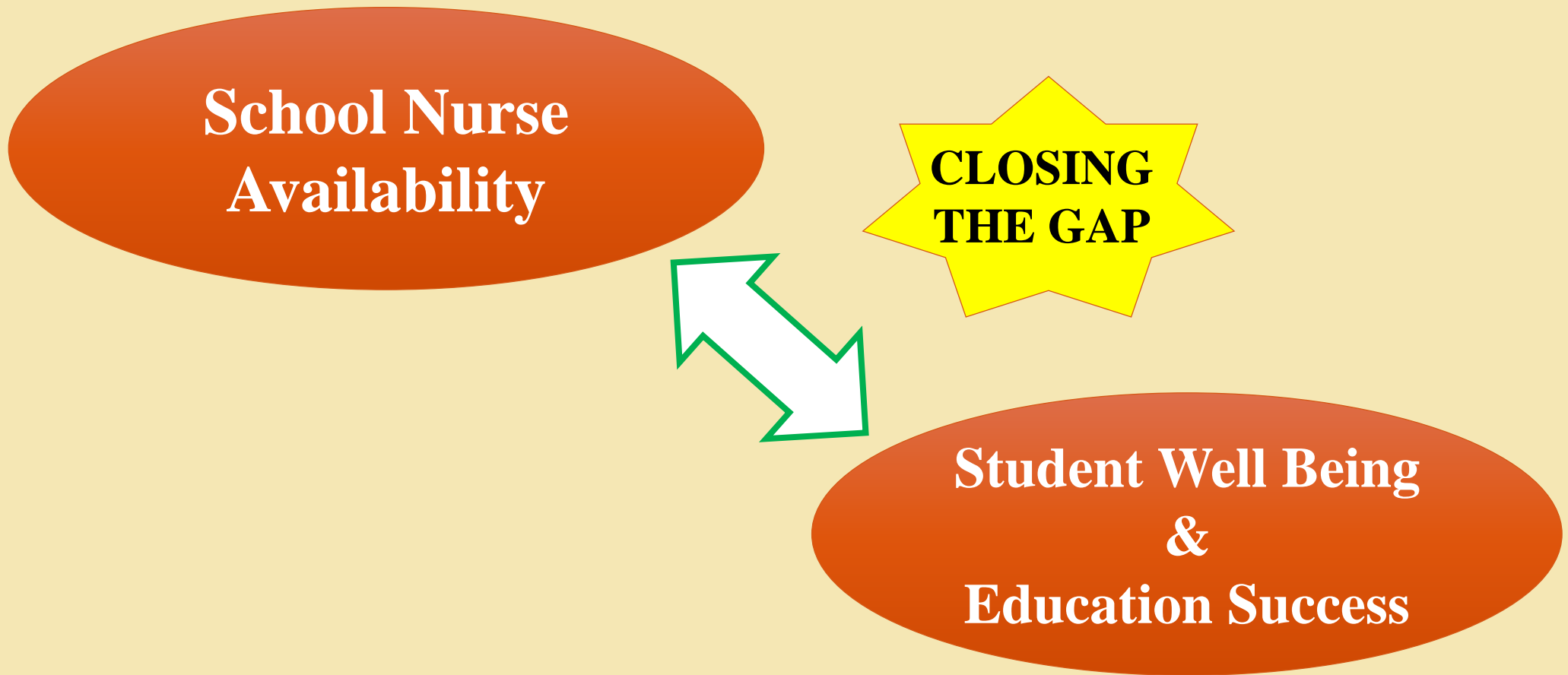
21st Century School Nurse

- In the turn of the 21st century, the role of school nurses is exceptionally diverse, and school nurses described the service as being ‘stretched’, and reported being overburdened with work and under resourced.
- The school nurse is a member of a unique discipline of professional nursing and is often the sole healthcare provider in an academic setting and most times the community.

21st Century School Nurse

- Twenty-first century school nursing practice is student-centered, occurring within the context of the student's family and school community (NASN, 2016a).
- It is essential that all students have access to a full time school nurse all day, every day (American Academy of Pediatrics, 2016)

The role of the school nurse encompasses both health and educational needs



(American Academy of Pediatrics, 2008)

Roles Beyond Original Training

- Each day school nurses are confronted with many students who are doing poorly in school as a result of health and psychosocial problems.
- **Increasingly, school nurses find it necessary to do something more than their original training prepared them to do in order to meet the child's social-emotional growing needs.**
- At the same time, education reform and restructuring are changing the whole fabric of schools and calling upon **all pupil services personnel**, including school nurses to expand their roles and functions.

(Croghan, Johnson, & Aveyard, 2004)

Roles Beyond Original Training (Cont'd)

- In addition to the key role they play in promoting health and helping specific students with physical health problems, **school nurses have increasingly been called upon to deal with psychosocial and mental health concerns.**
- **In recent years, these calls continue to increase.**

Roles Beyond Original Training (Cont'd)

- As a result, school nurses have taken on the role of an **advocate for mental health** to acquire new ways of thinking about how schools should address barriers to learning.
- They also need additional skills to equip them for emerging new roles and functions in order to comply with local policies plus ensure that NASN standards are met in order to remain legally sound.

Specialized Services

- School nurses are also tasked with managing children's increasingly complex medical conditions and chronic illnesses including:

- Asthma
- Diabetes
- Severe Allergies
- Monitor students' insulin pumps
- Keep track of inhalers and EpiPens.

- Tracheotomy
- Nasal gastric tube feeds
- Concussion Issues
- Oxygen Tanks
- Among other conditions that have the potential for life-threatening emergencies

Limitations

- Despite the range of knowledge and skills they bring to a setting, school nurses usually are able to see only a small proportion of the many students, families, and school staff who could benefit from their efforts.
- This is not surprising given the relatively few nurses most school districts employ and the many roles they are called on to assume in order to accommodate to changing models for delivering and financing health care.

Emerging Trends

Moreover, emerging trends require that nurses and all pupil service personnel continue to expand their roles in advocating and facilitating systemic reforms so that they can be more effective in addressing barriers to student learning and promoting healthy social-emotional development.

Mental rather than Physical Issues

- Nurses also must be prepared to respond to students' psychological crises.
- And with respect to primary prevention and treatment, they often find themselves providing
 - mental health education
 - psychosocial guidance and support (classroom/individual)
 - psychosocial counseling.

Continuing Education...

- With continuing education, school nurses can join other mental health professionals in bringing specialized understanding of cause (e.g., psychosocial factors and pathology) and intervention (e.g., approaching problem amelioration through attitude and motivation change and system strategies) to their school personnel.
- This knowledge can have many benefits.
- For instance, mental health perspectives of "best fit" and "least intervention needed" strategies can contribute to reduced referrals and increased efficacy of mainstream and special education programs.

Continuing Education...

- With respect to pre and in-service staff development, such perspectives can expand educators' views of how to help students with everyday upsets as well as with crises and other serious problems -- in ways that contribute to positive growth.
- Specialized mental health understanding also can be translated into programs for targeted problems (e.g., depression, dropout prevention, drug abuse, gang activity, teen pregnancy).

Increase of Mental Health Issues

- In the past couple years working as a school nurse, you have observed a high increase of mental health issues in secondary school students.
- As a result, school nurses have been at the frontline of mental health intervention amongst many other roles.
- The demand for mental health services has been overwhelming for the school nurses, as well as for the staff of district mental health resources.
- What particular concern is most common, and how school nurses are prepared to make changes?

Trending...

- While the responsibilities of school nurses have expanded to include things like nutrition counseling, crisis intervention and developing special education programs, nurses are now often very limited, due to liability, on how much hands-on care they can provide to injured or medically fragile school-aged children.
- School nurses are pressed for time as the nursing shortage combines with dwindling education budgets to affect staffing. Schools may have only part-time coverage as one nurse rotates among many schools in a district, leaving office staff or paraprofessionals to handle routine and emergency care.

Expanded role of school health nurse

- Constant challenge is that the children in any one school are cared for by different health care providers;
- protocols and equipment may be different, requiring school nurse to be familiar with multiple technologies school nurse to be familiar with multiple technologies and protocols.
- The skill level has increased (Ventilators, catheters, feeding tubes, chest physiotherapy, glucose monitoring, and insulin pumps)

(Wolfe & Selekman, 2002)

Mental Health Issues

- Mental health issues among students are on the rise.
- School nurses estimate they spent about a third of their time providing mental health services.
- Overall, 15 percent to 18 percent of children and adolescents have a chronic health condition, nearly half of whom could be considered disabling.

(Puskar, & Bernardo, 2007)

What Is Mental Health?

Mental Health can be defined as.....

- How people think, feel, and act as they face life's situations.
- It affects how people handle stress, relate to one another, and make decisions.
- Mental health influences the way we look at ourselves, our lives and the people within our lives.

Physical Symptoms

- The school nurse will encounter students' mental health needs directly or indirectly.
- **Children and adolescents may experience psychological or emotional distress through physical symptoms.**
- It is common for an adolescent with depression to exhibit recurrent psychosomatic symptoms such as abdominal pain, chest pain, headache, lethargy, weight loss, dizziness, syncope, or other nonspecific complaints, any or all of which may lead to visits to the nurse.

Generalized Symptoms

- Abdominal aches & pains
- Headaches
- Nausea
- Dizziness
- Falling asleep in class
- Extremely tired
- Gets hurt frequently (bruises)

Mental Health Screening

- An astute school nurse will recognize the need to evaluate physical symptoms carefully while considering the possibility of anxiety or depression as an underlying cause.
- The school nurse should inquire about the possibility of sexual or physical abuse if there is reason to suspect this.
- If abuse is disclosed the school nurse is mandated by law to report the abuse to Child Protective Services (CPS).

(Puskar, & Bernardo, 2007)

Mental Health Screening (Cont'd)

- Nurses need to be familiar with the kinds of psychosocial health issues that exist in their particular school and community, as well as in the school health community at large, and to work within those areas to fill in existing gaps in their clinical knowledge.
- Nurses understand the physiological bases for psychological and affective symptoms, and can work with students to help them understand the connections between their minds and their bodies.
- This might include counseling students about the antidepressant effects of physical activity, or about how the proper balance of foods can promote better learning and concentration abilities.

(Puskar, & Bernardo, 2007)

Depression

- It is common for an adolescent with depression to exhibit recurrent psychosomatic symptoms which may lead to visits to the nurse such as:

- abdominal pain
- chest pain
- headache
- lethargy

- weight loss
- dizziness
- Syncope; or
- other nonspecific complaints

Sexual Abuse

- Girls or boys experiencing sexual abuse may present similarly, with anxiety-related symptoms ranging from asthma or colitis exacerbations to headaches and difficulty concentrating in school.

School Violence

- Exposure to violence has significant emotional, behavioral and cognitive effects on children.
- Children who are exposed to violence are likely to exhibit fear, behavioral, cognitive and concentration problems and resultant difficulty achieving optimal academic success.
- Children who are not successful in schools are more likely to be violent than those who are successful.

Substance Abuse

- Nurses should be involved in initiating, participating in, and/or cooperating with school and community activities designed to prevent and/or treat the problem of substance abuse.
- Nurses must also learn to screen and be alert for possible substance abuse in their office, clinic, and key school areas.
- Substance abusers may present to the nurse indirectly, either with somatic complaints related to the abuse or the stress of their problem, or with vague questions or problems that are a way of asking for help from a trusted professional.

(Bohnenkamp, Stephan, & Bobo, 2015)

Safe Haven

- Nurses can also play a significant role in supporting students returning from treatment, by making their office or clinic a type of “safe haven” for a student struggling with sobriety or peer pressure issues.


Recipe for School Success (cont'd)

- To successfully educate the 21st century child we must use a “wraparound” approach that encompasses the whole child (physical, social and emotional needs), family, community resources that will nurture and support children’s health, safety, security, and emotional well being.
- This is new territory for school staff as these factors in times past have been associated with the home environment.
- However, if a child’s basic needs are not met the child most likely will not succeed in school.


Mental Health Advocate

- The school nurse can provide the school community with invaluable information regarding mental and emotional health and stability.
- Workshops, classroom appearances, “mental” health fairs, and carefully planned postings of information in the office, clinic, and school key areas are just a few of the ways that nurses can communicate the message about good mental health to students and staff.

(Puskar, & Bernardo, 2007)

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- School nurses are engaged in an increasingly wide array of activity, including promotion of social and emotional development, direct services, outreach to families, and various forms of support for teachers and other school personnel.
 - There is enhanced emphasis on coordination and collaboration within a school and with community agencies to provide the "network of care" necessary to deal with complex problems over time.

(Bohnenkamp, Stephan, & Bobo, 2015)

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- Thus, services in schools are expanding and changing rapidly.
 - Schools' efforts to address health and psychosocial problems encompass
 - prevention and prereferral interventions for mild problems
 - high visibility programs for high-frequency problems
 - strategies to address severe and pervasive problems.

(Bohnenkamp, Stephan, & Bobo, 2015)

The Vision



- To raise the level of awareness
- No community is immune or goes unaffected
- No school or workplace is untouched.
- Everyone with a mental illness has the potential to recover

Beyond Direct Service & Tradition

- New directions call for functions that go beyond direct service and traditional consultation.
- All who work in the schools must be prepared not only to provide direct help but to **act as advocates, catalysts, brokers, and facilitators of systemic reform.**
- Particularly needed are efforts to improve intervention efficacy through integrating physical and mental health and social services among all staff.

(Bohnenkamp, Stephan, & Bobo, 2015)

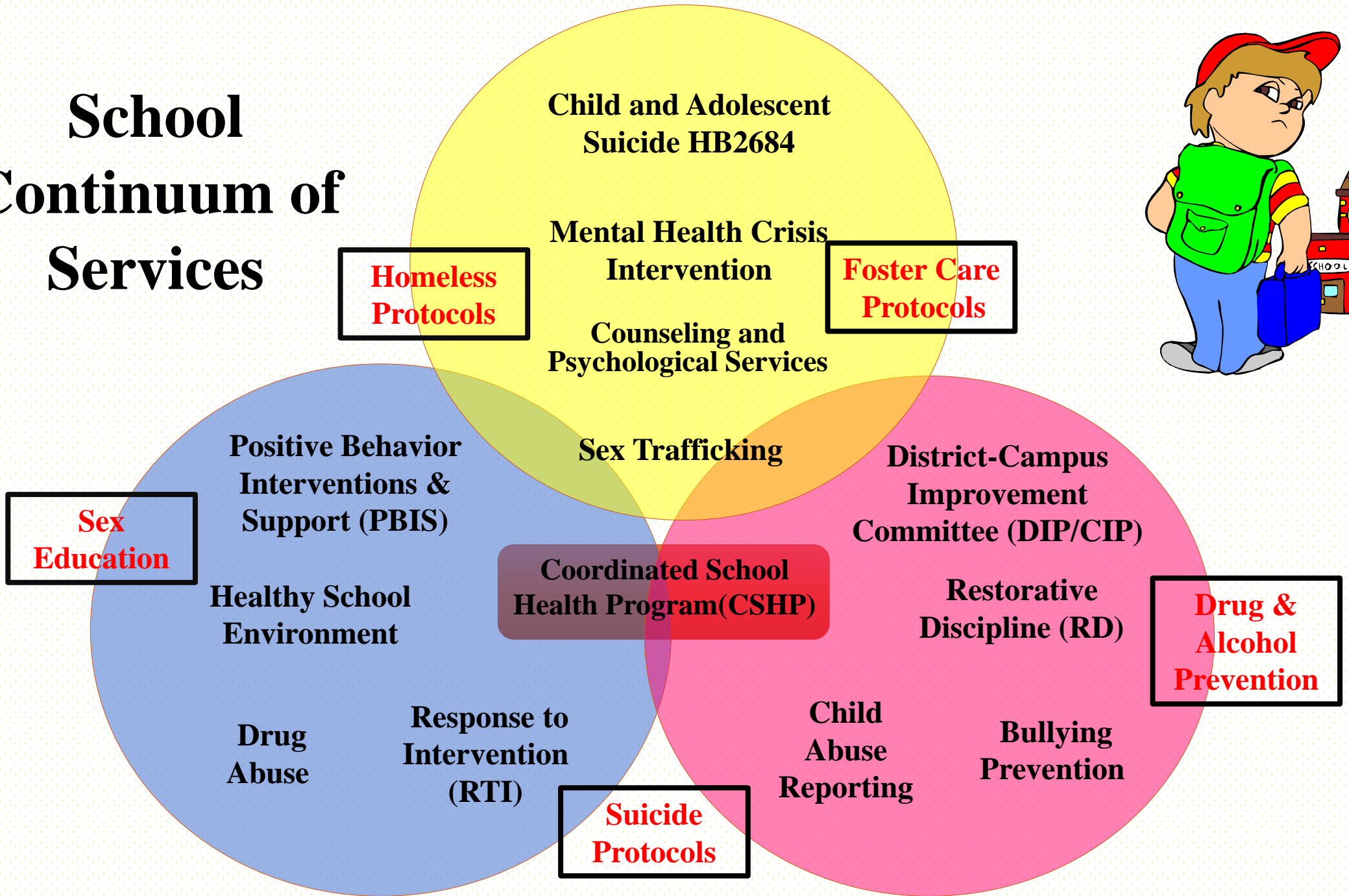
Increase Capacity


- What this means for school nurses is an increasing need to train and maintain a competent team of unlicensed school personnel to prevent, recognize and respond to emergencies and mental health issues.
- School nurses are identifying students at risk for both health and learning problems at an early age and are able to initiate early referrals for intervention and treatment.

What a School Nurse Can Do

- Screening and Assessment (**Adopted Protocols**)
- Identification, Response, and Prevention (**Training**)
 - Psychological First Aid for Schools
 - Youth Mental Health First Aid
 - Trauma-Informed Care
- Working with Others to Enhance Programs and Resources (**Comprehensive & Holistic Approach**)
 - Developing Working Relationships
 - Promoting & Securing Buy-In
 - Enhance Existing Programs

School Continuum of Services



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- Through an expanded set of roles and functions, such personnel can play a potent role in creating a **comprehensive, integrated approach** to meeting the needs of the young by helping to weave together what schools can do with what the community offers.

Psychological First Aid for Schools

- Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency.
- PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

(http://www.nctsn.org/sites/default/files/pfa/school/1-PFA_for_Schools_final.pdf)

Youth Mental Health First Aid

- Youth Mental Health First Aid USA is listed in the SAMHSA's National Registry of Evidence-based Programs and Practices.
- Mental Health First Aid is an international program proven to be effective.
- Promotes growth of knowledge of signs, symptoms and risk factors of mental illnesses and addictions.
- Can help identify multiple types of professional and self-help resources for individuals with a mental illness or addiction.
- Promotes the increase of confidence in and likelihood to help an individual in distress.
- Promotes increased mental wellness.

(<https://www.mentalhealthfirstaid.org/cs/>)

Trauma-Informed Care

- Trauma-informed care is a strengths-based service delivery approach "that is grounded in an understanding of and responsiveness to the impact of trauma; that emphasizes physical, psychological, and emotional safety for both providers and survivors; that creates opportunities for survivors to rebuild a sense of control and empowerment."

(Hopper, Bassuk, & Olivet, 2010, p.82).

Types of Trauma & Violence

- Sexual Abuse or Assault
- Physical Abuse or Assault
- Emotional Abuse or Psychological Maltreatment
- Neglect
- Serious Accident, Illness or Medical Procedure
- Victim or Witness to Domestic Violence
- Victim or Witness to Community Violence
- Historical Trauma

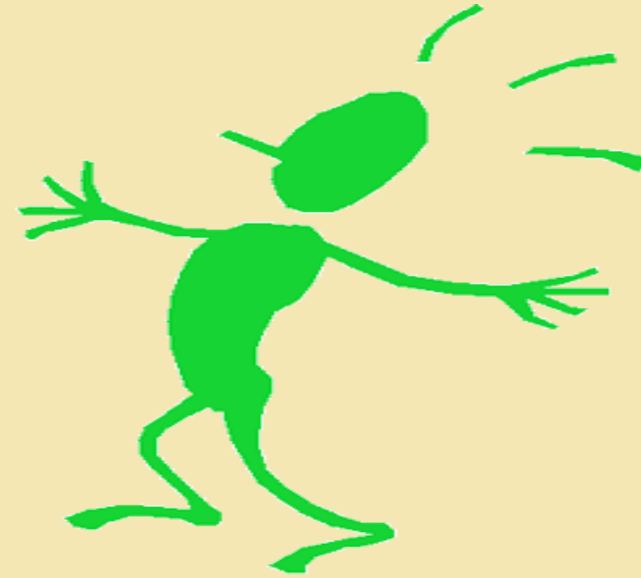
Types of Trauma & Violence (Cont'd)

- School Violence
- Bullying
- Natural or Manmade Disasters
- Forced Displacement
- War, Terrorism, or Political Violence
- Military Trauma
- Victim or Witness to Extreme Personal or Interpersonal Violence

Conclusion

- It is the position of the National Association of School Nurses that **school nurses have expertise** to assist students to develop problem solving and conflict resolution techniques, coping and anger management skills, and a positive self-image.
- Furthermore, it is the position of the National Association of School Nurses that **school nurses should be active members of crisis intervention teams and curriculum committees**, and be involved in the development and planning of intervention and prevention programs.
- As the school nurse roles extend to address mental health issues in school-aged children, evidence-based strategies and interventions can help assist district staff in the identification, and support of all children in to be academically successful by adopting a holistic approach.

(Bohnenkamp, Stephan, & Bobo, 2015)





Questions

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Mental Health Resources

- [The National Child Traumatic Stress Network – www.NCTSN.org](http://www.NCTSN.org)
- [Texas Collaborative for Emotional Development in Schools -http://txceds.org/](http://txceds.org/)
- [Eliminating Barriers for Learning - http://store.samhsa.gov/list/series?name=Eliminating-Barriers-for-Learning](http://store.samhsa.gov/list/series?name=Eliminating-Barriers-for-Learning)
- **Adolescent Depression Awareness Program (Grades 9-12) - <http://www.breakfreefromdepression.com/campaign.php>**
- <https://www.samhsa.gov/nrepp>

