

The Other Eight Hours: The Pivotal Role of the School Nurse in the Health of the Military Child

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Presenters



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Presenters



Elke Jones Zschaebitz is currently Assistant Professor at Georgetown University, teaching in the online FNP program. Prior to returning the U.S. in 2007 to teach at the University of Virginia, she was a school nurse at both Department of Defense Dependents School-Europe (DoDDS-E) Bitburg and Vilseck High Schools located in Germany where she was a former President of the Overseas School Health Nurse Association in 2004. She also worked as a volunteered credentialed NP in various family practice clinics between 1998-2007. In 2006, she received the Military Child Health Coalition's Scroll of Appreciation for Outstanding S2S Program. She has also worked at the Wilkinson Pediatric Clinic in Ft. Lee, as clinician and coordinator for the Exceptional Family Medical Program (EFMP). Her doctoral capstone in 2014, called Parent Perceptions of Mastery and Control in Military Families Who Have Children with Autism Spectrum Disorder was in response to the needs of these families at Ft. Lee.



Maureen Husum is a retired school nurse with DoDDS for over 30 years, working with children of all ages in Panama, Guantanamo Bay (Cuba), Ramstein High School (Germany) and Rota High School (Spain). Maureen was also involved in curriculum development for the Health Science Program for the Department of Defense Schools Worldwide, which included a nurse aid licensure upon graduation from the program. Maureen received the Department of the Army Outstanding Civilian Service Medal in 1990 for her work in the prevention of teen suicide. She was also President of the Overseas School Health Nurse Association in 2001.

Disclosures



- Both Elke Zschaebitz and Maureen Husum have no relevant financial or non-financial relationships to disclose relating to the content of this activity.
- The views expressed in this presentation are those of the author and do not necessarily reflect the official policy or position of the Department of Defense, not the U.S. Government.
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Learning Objectives



At the conclusion of this activity, participants will be able to:

1. Summarize the various roles of the school nurse in the life of military communities, specifically for communities serving overseas.
2. Recognize the collaborative partnerships between military pediatric facilities and school nurses in improving the health and wellness of children on a micro and macro level.
3. Discuss the additional challenges that military children face while living overseas and the school nurse's role in monitoring their physical and mental health status.

Polling Questions



1. How many participants have collaborated with a school nurse in the past year?

■ A. Yes

■ B. No

2. How many participants have had pediatric patients in an overseas military environment?

■ A. Yes

■ B. No

National Association of School Nurses



- It is the position of the National Association of School Nurses (NASN) that every child has access all day, every day to a full time registered professional school nurse (hereinafter referred to as school nurse). The school nurse serves in a pivotal role that bridges health care and education. Grounded by standards of practice, services provided by the school nurse include leadership, community/public health, care coordination, and quality improvement (NASN, 2016a).

Photo courtesy of Elke Zschaebitz



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Military Children



- The National Survey of Children with Special Healthcare Needs has determined that 11.2 million U.S. children are at risk for chronic physical, developmental, behavioral, or emotional conditions. These students may require health related services in schools (U.S. Department of Health and Human Services, Maternal and Child Health Bureau, 2013).
- 2016 Demographics Profile of the Military Community (2017): Department of Defense (DoD) force (Active Duty, Reserve, and National Guard) there are a total of 1,715,519 military children DoD-wide.
- There are more family members (56.4%) than military personnel (43.6%). Approximately 41% of Service members have children (34.4% are married with children and 6.2% are single with children). Regarding age, 37.8% of military children are age 5 or younger, 31.6% are between the ages of 6 and 11, 23.8% are 12-18 years-old, and an additional 6.8% are 19-22 years old.

<https://download.militaryonesource.mil/12038/MOS/Reports/2017-demographics-report.pdf>

<https://mchb.hrsa.gov/cshcn0910/more/pdf/nscshcn0910.pdf>



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Military Children



Promoting Health and Learning: School Nursing Practice in New Jersey's Public Schools

What does a school nurse do? A school nurse:

- Provides direct care to students, helping students manage chronic illness and attending to injuries and acute illnesses;
- Collaborates with the student, the family, and the student's medical home to develop and implement a plan of care;
- Provides care to students with special health care needs, working with the child study team and the medical home to ensure that appropriate health accommodations are implemented;
- Provides leadership for all aspects of school health by working with administrators to ensure that health-promoting policies and practices are adopted, implemented, and evaluated;
- Participates on school and district committees that address health and safety;
- Implements screening and referral programs to address student health issues that may impact both health and learning;
- Works closely with the school physician, community healthcare providers, the student and his/her family to ensure that identified health problems are addressed;
- Supports public health initiatives that address infectious disease control, immunization requirements, and sanitation efforts;
- Promotes a safe and healthy physical environment;
- Collaborates with the school and community to promote a safe and positive climate and culture;
- Educates students, staff, families, and the community about health issues; and,
- Supports school and community-based programs and services focused on health and wellness.



The School Nurse: The Pulse of the School The Impact of School-Based Health Care on Student's Health, Wellbeing and Educational Outcomes

“All Things That Count Can’t Be Counted”

William Bruce Cameron (1963)



Although the primary responsibilities of the school nurse were to meet immunization requirements and support special education, I found my office functioning more as a clinic. A student once told me how easy my job was because all I did all day was listen to students complain. I often pondered the irony of that statement, as truly listening to teens is no easy task. Was the headache complaint because they had not eaten, or were being abused or suicidal? Was the stomachache test anxiety or pregnancy? I soon began to realize listening was the most important attribute of my job especially for military dependents who were constantly being uprooted and whose parents were sometimes in war zones. No Child Left Behind was enacted while I was a school nurse. I became an advocate for students with physical issues to ensure the schools accommodated them. This was especially difficult for our blind and deaf students, as we had no feeder schools to meet their needs. There was the constant battle for a healthier school lunch program as we were supplied by Army and Air Force Exchange Service (AAFES).

-Maureen Husum

Serving the Needs



- The Exceptional Family Member Program screens and considers special needs of family members when assigning active duty members to regions.
- *Currently, there are more than 103,000 service members with more than 139,000 family members in the EFMP programs.*
- Provides information and referral services for physical, developmental, emotional or mental disorders requiring specialist services
- Informs families about local school and early intervention services
- Help in the non-clinical case management and individualized services plans
- Children who require medical specialist
- Children who receive are identified to be eligible for early intervention programs or special education services
- Aids in the assignment process, and does not adversely affect a soldier's career

<https://www.militarytimes.com/pay-benefits/2020/02/06/lawmakers-vow-to-fix-dod-special-needs-program-for-military-families/>

Partners



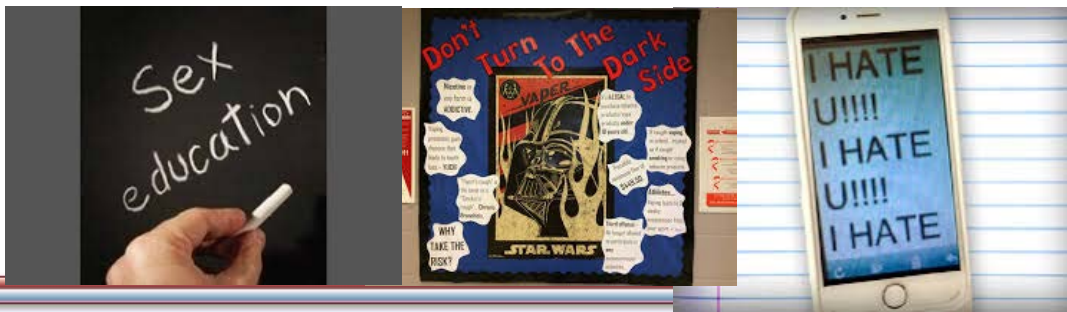
- Parents
- Pediatricians and Clinicians in both military and civilian communities & host nations
- Social Workers/ Family Advocacy
- Teachers, staff & Principals, School Officers
- Counselors/Psychologists
- ASACS Counselors/ DARE Counselors
- Special Ed Teachers/ IEP teams
- Cafeteria Staff
- The Children & Young Adults
- Bus and Transportation Systems
- Public Health Departments
- Military Police



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Roles



- Health prevention: Immunization oversight
- Health promotion: Wellness offerings
 - Asthma classes for parents, parenting classes
- Health interventions: acute episodic conditions
- Recognition of problems: Cutting, abuse, bullying, eating disorders
- Health maintenance: chronic conditions
- Mental health: referrals to counseling and school psychologists
- Emergency interventions: faculty and children
 - Mass cal
- IEP Committee service: autism, learning disorders
- Medication management in school: inhalers, controlled substances, antibiotic treatments



Delgado, S., Zschaebitz, E. & Friberg, E. (2011) Professional Nursing Roles

Layer of the Lived Experience of the Military Child Overseas



- Multiple relocations
- Tight-knit communities
- Safety net for social supports
- Worries about a parent
- Increased stress at home from multiple deployments
- Outcomes: Children who are exposed to diversity
- Equal Access to Medical Care (General or Private)
- Global citizens & Third Culture Kids

Third Culture Children” was coined to describe an individual who, having spent a significant part of the developmental years in a culture other than the parents’ culture, develops a sense of relationship to all of the cultures while not having full ownership by any. “Where are you from?”

Foreign Service Youth Foundation, 2014 <https://fsyf.org/TCKs>



Photo courtesy of Elke Zschaebitz

The Unique School Scenarios of Military Children Overseas



- The child who was falling down the stairs
- The death of a senior
- The child trying to steal controlled substances from the room
- Death of a child during PE (no inhaler available)
- Child with 2 aortas with complaint of stomach ache
- Teacher feeling 'tired'
- Kids caught with drugs were sent home (impacting careers)
- Tutor/Mentor Program Alcohol legal age in Germany (16) for beer and wine
- Racial profiles (Mini UN: S2S Program) shocking for students returning to the US



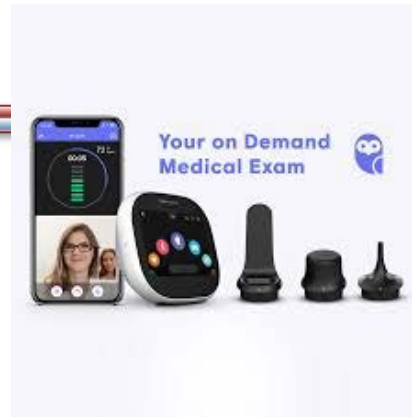
Photo courtesy of Elke Zschaebitz



What's Next? Innovative Ventures: Backpack & Tytocare



Photo courtesy of Elke Zschaebitz



<https://www.tytoCare.com/>



- Primary care will be provided at the school health centers through the Bland County Medical Clinic and the Martinsville Henry County Coalition for Health and Wellness, with specialty care provided by UVA and the Virginia Institute of Autism through secure telehealth connections.
- “We hope to improve access to coordinated primary care, help parents and school personnel assist children with special health care needs and help spark a demonstrable improvement in healthy behaviors related to fitness, nutrition and oral health
- One aim of the school health centers is to create “virtual care teams” for children with special care needs, including students with autism, asthma, diabetes and behavioral health conditions.
- “We want to facilitate communication between parents, primary care providers, classroom teachers and specialty care providers,”
- Kathy Wibberly from the Department

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Key Takeaways



- The Health Impact of a School Nurse is difficult to quantify
 - Military health promotion systems are unique safety nets
 - Military children, despite challenges are resilient
 - Military children are global citizens
 - Military children grow up and are proud of their military life experiences
- *School Nurses states have a unique role and impact but might not know the nuances of the life of the military child

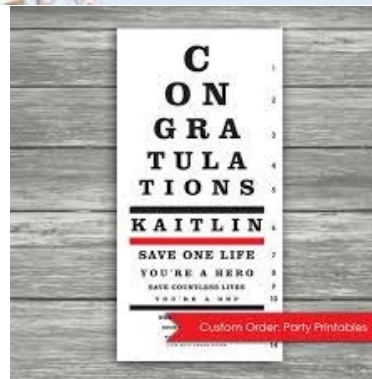
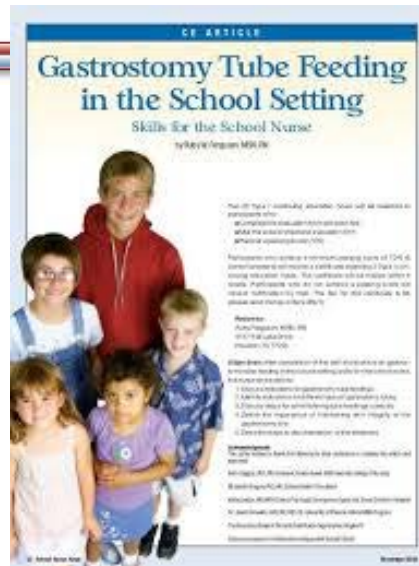
Questions, Comments



Percentage of secondary schools in which the lead health education teacher wanted to receive professional development on epilepsy or seizure disorder, 2014 School Health Profiles



<https://www.cdc.gov/epilepsy/groups/schools.htm>




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3. Click on the REGISTER/TAKE COURSE tab.
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5. Follow the onscreen prompts to complete the post-activity assessments:
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 - b. Complete the Evaluation
 - c. Take the Posttest
6. After completing the posttest at 80% or above, your certificate will be available for print or download.
7. You can return to the site at any time in the future to print your certificate and transcripts at <https://www.dhaj7-cepo.com/>
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