

# *DIVERSITY & INCLUSION: STRATEGIES FOR SCHOOL NURSES*

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*Part 2:*

## *DEFINING THE NURSES ROLE:*

### *ASSESSING THE STUDENT POPULATION'S HEALTH AND THE ASSOCIATIONS WITH THEIR SDOH AND HRSN*

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### ***Learning Objectives***

- *Self-assess your ability to develop a population health assessment of SDOH and HRSN for your student population that utilizes your school health services*
  - *Describe how improving the health outcomes of students connects with improving their academic success and in turn public health*
  - *Identify two specific strategies within your role as school nurses to improve the health outcomes of your student population*
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### ***Learning Outcome***

- *Have the knowledge to identify students potentially at-risk in their own communities and understand how school nurses may use two specific population health strategies to address barriers impeding student academic success.*
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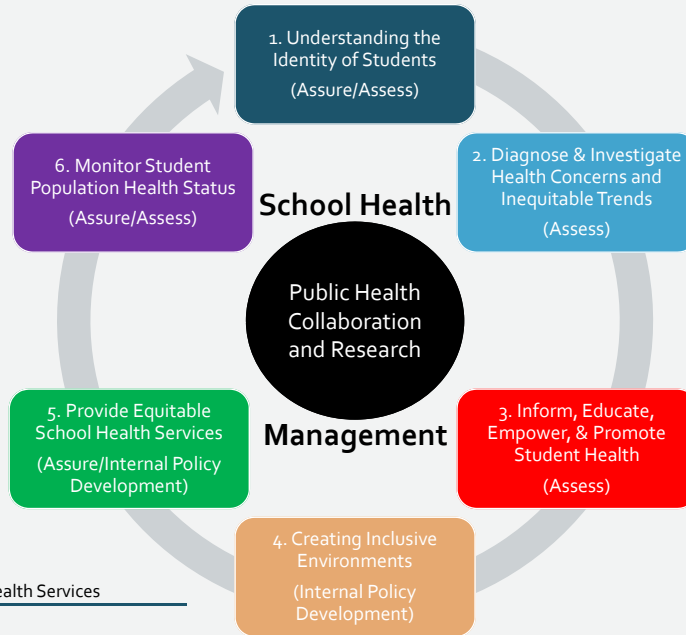
## *Advancing the Operationalization of Diversity & Inclusion*

- *Identity through lens of diversity*
- *The School Health System, Community, and Inclusion*
- *How school nurses can operationalize D & I in the school health system:*
  - *Recognize SDOH disproportionately impact student health outcomes & academic success*
  - *Municipalities infrastructure (physical, administrative, technological) can strongly influence or modify SDOH setup and HRSN accessibility of a student population and individual students*
  - *Consciously, meaningfully, & deliberately incorporating inclusivity in school health system*

## *Public Health recap*



*Introducing: School Health System Valuing D&I for Student Population Health framework*

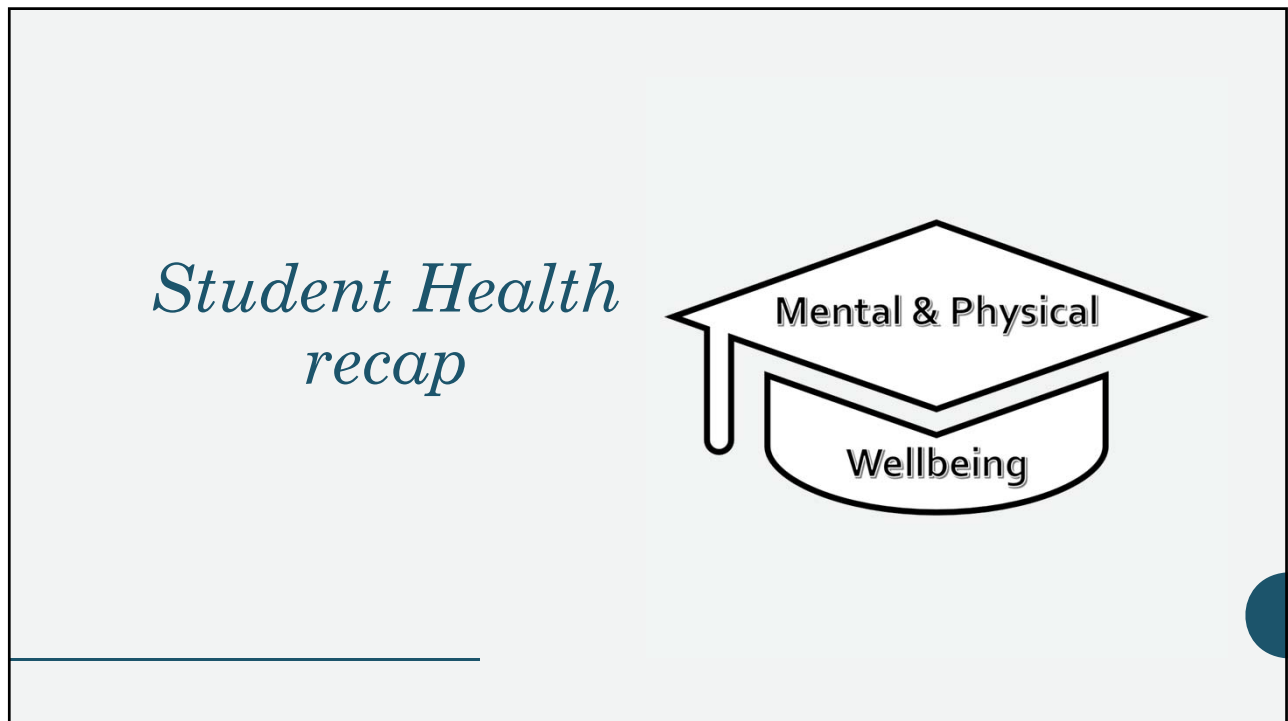


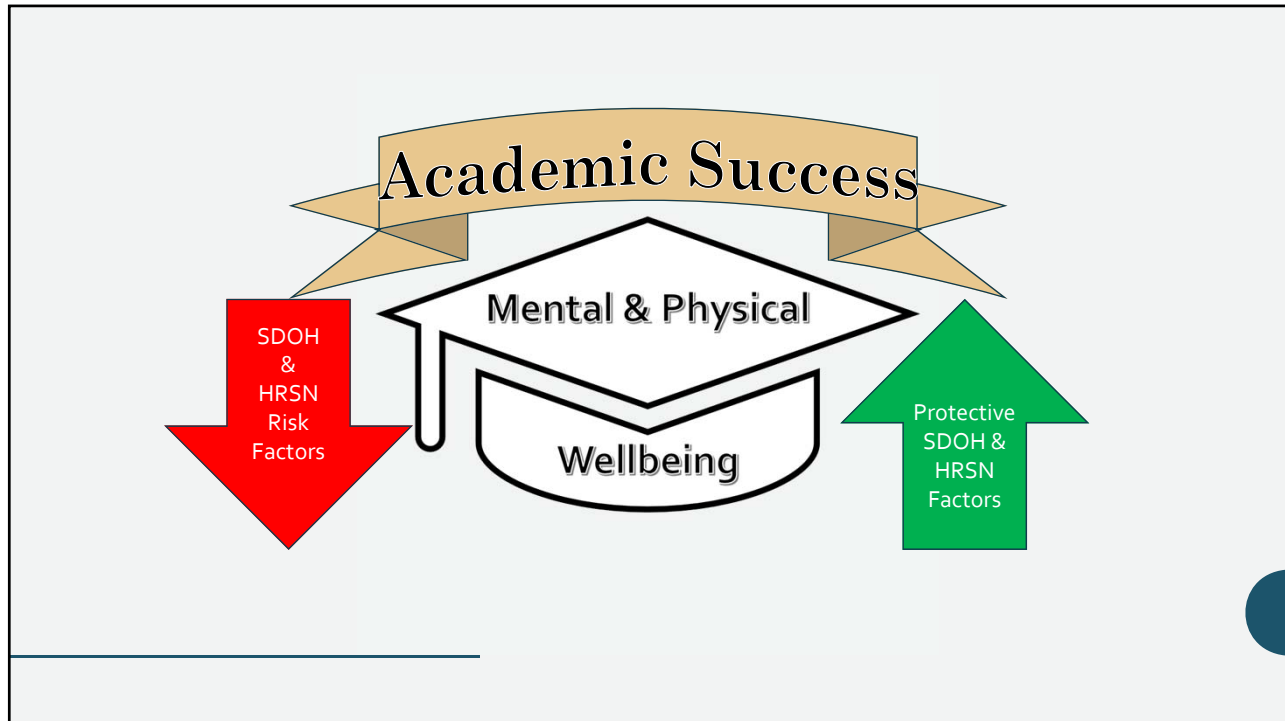
Adapted from 10 Essential Public Health Services

*The School Health System D&I Framework and is the property of Horwitz-Willis PHAC ©. Permission is required for use.*

*Population Health recap*





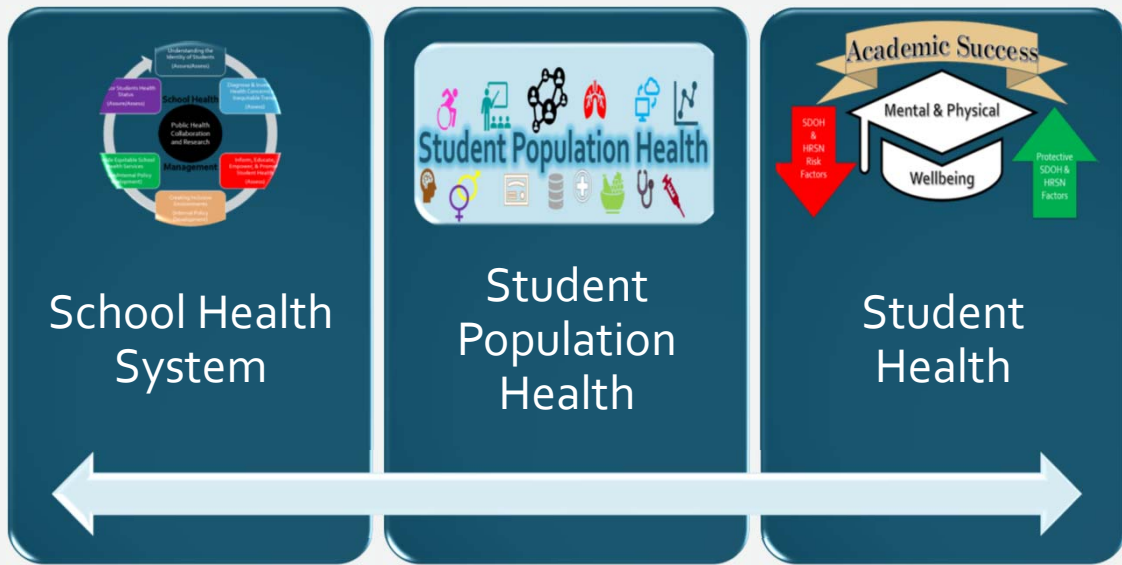


### *Assessment Checkpoint #1*

- *For this assessment, you can access it on your phone, personal computer or laptop.*
- *Please open an internet browser on any of those devices and you can access the assessment at the following internet link:*

*<http://popin.it/rbdv11>*

*The Nurses Role further in the School Health Continuum for Student Population Health Assessment*



*Two Key School Health Approaches*

***IDENTIFYING STUDENTS POTENTIALLY AT RISK***

***&***

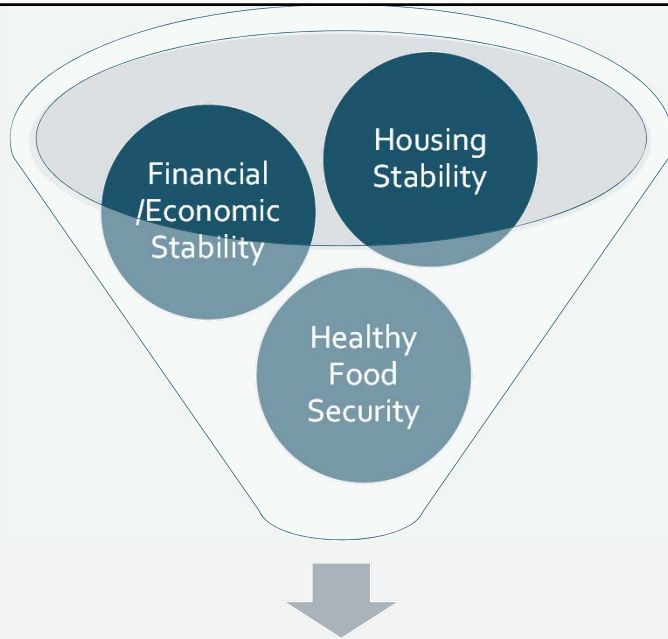
***TWO SPECIFIC STRATEGIES FOR SCHOOL NURSES TO ADDRESS BARRIERS TO ACADEMIC SUCCESS***

# *Social Determinants Health (SDOH) recap*



Image Source: Office of Disease Prevention and Health Promotion, (2019). Healthy People 2020. [www.healthypeople.gov](http://www.healthypeople.gov)

# *Health Related Social Needs (HRSN) recap*



Healthy Population or Individual

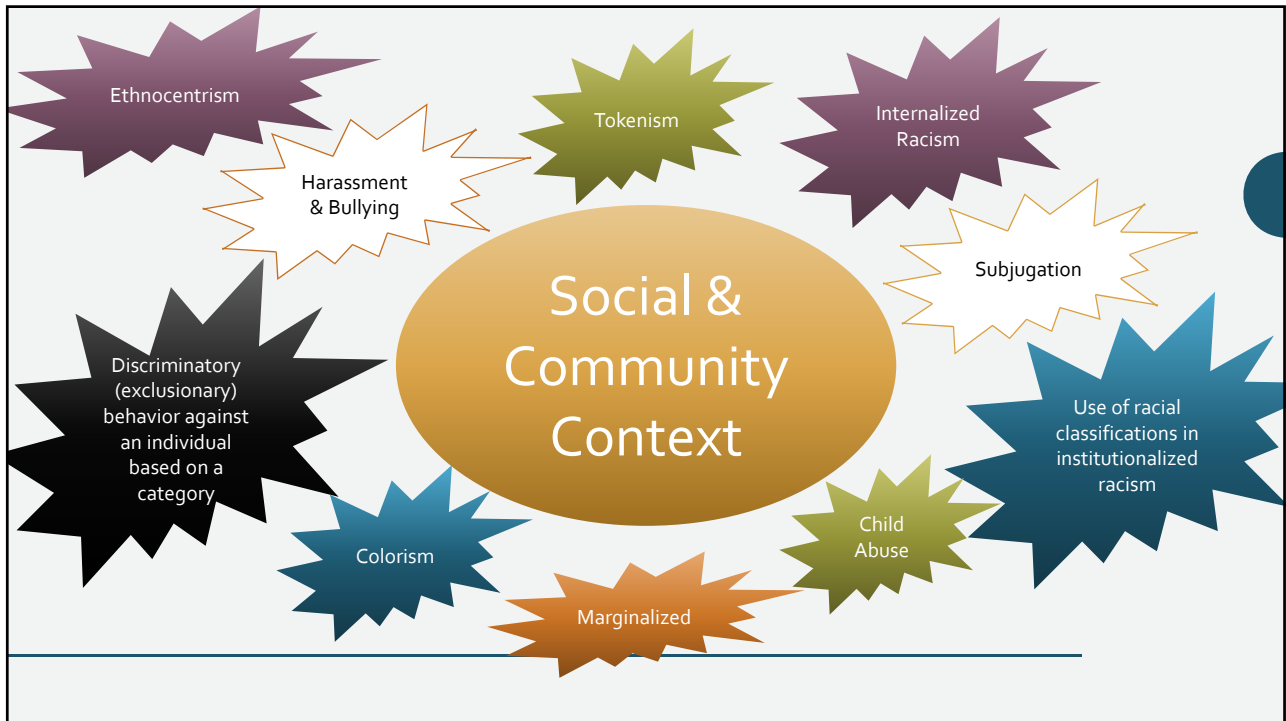
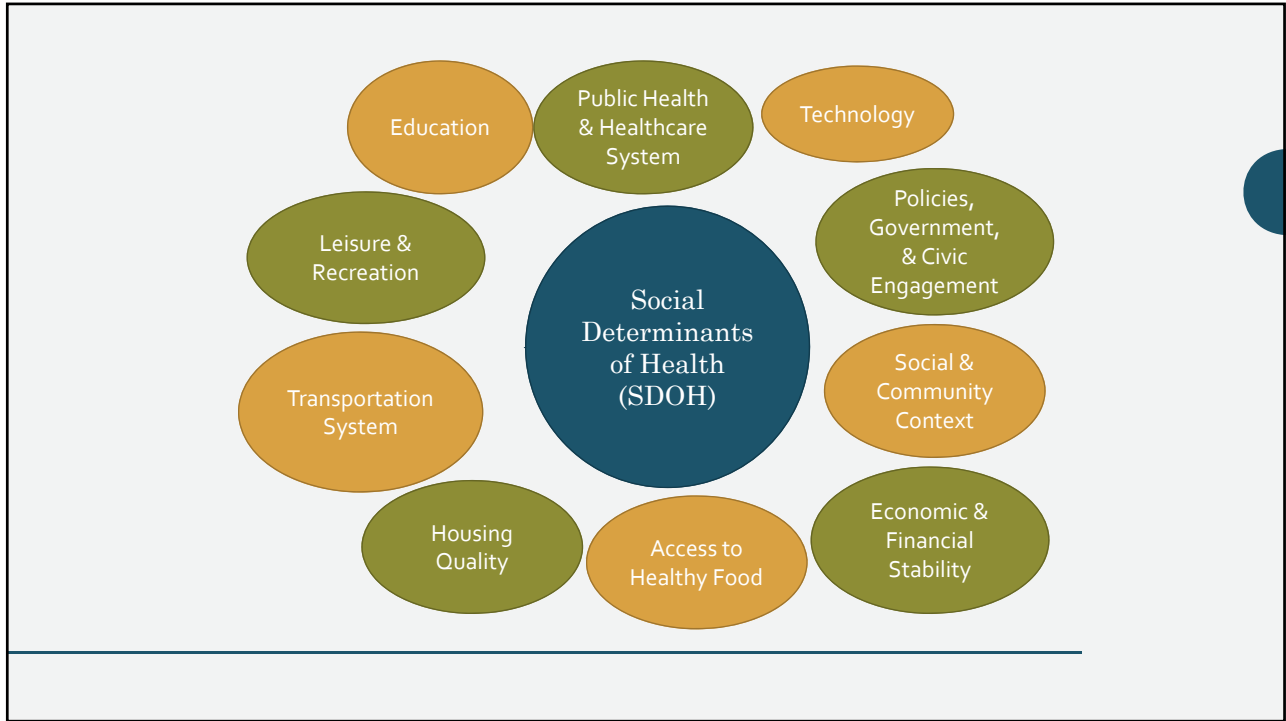


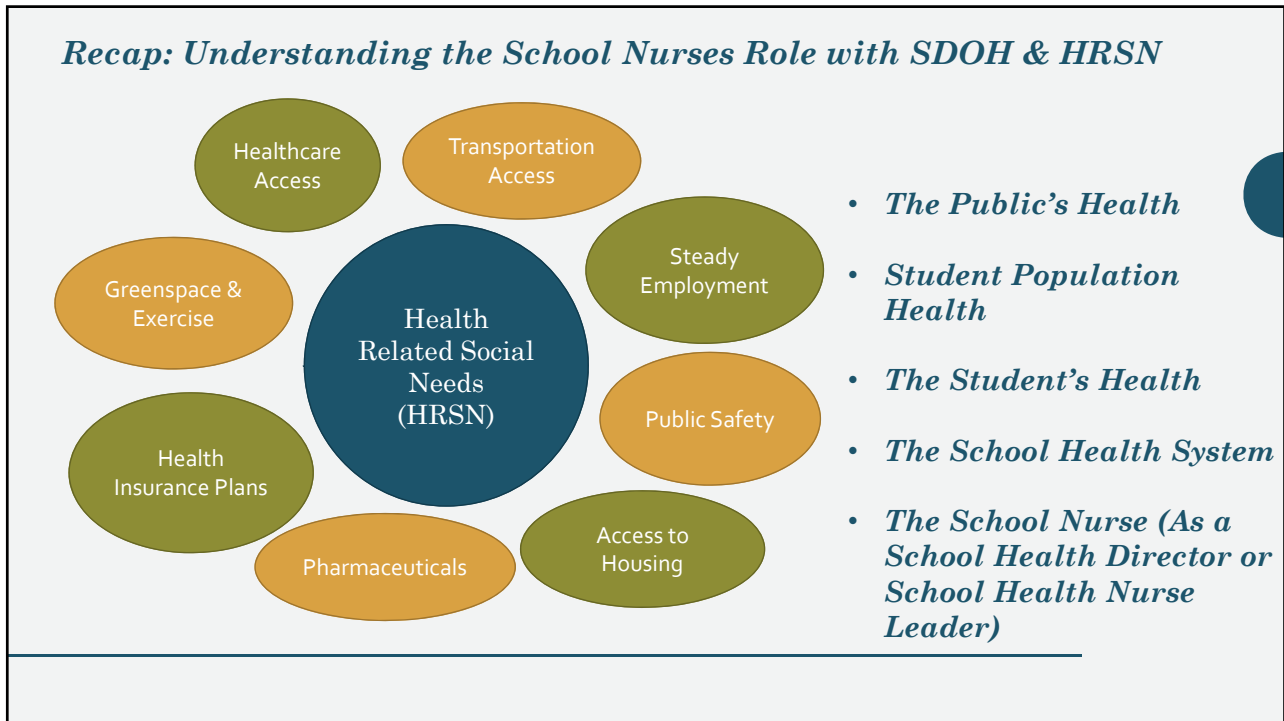
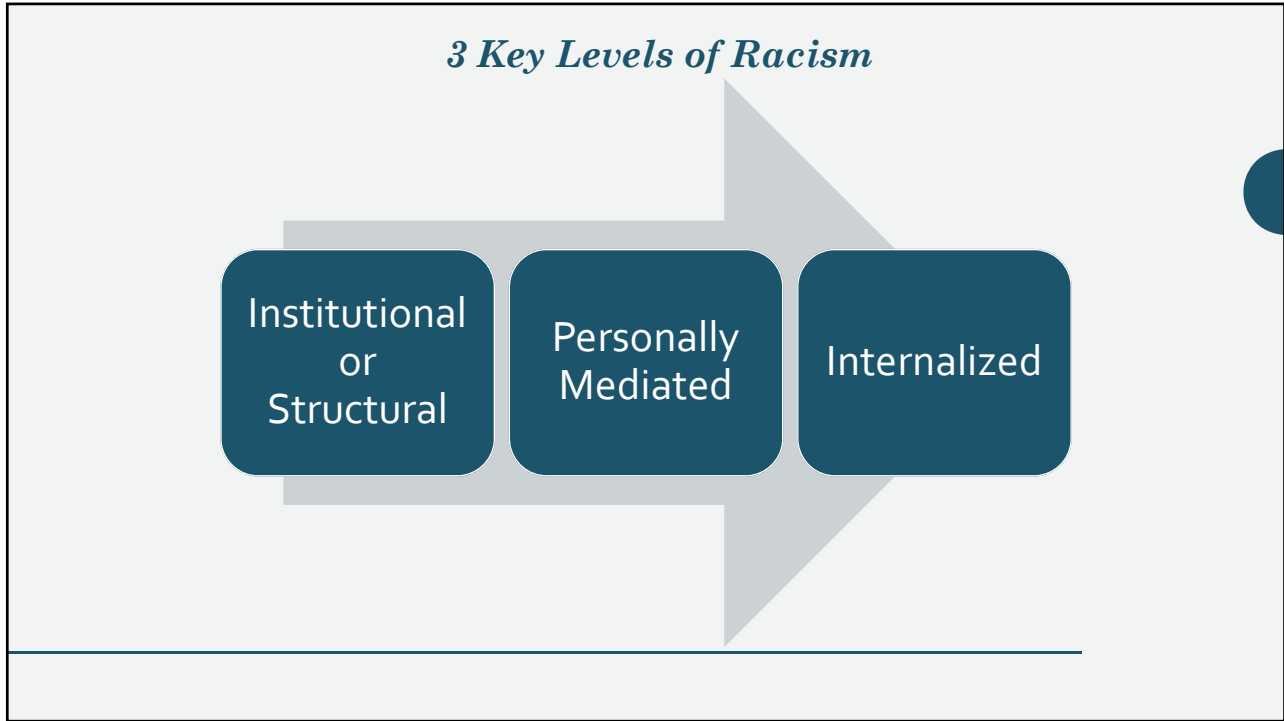
### ***Defining School Nurses Role in Assessing Student Population Health: Identifying Students Potentially At-Risk***

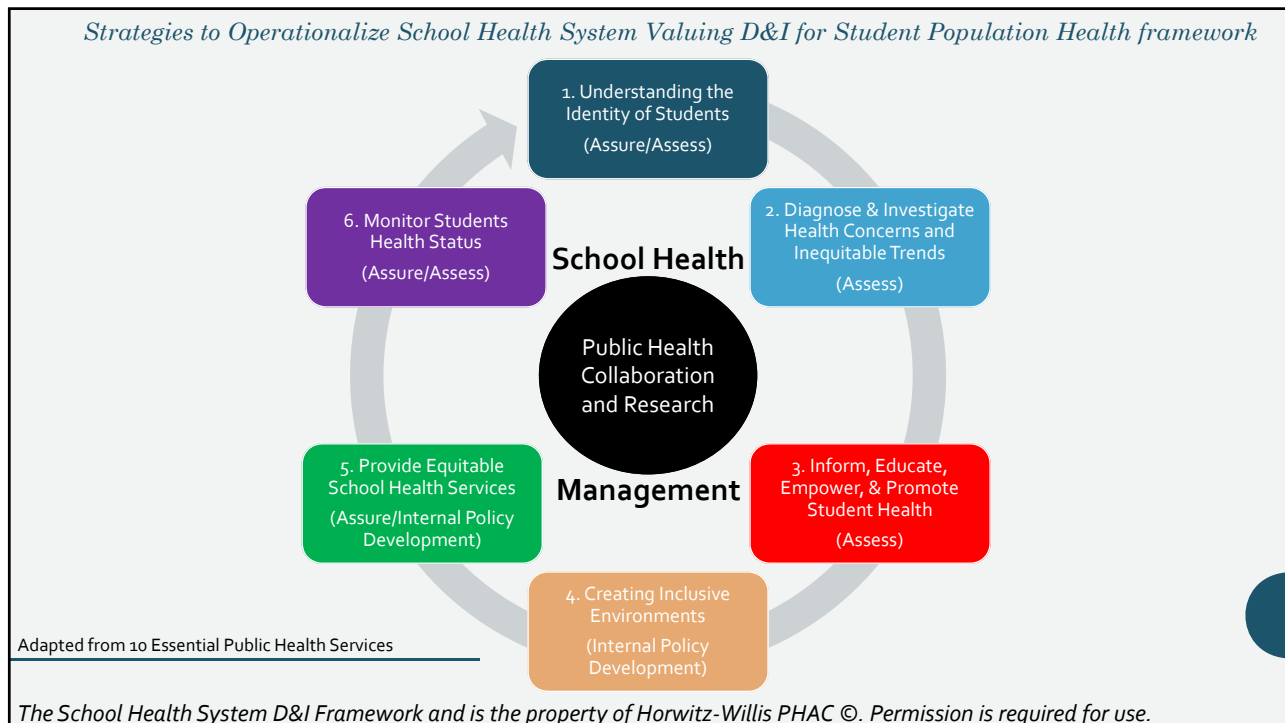
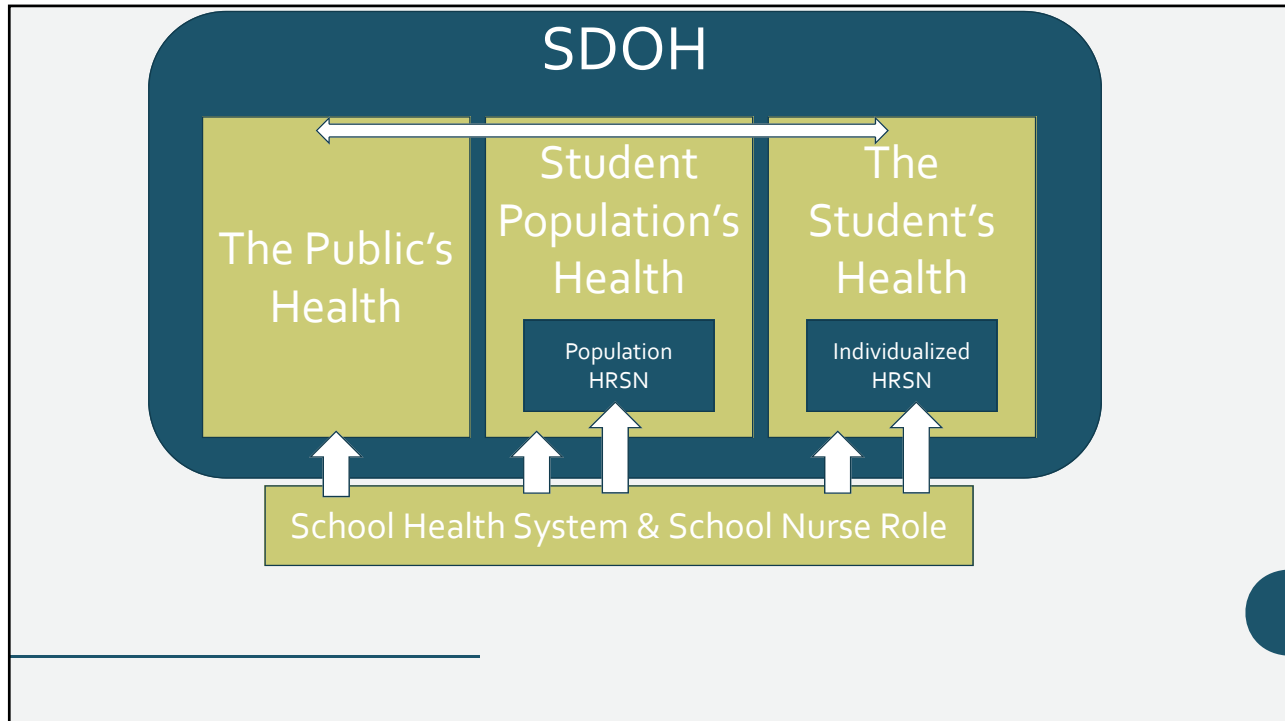
- *Review an existing community health assessment (CHA) with a school health assessment for insights amongst student population:*
  - *CHA - Provide information about SDOH and HRSN inequities students may encounter*
  - *CHA - Provide a demographic breakdown to provide an idea of who is most vulnerable*
  - *CHA - May provide an indication about the distribution of disease, injury, violence and trauma that the student population faces across a community*
  - *CHA - Should have geospatial data present to help determine what community assets and supports are lacking for segments of your student population that can impact their health and in turn, their academic success.*

### ***Recap: Understanding the School Nurses Role with SDOH & HRSN***









### ***Defining School Nurses Role in Assessing Student Population Health: Student Population Health Strategy #1***

- *Following the proposed School Health System's Valuing Diversity & Inclusion Framework and American Academy of Pediatrics recommendations:*
    - *Assessment for reports of 3 key factors of racism*
    - *Assessment of stressors on basis of how student's identity is disparaged*
      - *Has 'hidden' or 'silent' impacts on health not visible or easy to detect*
      - *Doesn't always have a clinical diagnosis, but may lead to one*
      - *This might lead to subtle mental stress, cardiovascular, and cerebrovascular health degradation*
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### ***Defining School Nurses Role in Assessing Student Population Health: Student Population Health Strategy #2***

- *Having trained school health and/or school administrative staff to engage in the proposed School Health System's Valuing Diversity & Inclusion Framework:*
    - *Institute student population health quality of care metrics that address D & I*
      - *How well are we doing at becoming comfortable with addressing culture, academic success, and health?*
        - *Examine the administrative data, academic data, with student health data*
        - *Able to develop and design training based on cultural humility and competence*
      - *How well are we doing to incorporate health literacy-promotion programs?*
        - *Representation of diverse cultures achieving optimal health*
        - *Illustrating that it's completely normal to talk about mental health*
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*<http://popin.it/qx84bn>*

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*Q & A*

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