

Who is BILL??

Bill Marrapese, MSN, RN
School Nurse -
Greenfield Commonwealth
Virtual School



Who-Public/Virtual Students

- Public K-12 school, 750 students, 170 communities
- The draw - Severe allergy, Social Anxiety, Peer Violence
- A Typical Day 8:30 - 3:00 pm in live classes at home
- Social - In school (by grade level) "lunch bunch"
- School did not close during the pandemic.

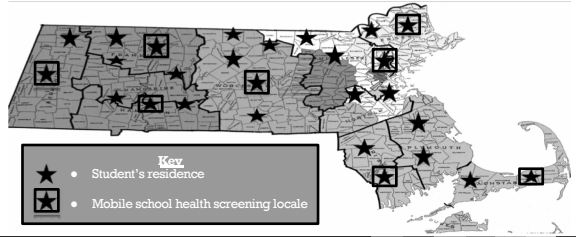
Data Driven

- Academics (core compared to similar size)
- Attendance and Engagement
- Graduation Rates
- Physical -Socioemotional Health
- School nurse role supporting Academic Progress

Demographics

Race	Language
African American/Black 11.0%=83	English proficiency 96%
Asian 4.2% = 32 and Arabic	ELL 4% Spanish
Hispanic 17.8% = 128	
Multi-Race 5.9% = 44	
White 60% = 450	

School Health Screenings



Virtual School Nurse

- Licensed by DESE, subject to same requirements as public, “brick and mortar” nursing practice
- A Typical Day (pre-pandemic) - a hybrid model
- A Typical Day (during-pandemic) - public health officer

How-Virtual Nursing

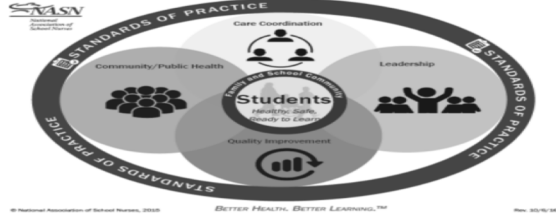
- School Health Assessments (monthly traveling)
- A Typical Day - public health and attendance officer
- GCVS Support Center - traditional nurse's office
- Co-teaching Health classes (SBIRT assessment)

Virtual NASN framework

- **Care Coordination** - GCVS Support center
- **Leadership** - Attendance Practice Group
- **Quality Improvement** - IEP and 504 advocate
- **Community Public Health** - Public Health Officer

Virtual NASN framework

Framework for 21st Century School Nursing Practice™



My Role

- My job description - in collaboration with school physician
- Why is my role important? Assess & Plan.
- **Secure portal** for uploading of Physicals/Immunizations
- **SNAP portal** for student health documentation

My Role, as ...

- Why is my role important?
- My role as an Advocate for IEP Health Assessments
- My practice includes certification in ...
 - Youth Mental Health First Aid

My Role, as ...

- My role as an Advocate for health accommodations
 - **MCAS accommodations, in class participation**
 - **School Nurses need to be active in 504 meetings.**
- My practice includes direct collaboration with parents and guidance counselors

How I can be a catalyst

- Collaboration/Consult with Pediatricians
- MIIS interchange for vaccination compliance
- Active role in regional and state wide CSHS meetings

Advocacy in the Pandemic

- Our role....
 - The school nurse needs a seat at the table to ADVISE on safely opening a school building.

Think of a question
your colleagues
might have.







Students with your response

Peer Deck
Peer Deck Interactions
Do not remove this


Health Education

- What can I learn about student needs? An entree into the SBIRT assessment
- How/Why - Check out the CDC resource on Vaping.

TOPICS 1

1		What Are E-cigarettes?
2		What Are The Health Risks?
3		What Leads To E-cigarette Use?
4		What Can You Do About It?

Nicotine Can Lead to Addiction



It's not like you can buy a new brain.

The human brain is the most complex, sensitive organ in the body. The nicotine in e-cigarettes can damage the brain's ability to learn and remember, and can lead to addiction. Learn more at www.fda.gov/e-cigarettes

Most Important Takeaway

FINAL SLIDE



The use of e-cigarettes is unsafe for kids, teens, and young adults.

My Strengths

- My Strengths include
 - Relator - actively listening to provide empathy
 - Connector - understanding on how words connect to feelings
 - Catalyst for Positive Change

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Experiences of School Nurses Caring for Newly Arrived Immigrant and Refugee Children


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August 11, 2020

Northeastern University School Health Academy
Annual Summer Academy

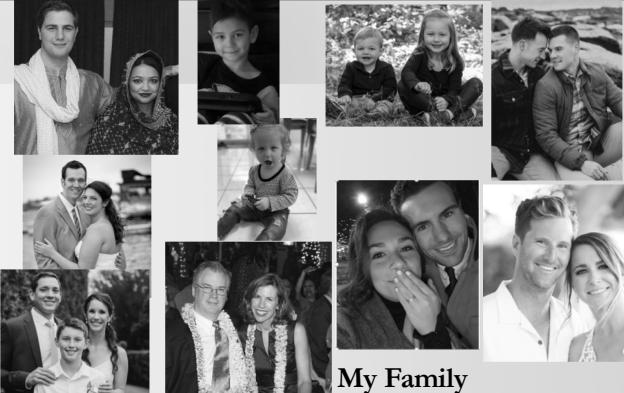
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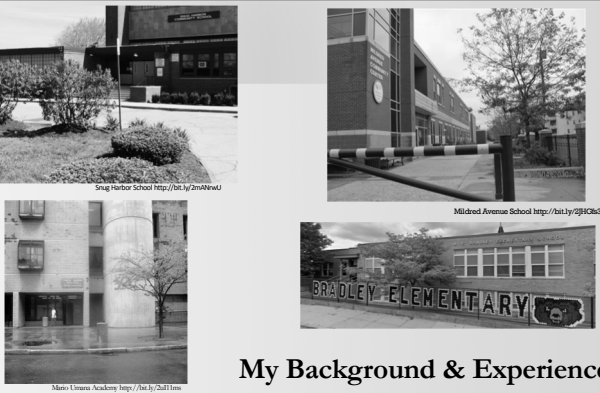
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My Family

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My Background & Experiences

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Learning Outcomes

- Identify how school nurses perceive influence of immigration on newly arrived children's wellness and educational success.
- Discuss beliefs about facilitators and barriers to health care delivery for this at-risk population.
- Describe perceived needs of school nurses in caring for newly arrived children.

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"Yearning to Breathe Free"



Source: The New Yorker (7/2/18)
Artist: Barry Blitt

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School Nurse Trends

In the United States, approximately **132,300** school nurses (SNs) are caring for nearly **77 million** school-age children in prekindergarten through grade 12 (25% of the population.)

Sources: U.S. Census Bureau (2019), Willgerodt et al. (2018)

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Who are newly arrived immigrant and refugee children?

Immigrants foreign-born- those residing in the U.S. who were not citizens at birth:

- Legal nonimmigrants
- Naturalized citizens
- Refugees**

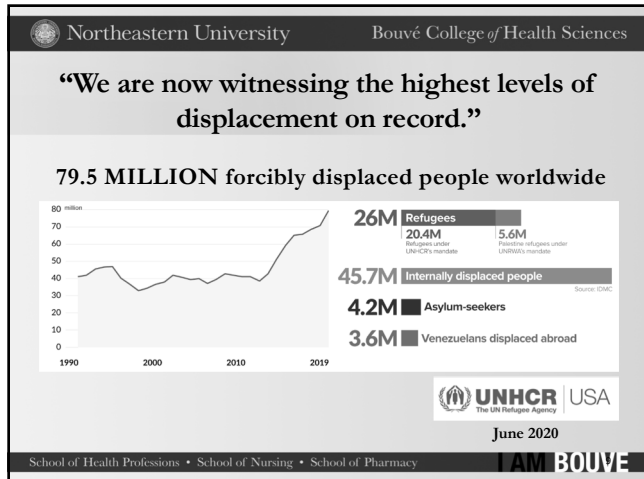
Refugee is one that flees-especially to escape danger or persecution.

Unauthorized immigrant: one who enters the country without legal permission or who overstays their visa

"Newly Arrived": Entered in past 5 years

Source: U.S. Census Bureau (2019), Batalova, Blizzard, & Bolter (2020)

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Vulnerability of Displaced Children

Children do not bear any responsibility for:

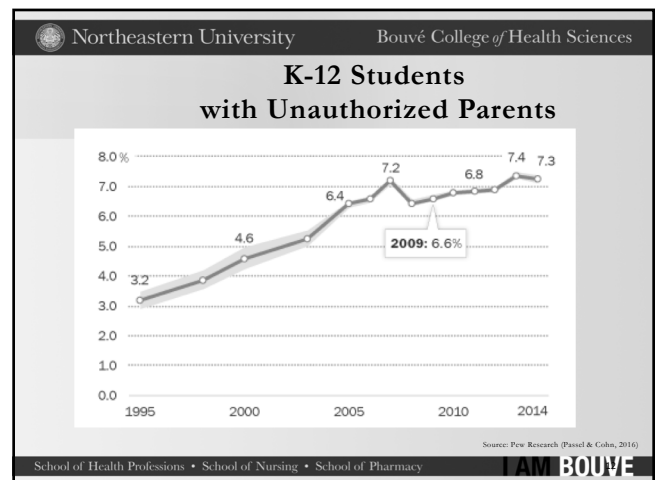
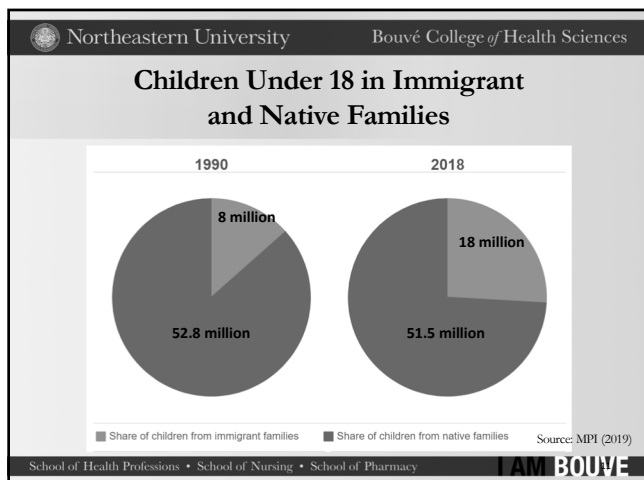
- Bombs & bullets
- Gang violence
- Persecution
- Shriveled crops
- Low family wages & poverty

Yet, Children are *always* the first to be affected.

Source for photo and facts: UNICEF (2016)


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Legal Precedent for Education of Immigrant Children: 1982 Supreme Court issue *Plyler v. Doe*



“By denying these children a basic education, we deny them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to the progress of our nation”.

Source: Plyler v. Doe, 1982, para. 2

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Newly Arrived Children: Risk Factors for School Performance

- **SLIFE: Students with Limited or Interrupted Formal Education**
- Language barriers and discrimination
- Higher poverty rates
- **Traumatic stress**
- Disparities in access to quality physical and mental healthcare

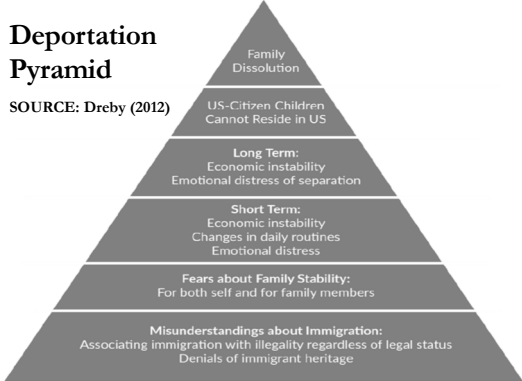
Sources: Alegria et al., 2010; Seery et al., 2015; Refugee Trauma and Resilience Center, 2019

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Deportation Pyramid

SOURCE: Dreby (2012)



Family Dissolution

US-Citizen Children Cannot Reside in US

Long Term:
Economic instability
Emotional distress of separation

Short Term:
Economic instability
Changes in daily routines
Emotional distress

Fears about Family Stability:
For both self and for family members

Misunderstandings about Immigration:
Associating immigration with illegality regardless of legal status
Denials of immigrant heritage

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Significance to Nursing

- Influx of newly arrived children is a **humanitarian crisis**.
- SNs are working on the front lines.
- Influx is happening when SN caseloads are increasing in size *and* complexity.
- SN's experiences caring for newly arrived children are often overlooked!

Sources: McGuire (2014), Stein (2017), Willgerodt et al. (2018)

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**Journal of School Health
Research Priorities**

JOURNAL OF
SCHOOL HEALTH

RESEARCH ARTICLE

**How Schools Can Promote Healthy
Development for Newly Arrived Immigrant
and Refugee Adolescents: Research Priorities**

Clea A. McNelly, DrPH¹, Lyn Morland, MSW, MA², S. Benjamin Doty, MPH³, Laurie L. Metchie, PhD⁴, Summer Ahmad⁵, Altai Husan, PhD⁶,
Ayat Nashwan, PhD⁷

**Research Priority #3: What are major stressors with
newly arrived immigrant adolescents?**

Source: McNelly et al. 2017

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Research Question

What are the lived experiences of school nurses (SNs)
in caring for newly arrived immigrant and refugee
children in urban public schools in grades K-8?

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**Research Design: Qualitative Method
Phenomenology**

Focus

Understanding the essence of an experience
(i.e., describes the phenomenon)
* Ideal for studying understudied populations

Unit of Analysis

Studying several individuals who have shared same experience

Data Collection

Interviews


Source: Creswell & Poth (2018)


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Data Collection and Management

- Verbatim transcriptions secured for all interview audiotapes
- Examined each original text (interview)
- Verified accuracy of transcriptions
- Loaded transcripts into NVivo Pro to identify common themes

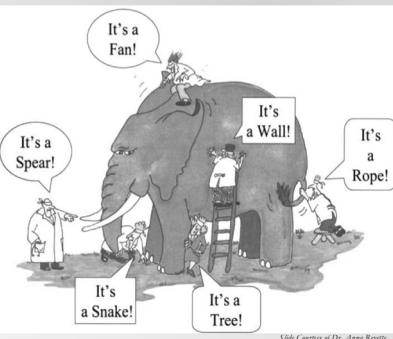




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Data Management



In the end, it cannot be doubted that each of us can see only part of the picture. The doctor sees one, the patient another, the engineer a third, the economist a fourth... [Human Knowledge] grows from the relationship that we create between each other and the world, and still is never complete..."

Paul Kalanithi
When Breath Becomes Air


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MSNO
Massachusetts
School Nurse Organization, Inc.

Sample



- 20 female SNs
- Recruited through MSNO & MDPH Feb- June 2019.
- Median age 57 years
(range 25-71 years)
- White (n=17), African American (n=1),
White mixed (n=1)
Native American/African European (n=1)


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MSNO
Massachusetts
School Nurse Organization, Inc.

Sample (cont.)



- Interviews in-person (n=16)
over the phone (n=4)
- Average interview length: 47 minutes
(Range 28-87)
- BSN (n=20), Masters degree (n= 12),
Doctoral (n = 1 PhD; n = 1 DNP)

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Results: Themes, Categories & Constitutive Pattern

Theme 1
Trials and Triumphs:
Telling Stories About Newly Arrived Children

Theme 2
Walk a Mile in My Shoes

Theme 3
Being a Trusted Health Navigator

Constitutive Pattern
The Role of SN in the Context of Trauma

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Theme 1
Trials and Triumphs:
Telling Stories About
Newly Arrived Children

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Structural deficits traumatize newly arrived children.

Structural deficits include:

- Food scarcity.
- Unstable housing.
 - Living in shelters.
 - Living in unsafe housing projects.
- Absence of parental supervision.
- Lack of health care
- Absent dental care




Photo Source: UNICEF (2016)

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Structural deficits traumatize newly arrived children.

“The city as a whole needs some help pulling up and pulling out...It’s quite palpable. The drugs are in the home. And so, they’re watching their parents make money this way; and, then, [the children] are making money. It’s the vicious cycle that is why they remain in poverty and remain in this situation. It’s just going to continue.”

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Newly Arrived Children Are Vulnerable to Abuse and Exploitation

SNs described situations that involved:

- Children living with strangers (e.g., relative or family connection they have never met.)
- Online predators.
- Bullying.
- Social media.
- Sexual exploitation (i.e., sex/human trafficking).

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Newly arrived children are vulnerable to abuse and exploitation

“Every year we have girls who are new to the country...who have been sexually violated. We have kids who have been trafficked who are right in our school, all from another country. [They are] coming into the U.S. being coopted by the internet, or meeting somebody on the corner, or in a mall.”

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Newly arrived children are vulnerable to abuse and exploitation

“Well, [newly arrived children] have access on the internet and nobody has taught them to be aware of the predators. And when someone calls and says, ‘I’ll meet you online’, or ‘meet you in a chatroom’, or ‘meet you when you’re playing a game online’ and they join in the game and they tell you that ‘you’re nice’, and ‘I like you’, and ‘Can I meet you?’”

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Newly arrived children are vulnerable to abuse and exploitation

“We don’t have enough support systems in place to help kids and parents to understand the fear and the reality that their [newly arrived] children are ‘ready targets’ for sexual predators.”

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Emotional Stress of Transience and Separation

SNs shared stories of:

- Vulnerability to transience and separation.
- Children coming to join their parents after years of separation.
- Newcomer Schools with SLIFE students (Students with Limited or Interrupted Formal Education)
 - Come with gaps in learning
 - Some with no formal education

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Emotional Stress of Transience and Separation

One participant recalled a fourth-grade Asian boy who she has known since kindergarten. He had not met his parents until he immigrated to the U.S. at five years of age. She said:

“He has had issues from day one... behavioral issues, emotional issues... I can see that he is stressed a lot of the time.”

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Emotional Stress of Transience and Separation

“I feel like there's split happening. The family is being split up in some way. Because I've rarely seen an entire family immigrate here, and not leave anyone behind. [The newly arrived child] said, 'I haven't seen my mom in six months.' And to me, it hits home. Because I have [two young children.] And, it breaks my heart to think that they just go without seeing their mom for months and months at a time.”

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The Burden of Living in Fear of Deportation

Fear of deportation was evidenced by:

- Family fear of accessing health insurance (i.e., red flag for deportation.)
- Parents refusing school-based health center (SBHC.)
- Parent voicing fear children could be taken away by welfare services or through deportation.
- Secretiveness (i.e., “don't call my parent!”).

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The Burden of Living in Fear of Deportation

“They're very scared to give some of their information. So, it crosses my mind if they're undocumented immigrants and they're just afraid to give too much.”

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School Nurses Admire Newly Arrived Children's' Resilience

Stories of resilience included:

- Strong sense of family.
- Supportive social networks.
- Close-knit communities.
- Ethnic pride.
- Value of education.
- Motivation to learn.

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School Nurses Admire Newly Arrived Children's' Resilience

"I think there's a lot of resilience in the children...when refugee and immigrant families are coming, they're looking for something better or they're escaping something traumatic...I think that's what I've experienced is [they are] grateful to be here and appreciate any help and support."

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School Nurses Admire Newly Arrived Children's' Resilience

One SN voiced admiration for medically fragile newly arrived children:

"The smile, the resilience and happiness...you can't teach it, you can't read it, you have to see it and experience it...it is the reason I go to work every day."

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THEME 2
WALK A MILE IN MY SHOES

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Challenging Tasks for School Nurses

SNs revealed:

- Incomplete (or no) health records.
- Unvaccinated children.
- Children who don't know how to put a thermometer under their tongue.
- Parents who don't understand serious health conditions (e.g., diabetes, seizures)
- Attendance/education perspective of families (different from the U.S.)

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Challenging Tasks for School Nurses

“The Registration Center does not vet the incoming student; or make parents aware of medical requirements for school...I feel like it's a walking timebomb because if the kid is new to the country, and in the process, someone gives them six vaccines, they can't imagine that there's anything else that needs to be done.”

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Challenging Tasks for School Nurses

“I think sometimes we're quick [to presume] that the parents are negligent...for example, if we feel like someone is not returning our calls or not signing paperwork... even if it's written in Spanish. We can get frustrated with them. But I think we have to understand and try to take a walk in their shoes...and don't assume anything.”

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Caring for Newly Arrived Children in U.S. for Advanced Medical Treatment



SNs shared stories about navigating:

- Case management.
- Continuing care.
- Transportation.
- Education on what's next.

For children with congenital disorders, cerebral palsy, physical disabilities, osteogenesis imperfecta, seizures.

PHOTO SOURCE: <https://www.unicef.org/stories/2019-year-photos>

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Caring for Newly Arrived Children in U.S. for Advanced Medical Treatment

“We have a lot of children with disabilities in our school. They come because there is more advanced medical treatment in the U.S. They're looking for some hope for their children's disorders. We have had some parents come here...maybe with an unrealistic view of what they could get in terms of health care [in the U.S.]. Other [immigrant] kids have benefitted a lot... such as those with cerebral palsy who are getting physical therapy, equipment, and wheelchairs...things that they would not be able to get in their home countries.”

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Caring for Newly Arrived Children in U.S. for Advanced Medical Treatment

“When I talk to other people who have a different opinion of immigrants than I do, they'll [say] ‘they come here for the best care.’ My question is always, ‘Where would you go to save your child [and give] them the best quality of life?’ These are the people that have made it. I don't know about the children that haven't.... So when I look at it from that perspective, there isn't a human being that I know that wouldn't do everything they could for their child. They live in some of the most abject poverty under the radar...Even given the minimal amount of support that we [in the U.S.] give to these immigrant children...it's still significantly more advanced than the best medical care that they can receive in their native countries.”

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Lost in Translation: “Even having a translator, things get lost in translation.”



Overcoming language barriers

- Using adult interpreters/bilingual staff “to get to the bottom of the story.”
- Three-Way phone services (e.g., Lionbridge, Language Line)
- Utilizing SBHCs and Community Health Centers
- Google Translate “for very rudimentary things”

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Lost in Translation

“Certainly, within a year of being here, I see [the children] are speaking fluent English. Now, do they understand everything I'm saying? The nuances? ... Probably not.”

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Lost in Translation

“I had a girl the other day who was coming up with a stomachache, or headache, or something pretty much every day. Finally, I said to her, ‘Is it really hard to listen to English all day long?’ She goes, ‘yes.’ I said, ‘That can make you have a stomachache, it could make you feel stressed.’ I said, ‘I understand. It’s hard. It’s really hard.’”

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Newly Arrived Children with Psychosocial & Behavioral Needs

The SNs identified newly arrived children with psychosocial & behavioral needs:

- PTSD
- Bipolar disorder
- ADHD
- Anxiety
- Selective mutism
- Depression

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Newly Arrived Children with Psychosocial & Behavioral Needs

The SNs described newly arrived children with symptoms of traumatic stress:

- Hyperarousal
- Mood swings
- Poor appetite
- Difficulties with sleep/concentration
- Suicidal ideation
- Cutting

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Newly Arrived Children with Psychosocial & Behavioral Needs

“I would say that a very large number of our kids have pretty significant trauma histories that we learn about by accident...I have never seen one of those kids cry...Even the girl that watched her friend be beheaded, even after she wrote the story and the teacher responded to it, ‘I can’t believe that’s your story. I’m so sorry it happened’... And she just shrugs and goes about her day. Another girl pulled out a picture of her family that was happening that day...And she said, ‘Oh, it’s my father’s funeral’...But she had no reaction to it. So, I think they become numb. ...I think they’ve had so much yuck in their lives that I don’t even think they know what to do with it. They don’t talk about it. And they live in cultures where they might not even be encouraged to talk about it. What’s done is done. ***Let’s keep on moving.***”

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Newly Arrived Children with Psychosocial & Behavioral Needs

“We try to find out what the family goal is for that child [and] use that as a hook to get them into a therapy-minded process...When she is depressed, she is not able to do her schoolwork...And we talked about receiving an intervention that will improve her academic output. And the family embraced that.”

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School Nurses Coping & Responding in Context of Trauma

Caring for newly arrived children can be “sad, eye-opening and hard.”

Strategies to cope included:

- Crying
- Venting
- Using humor
- Praying
- Swimming
- Dancing
- Digging in the garden

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School Nurses Coping & Responding in Context of Trauma

“I cry a lot. I think it’s essential [laughter and welling up with tears]. I feel like crying is healing. I feel like I have to feel the heartbreak. If I don’t feel it, I’ll just get hardened. I’m not somebody who could shove it down in some way. I would go crazy. I have to let it out. I have friends that I talk to and cry with. They are not necessarily nurses. Some are, but they’re usually just people that I feel very close to. They also work with similar populations [tears]. We just have to cry a lot about the injustices of the world and then move on. I don’t feel like I could have stayed in this job if I didn’t have an outlet to do that. I don’t. It’s really difficult.”

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“So we’ve become a focal point... a ‘tri-care provider.’ There’s the home, the school, and the medical provider.”

THEME 3 BEING A TRUSTED HEALTH NAVIGATOR

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Building Bridges Between Families and School

Building Bridges


- Establishing relationship with PCP (e.g., local community health center)
- Accessing School Based Health Center (SBHC)

In turn, the PCP and SBHC assist with access to:

- Health insurance
- Mental/behavioral health assessments
- Counseling services
- Interpreters/Translators
- Eye doctors/Dentists

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Building Bridges Between Families and School

“I have played [sport] since I was a little girl...And they needed a coach. So I thought, "Why not?" I had 45 kids sign up. And all of them, except for one little girl was new from all different countries. So, they're like, 'Wow, the school nurse is our coach.' So I connected with them on a different level.”

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Building Bridges Between Families and School

“The community-based health center has family health [services]...dental, vision, social services, primary care, and an ADHD clinic. They offer resources for families and have the language capabilities to communicate...my NP [at our SBHC] gets emails from primary care: ‘Can you check on so-and-so? His blood pressure is high...Can you do the follow-up vaccine for this child?’...Some of our students don’t come through refugee [programs]. We’re able to get those families right into the NP and she can do an initial physical.”

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School Nurses Work to Address Structural Determinants

How did the SNs work to overcome structural deficits?

By Providing:

- Bags of food and toiletries
- Clothing (e.g., Catie’s Closet clothing store in school)
- Set-Aside Funds for children experiencing homelessness
- Furniture, household goods (e.g., The Wish Project)
- Community resources (e.g., legal, education, wellness)
- Home visits, “You get a much bigger idea of what their life is like.”

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School Nurses Work to Address Structural Determinants

“They’re hungry and they don’t seem to have food at home. So, we started a food program this year...And it’s in association with the American Red Cross...at the end of the school day we give out bags of food. I think we’re up to about 65 bags last week.”

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School Nurses Work to Address Structural Determinants

“A lot of them are coming in and they’re going into the shelter system because they’re doubled up. And then, eventually the doubled up doesn’t work and they go into the shelter system...It’s hard for the kids and families. We talk about it. ‘What kind of shelter are you in right now?’ ‘How is it?’ Sometimes they have access to their own bathrooms, sometimes they don’t. That’s why part of what we got for [families] in the shelters is bleach or bleach wipes.”

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School Nurses Provide Care in Spite of Health Insurance Barriers

SNs identified:

- Working with SBHCs.
- Finding wheelchairs.
- Finding transportation for medical appointments.
- Vaccinating children in health office (under the guidance of a local Health Department).
- Arranging for G-tube feedings. “That child was denied formula for G-tube feedings, the one piece he needs to be healthy.”

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School Nurses Provide Care in Spite of Health Insurance Barriers

SNs identified:

- Helping older children be proactive (i.e., take responsibility for their own care).
- Completing initial assessments, attentive to nutritional needs (i.e., Did they eat?).
- Requesting a case manager (e.g., writing a letter to the PCP)
- Coordinating with Visiting Nurses.
- For one child, a wheelchair was located, and a headrest built using *“pool noodles and duct tape.”*

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School Nurses Provide Care in Spite of Health Insurance Barriers

“Kids that are here illegally, don’t get mental health services. So, if you don’t have papers...sometimes that’s how we’ll know that [a child] is not here legally...And if we’re taking people in, why would you not have mental health coverages too? That doesn’t make sense. It’s like a strip down [insurance]. But why would you take away mental health?”

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School Nurses Provide Care in Spite of Health Insurance Barriers

“A lot of families need help signing up for health insurance...Some undocumented people don't want to sign up for health insurance, even though they can...they're suspicious of the government. They don't want to get detained. They don't want to get deported. There's a lot to overcome there in terms of understanding that signing up for healthcare is their right...But that's tricky.”

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The Health Office is a “Safe Zone” for Newly Arrived Children



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The Health Office is a “Safe Zone” for Newly Arrived Children

“And I don’t have a lot more details because of privacy and because it’s their story to tell... I believe.”

SN offices offer a safe port:

- Documentation is not a conversation piece.
- Safe place for warmth, comfort and a kind word.
- Safe place for daily medications and treatments.
 - Schools are a place of structure and support.

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The Health Office is a “Safe Zone” for Newly Arrived Children

Several School nurses described working in “sanctuary cities” (i.e., limited cooperation with federal immigration enforcement agents.)

One SN shared,

“We’re instructed not to speak to ICE [U.S. Immigration and Customs Enforcement] and send them to our Central Office or superintendent...We [are directed] to say, ‘I cannot speak to you...speak to the administration.’”

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The Health Office is a “Safe Zone” for Newly Arrived Children

“In the school setting, it's a safe zone for them. So, we never talk about it. It's not a conversation we bring up. It's not a conversation they bring up...we never talk about what it means to be an immigrant. What are your fears? It's not a topic. They come to school to learn. It's a safe place for them, so we don't touch it. If they volunteer the information. Then that's fine. But it can never be a direct question. Yeah. I've had conversations with families in a roundabout way and they've offered me information. But I have to be careful to not directly ask.”

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One School “Una Escuela”

SN appreciated support for their roles:

- Value of teamwork.
- School unity.
- Principal support for:
 - Common planning time.
 - Vaccine exclusion (i.e., do not return until up-to-date.)
 - Interpreter/Translation accessibility.

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One School

“The motto of our school is “One School. Una Escuela” ...[My principal] says, “I don't even consider that there's some sub-separate, bilingualism...No, we're one school. Our life skills kids, and our bilingual kids, and our advanced kids, it's one school.”

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Culture Matters: Global School Nursing



SNs **navigate** cultural differences

- Children dislike U.S. food
- Ramadan fasting
- Customs (e.g., cupping, homeopathic remedies)
- Family pride when assisting with advice and resources.
- Stigma of mental health
- Cultural differences in health care from home country

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Culture Matters: Global School Nursing

“So Ramadan, it started on Sunday, and it's 40 days where they fast from sunrise until sunset. So they can eat at 7:00 p.m. every night. No water during the day. Thankfully it's been raining for the entire month and it hasn't been hot. But it poses a challenge for nursing because the kids are outside running at recess. They're not eating lunch. They are not drinking any fluids and getting headaches. They're nauseous. So it presents a whole slew of potential problems...Last year, I had kids that were dizzy and fainting. And I'd say, 'Drink some water.' And the reply, 'Nope,' wouldn't do it. So it puts me in this weird little pickle because I think, 'I want you to be okay.' And yeah, they won't do it.”

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Constitutive Pattern

ROLE OF SCHOOL NURSE IN CONTEXT OF TRAUMA

ART SOURCE: https://www.ny.com/indulge/2013/05/tenor_brothers_host_gallery_3.html

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ROLE OF SCHOOL NURSE IN CONTEXT OF TRAUMA

PHOTO SOURCE: <https://www.unicef.org/iraq/stories/2015-year-photo>

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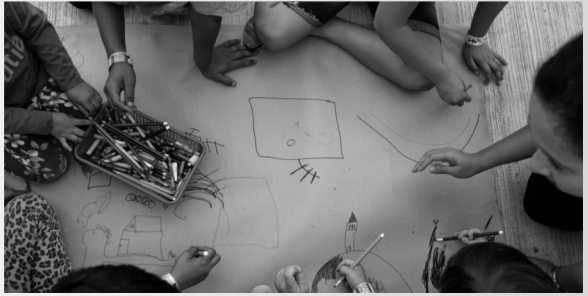
Role of School Nurse in Context of Trauma

I remember this boy...he was from Honduras. One day he was up in our office for a long time. He started to tell a story of how he got to [City] from Honduras. It was one of the stories you'd hear about on the news of traveling on foot and in the night. The boy kept being passed off from person to person and hoping to meet up with his mother. It was just an unbelievable story. I think he was seven or eight years old... It just changed everything about the way I saw him [knowing] what he had already been through in his life. I think that's true for a lot of these children. They've experienced family separation. They have experienced trauma, a lot of hardship, and a lot of poverty. And, that's why they're here. They're not just here on a whim. It's not like the parents say, "Let's try a different country to live in."

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Discussion of Results



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Study Limitations

Lack of sample diversity: all female, Non-Hispanic, and predominantly white.

Somewhat Limited Transferability: Small purposive sample of SNs recruited from urban public schools in Massachusetts.

*Massachusetts offers more generous health services and benefits to newly arrived children.

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"What supports do you need for your continued work with these children?"

- Improved school registration
- Trained interpreters & three-way phone services
- Forms translated into multiple languages
- Tangible resources and funding for clothing, food and basic needs
- Training: Cultural sensitivity, trauma-informed care & accessing healthcare
- More School Based Health Centers
- Feeling supported by school teams and principals

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Implications and Recommendations

- Support for a well-prepared SN workforce
- Attracting a more racially/ethnically diverse SN workforce
- Support groups for SNs to share their own “trials and triumphs”
- Access to quiet “calming corners,” “mindfulness rooms” & children’s books on experiences of being new to the U.S.
- Ongoing mentoring for SNs

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School Health Policy

- Assistance with language barriers (i.e., interpreters and forms translated into multiple languages.)
- National Immunization Registries
- Support for School Based Health Centers
- Fostering professional development on trauma-informed care and cultural humility
- Entitlement to comprehensive health insurance

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Practical Tips: Caring for Families

Obtain family needed resources.
National Center for Homeless Education

- Set-Aside Funds for children experiencing homelessness

Catie’s Closet

- Clothing store within school

The Wish Project

- Furniture, household goods, clothing and shoes

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Practical Tips: Caring for Children

Vaccinate children in health office under the guidance of a local Health Department

National Association of School Nurses (NASN)

- School Located Vaccination (SLV)

Create and maintain a SADD chapter


SADD

- Students Against Destructive Decisions

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The Stories We Share



Practical Tips: Caring for Children

The Stories We Share: A Guide to PreK-12 Books on the Experience of Immigrant Children and Teens in the United States (1st Edition)

Ladislava N. Khailova

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Practical Tips: Developing Your SN Practice

Engage in continuing professional development to maintain cultural awareness

Create a welcome, safe and private environment for SN child/family interactions

“It is their story to tell...”

National Association of School Nurses (NASN)


- Cultural Health Practice Resources

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Questions & Discussion

“Social justice is a matter of life and death.”



Commission on Social Determinants of Health (2008)

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BACK UP

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Trauma-Informed Care

What is it? Why is it important?

- Programs incorporate knowledge of impact of early trauma into policies/programs
- Uses childhood trauma as lens to **understand** cognitive, emotional, physical, & behavioral symptoms.
- Highlights importance of early childhood prevention programs & family support
- Focus on Resilience:** Strengths & Competence

SOURCE: Letch, 2017

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Practical Tips: Caring for Families

Offer information on community resources.

Young Center for Immigrant Children's Rights

- Protects rights of immigrant children who arrive in the U.S. on their own

National Immigration Legal Services Directory

- Immigration legal services- providers by state

Preserve and Reunify families

- Child Welfare

Rian Immigration Center

- Legal, education and wellness

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Practical Tips: Caring for Families

Make personal connections with parents at Open House Night	Coordinate your efforts with Primary Care Provider (PCP)
"That's the one time that you'll get parents to come to the school."	"It was fragmented care...I typed up all the needs for this family and sent a letter to the [PCP] requesting a case manager or visiting nurse referral."

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Practical Tips: Caring for Children

Use sports physicals for leverage to access primary care.	Help older children be proactive and take responsibility for their own care
"For the kids that want to do sports, that makes it very helpful for us to get their physicals and get them in to see a doctor because they can't play without the physical."	"Even though they're in sixth, seventh and eighth grade, I talk to the student directly about what the situation is around their care and how to go home and talk to their parents about what is needed."

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Practical Tips: Developing Your SN Practice

<p>Provide a quiet space for children when adhering to religious restrictions</p> <p>"I have several kids that come in my office and just sit there during lunch period to not be around the food or rest."</p>	<p>Initiate contact and establish a therapeutic relationship as soon as possible</p> <ul style="list-style-type: none"> ▪ "A cheat sheet for what is needed for the health office." ▪ "Who is your trusted English-speaking family member?"
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Practical Tips: Developing Your SN Practice

<p>Maintain high level of compassion and sincerity when engaging with children</p> <ul style="list-style-type: none"> ▪ "I think that for a lot of these kids, coming to school is the happiest part of their day." ▪ "Do you need a hug?" ▪ "Just love them and do your best with every kid." 	<p>Make your interactions with children an opportunity</p> <p>"Try to turn around the feeling of 'What does this student want now?' to 'What can I do for them?'"</p>
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Practical Tips: Developing Your SN Practice

<p>Complete an initial assessment of the child, attentive to their nutritional needs</p> <p>"Take a walk to the cafeteria to get them cereal and milk and let them sit quietly and eat before entering into the demands of a school day."</p>	<p>Establish professional support groups among school nurse colleagues</p> <p>"Our peers are amazing and have profound resources... When someone helps you out, you help someone else out."</p>
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Study Eligibility

- Full-time public SNs (including district public charter schools)
- Work in MA cities with a population of at least 80,000 residents
- Have at least 15% enrollment of English Language Learners in their school/district
- Certified through the Massachusetts Department of Elementary and Secondary Education (DESE)
- Worked with at least five newly arrived students in the past year in K-8 urban school settings
- Volunteered for the study and provide informed consent

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Research Priorities for Newly Arrived Children

- Explore barriers/facilitators to care
- Investigate outcomes related to care coordination tailored to unique needs
- Study impact of access to comprehensive health insurance
- Examine best practices in schools for promoting holistic health and cultural humility
- Explore impact of incorporating trauma-informed care into school health

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