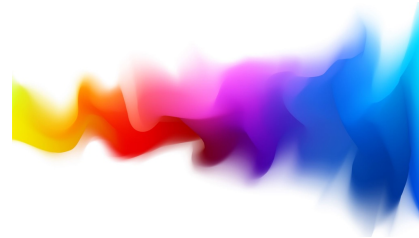


NEUSHA's 8th Annual Voting Day Conference

School nurses collaborating with immigrant families

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Disclosure

- Neither Dr. McCabe nor Ms. Bennett have any financial conflicts to disclose related to this presentation

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Objectives

- Discuss the current state of migration in the United States
- Define limited English proficiency and other key terms
- Share resources for stakeholders that address collaboration with immigrant families

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Key Terms



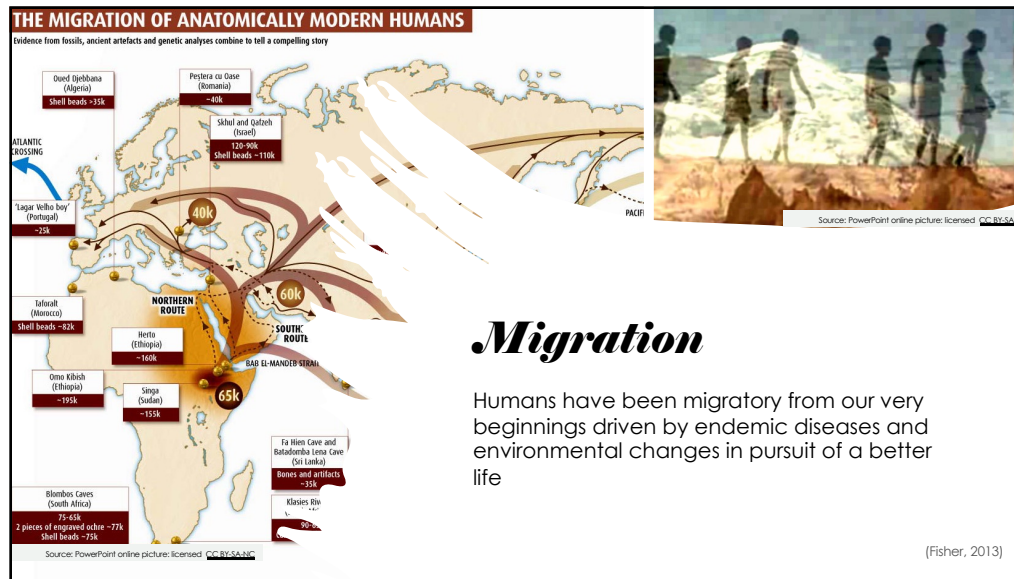
- **Migrant** is an umbrella term to describe movement across geographical within a country or across an international borders
- **Immigrant** has moved to a new country for permanent residence
- **Refugee** qualifies for the legal protection, every recognized refugee is initially an asylum seeker
- **Asylum seeker** is seeking international protection



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(International Organization for Migration, 2019)

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Trends in migration in the U.S.

- In 2018, ~14% of the U.S. population
- In 2021, US citizenship wait between 6 and 11 years
- Demographics
 - **Residing 2018:** Mexico, China, India, Philippines and El Salvador
 - **Arriving 2018:** China, India, Mexico and Philippines
 - **Projected residing 2055:** identify Asians 38%, Hispanic, 31%; White, 20%; and Black, 9%.
 - **Refugees 2019:** Democratic Republic of the Congo, followed by Burma (Myanmar), Ukraine, Eritrea and Afghanistan

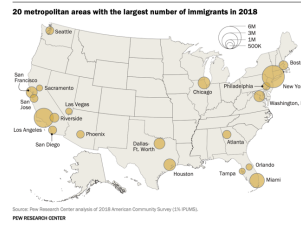


(Budiman, 2020; U.S. Citizenship and Immigration Services, 2022; Squires et al., 2022)

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Current state of migration in the U.S.

The **largest immigrant populations** are in the New York, Los Angeles and Miami metro areas



(Budiman, 2020; Clossen, 2023)

New York Times on problems with migration

The New York Times
A Record 119,300 New York City Students Were Homeless Last Year
Tens of thousands of migrant children have enrolled in public schools, but many of them do not have a consistent place to live.



Migration in NYC boosts

- K12 students experiencing homelessness
- Challenges about resources and enrollment: Language access, mental health resources, etc.

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Communication & language, the implication for school nursing

- Case management
- Social determinants of health



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Limited English proficiency (LEP)

The United States (US) Department of Justice defines LEP as "individuals who do not speak English as their **primary** language and who have a **limited ability** to read, speak, write, or understand English...These individuals may be entitled language assistance with respect to a particular type or service, benefit, or encounter."

Other considerations for healthcare providers include:

- Language encompasses culture
- Primary assumes one language is more important
- Multilingual people may be more comfortable in one language when discussing health
- Multilingual people may combine languages – translanguaging, e.g., Spanglish
- Limited ability can vary especially relating to health topics, and abilities may vary between reading, speaking, writing and understanding

(Ortega et al., 2022; U.S. Department of Justice, 2002)

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Laws and guidance in place related to communicating with students and families with LEP

- Section 1557 of the Affordable Care Act
- Title VI of the Civil Rights Act of 1964
- Equal Educational Opportunities Act of 1974

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School health personnel awareness

- Schools may not ask students or untrained school staff to interpret
- Schools must provide language assistance if requested by a parent
- Schools must provide free, appropriate, and competent communication
- It is not sufficient to ask staff who speak the intended language to interpret

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Language Access Toolkit highlights

- **Key definitions** pertaining to language access, for instance, interpretation refers to oral conversation and translation to written documents.
- **Suggested actions for school nurses** within the scope and standards of professional practice, avoiding untrained school staff or students to interpret.
- The **legal requirements for schools and school districts**, such as providing free and qualified interpreters.
- And finally, **suggestions for families** to take when language is a barrier at school, like requesting language assistance and possibly filing a complaint if indicated.

[CLICK HERE FOR LINK TO NASN Article Language Access: Why It Matters? LEP Infographic & School Nurse Language Access Toolkit](#)

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Actions for school nurses

- Acknowledge the current state of practice
- Continue with case management
- Interpret and incorporate applicable laws into practice
- Use your voice
- Use interpretive and translation services, when appropriate
- Empower the families you work with

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Clinical Cultural Web-based Resources for School Nurses

Resource	Description	URL
ClassroomWise Companion Course, National Center for School Mental Health at the University of Maryland School of Medicine	Online course for educators and staff about culturally inclusive strategies to support student mental health.	https://www.classroomwise.org/cie-wise-companion-course
CDC Yellow Book 2024, Centers for Disease Control and Prevention	Information for healthcare providers about health considerations for newly arrived migrants.	https://www.cdc.gov/travel/yellowbook/2024/posttravel-evaluation/newly-arrived-immigrants-refugees-and-other-migrants
Cultural Competence Toolkit, American Academy of Pediatrics	A toolkit containing practical information and resources for addressing common matters related to immigrant child health includes screening recommendations and disease prevalence by country/region of origin	https://downloads.aap.org/AAP/PDF/cccp-toolkit_full.pdf?_ga=2.125933131.719809190.1688611288-893584728.1685996946
Cultural Inclusivity: Creating Health Office Impact within the District Approach, NASN Online Learning Course	An approach for developing individualized culturally competent nursing for our students and families, creating deeper understanding and connection is vital to establishing rapport and developing effective interventions.	https://learn.nasn.org/courses/49124

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Clinical Cultural Web-based Resources for School Nurses continued

Resource	Description	URL
EthnoMed, Harborview Medical Center, University of Washington	Cultural resources for delivering clinical care to immigrants include specifics about some cultures.	https://ethnomed.org/
Immigrant Welcome Center Connect	Enter your zip code in the search box below to access our multilingual resource database and connect with local legal aid, medical care, housing assistance, and other community resources near you.	https://www.immigrantwelcomecenter.org/resources/
Refugee and Immigrant Core Stressors Toolkit, Boston Children's Hospital Trauma and Community Resilience Center	An assessment tool for refugees and immigrants on four core stressors with recommendations	https://redcap.tch.harvard.edu/redcap_edc/surveys/?s=RCDFHWWK4P7THRL4

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Also consider these resources

Community Health Workers



(Bellazaire, 2021)

Books



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Dr. Ellen McCabe is an assistant professor at Hunter College, Hunter Bellevue School of Nursing at the City University of New York and continues to practice as a school nurse in New York. She is a recognized leader in promoting equitable school health services and her research centers around chronic illness management in schools.

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Questions



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