21st Century
Student-Centered School Nursing
Care Coordination: What Does it Mean and How do You do it?
2016 Winter Webinar Series

Presenter

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Objectives

• Describe the relationship between care coordination and case management.

• Identify strategies to assess, implement, and evaluate school nurse care coordination.

• Discuss current evidence related to school nurse care coordination.

Care Coordination

• An action oriented process that represents the full scope of practice for school nurses that are community-based public health professional (ANA, NASN, 2011; NASN, 2013)
Care Coordination

Based on a systematic review of the literature:

- Collaboration
- Communication
- Clinical Expertise
- Continuous Coordination

(McClanahan & Weismuller, 2015).

Key components of care coordination

- Identify students in need of care coordination (Assessment)
- Develop individualized goals based on the student’s need (Diagnosis)
- Provide individually tailored interventions (Intervention)
- Evaluate the impact on the student, family, and school system (Evaluation)

Care Coordination: School Nursing

In school nursing, the primary goal of care coordination or case management is for the student to self-manage their illness or disability at the highest possible level based on their developmental stage and ability.

Before you begin....

- Is the nurse/student ratio adequate to provide care coordination?
- Is there a policy related to care coordination?
- Does the job description of the school nurse include care coordination?

What will your program include?

- How is it different from crisis management?
- Are there different levels of care coordination?
- How is it different from what you already do?
- How will you track what you do and what you achieve?

Before you begin.....

Practical concerns:

- Integration into the day?
- Family support/permission?
- Level of and target number?
How do you decide who needs care coordination?

- Referrals
  - Frequent visitors to the nurse
  - Teacher
  - Parent
  - Health Care Provider – new diagnosis
  - Yearly health survey

Research related to case finding

- School nurses often rely on whether the student visits the nurses office, if the parent returns a form saying the student has a problem or because the student needed case management in the previous year.
- When this was compared to a survey of students on items such as (do you wake up from your asthma at night or do you stop doing what you are doing because of your asthma). There was a discrepancy between the nurse evaluation and the student report.


Assessment of the student

- Doesn’t follow the medication or treatment regimen.
- Poor clinical outcomes (i.e. high HgA1C).
- Interaction problems with peers or teachers.

Academic Indicators

- Poor grades
- Tardiness
- Absences
- Difficulty keeping up with work

Social/Family Issues

- Family does not support or provide resources for the student
- Lack of health insurance
- No primary care provider

What are your goals?

Goals need to be individualized. Possible areas to include:

- Safe school environment
- Symptom management
- Self-management
- Academic success
- Supportive family/peers
- Health Care coordination
**What do you want to achieve?**

**Establish a safe school environment**
- Emergency action plans and Individual Health Plans are developed and easily accessible to school personnel.
- Teachers, care providers, and emergency responders are trained and demonstrate competence.

**Improve Symptom Management**
- Fewer asthma attacks
- Fewer episodes of hypo/hyperglycemia
- No allergic reactions/anaphylaxis
- No seizures.

**Self-Management**
- **General Indicators**
  - Improved self-management
  - Describes an age appropriate understanding of their illness.
  - Makes good choices related to illness.
- **Illness Specific Indicators**
  - Demonstrates correct use of inhaler, Epi-Pen
  - Administers insulin, counts carbs, correctly.

**Improved Academic Success**
- Student has improved grades.
- Demonstrated fewer absences or tardiness.
- Increased seat time.

**Improved Peer/Family Support**
- Participates in extracurricular activities, expresses positive peer relationships.
- Family returns and initiates phone calls or visits to the school nurse.
- Family provides supplies at school and follows through on care at home.

**Better Health Care Coordination**
- Fewer hospitalizations and ED visits.
- Better collaboration with primary care provider and other agencies.
- Obtains a primary care provider.
- Applies and obtains health insurance.
What do you do?

Interventions

- **Direct Care**
  - Assessing/Monitoring Vital Signs
  - Giving medications/treatments
  - Helping to manage symptoms
  - Emergency care

- **Education/Counseling**
  - Overview of the illness
  - How to recognize and manage symptoms
  - Making good choices
  - Group interventions

Interventions

- **Teacher/Staff Education**
  - In-service for teachers, bus drivers, PE teachers
  - Classroom visits

- **Family/Peer Education**
  - Note or phone call to parents
  - School visit or Home visit

- **Health Care Coordination**
  - Phone calls/referrals to primary care provider or community services.
  - Assistance with obtaining a health care provider or insurance.

How do you do it?

- Systematic review of 18 papers that used a variety of methodologies:
- **Findings**
  - **Chronic illness makes young people:**
    - uncomfortable in their body and the world; it disrupts the meaning of “normal”; it isn’t all bad; coping involves things others can do and things that I can do.
  - **Helpful interventions include:**
    - Bolster a sense of self; normalize the experience; be positive and focus on acceptance; help them develop a future orientation and a sense of hope.


Did you make a difference?

- To evaluate outcomes, you need to track what you do.
- **Sources of data**
  - Quantitative (number of students served, % goals achieved)
  - Qualitative (stories)
- Better to track a few outcomes well than numerous poorly

Students Outcomes

- **Were the goals developed by the school nurse attained?**
- **Does the student report a higher quality of life and improved self-management?**
- **Are clinical indicators better (HgA1c, BMI, etc.)?**
- **Is the student doing better academically (improved grades, attendance)?**
Qualitative Outcomes

From a child enrolled:
I think being in this project helped me because it made me not want to forget to take my medicine. When we met, I wanted to be able to tell you that I had not forgotten my medicine and that I had not had a seizure. I didn’t want you to be disappointed in me.”

From the mother of a child with diabetes:
Our daughter, was diagnosed with Type 1 Diabetes. This came as quite a shock to her and to us. Our school nurse played a huge part in our daughter’s success. She met with each of her teachers, her bus driver and the front office staff.... Our nurse gave us the confidence that our daughter would be able to handle all of these changes at school. We cannot imagine having to go through this without our nurse.

Quantitative Findings

- There was a statistically significant and large effect size with the attainment of the following goals and the improvement of GPA:
  - Reduce episodes of respiratory distress
  - Increase family understanding of illness
  - Family improves psychosocial support
  - Improve utilization of primary health care

  * Engelke, Swanson, Guttu, 2014

Family and Teachers

- Family
  - Does the family feel that the student manages their illness better?
  - Is the family more supportive of the student?

- Teachers
  - Does the teacher feel that the student is doing better in class?
  - Does the teacher recognize the value of case management as supporting their ability to teach?

Health Care Coordination

- Are there fewer hospitalizations, ED visits?
- Does the primary care provider report improved outcomes?
- Did the school nurse help the family obtain health insurance or a primary care provider?

Economics

- How much does the care coordination program cost?
- How much does the care coordination program save in parent time, teacher time, and decreased use of the hospital and emergency department?

Summary

School Nurse Care Coordination:

- Promotes quality, safety, and efficient care.
- Improves the health and well-being of students.
- Consistent with nursing’s holistic, patient-centered framework of care.

Questions?

References


