Population Health

“…the United States lacks a coherent template for population health information … to understand the health status of Americans and to assess how well the nation’s efforts and investments result in improved population health.”

(Institute of Medicine [IOM], 2010, p. s2)

The Value of School Nursing Data

When n=all, the data becomes extraordinarily visible and offers enormous potential for:

- Improved Surveillance
- Effective Interventions
- Research
- Policy
- Management
Joint Workgroup

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What is it?

- Local school nurses collect data the same way
- 5-7 years to roll out to all school nurses across the country

http://nasn.org/stepupbecounted

Step Up and Be Counted!

Data Points for the Uniform Data Set:
- Chronic Conditions (diagnosed)
  - Allergies (life-threatening)
  - Asthma
  - Diabetes (Type I and Type II)
  - Seizures
- School Staffing (count)
  - RN, LPN, Health Extenders
- Disposition (count)
  - Health Office Visits
RESULTS

WHO PARTICIPATED
- 37 states submitted data, including Alaska and Hawaii.
- The focus of the first year was PROCESS.
- Each question had a different response rate.
- Participation within states varied from <1% - 100%.
- Due to variance in states' participation:
  DATA IS NOT GENERALIZABLE.

Workforce (# of FTE)

- RN: 16,621
- LPN: 3,104
- Extenders: 9,064
- RN Float: 336
- RN Hospital: 901

Workforce (% FTE)

- RN: 51.0%
- LPN: 15.0%
- Extenders: 11.0%
- RN Float: 2.8%
- RN Hospital: 1.1%
A joint NASN and NASSNC initiative

**Dispositions**

- Students seen by RN:
  - 0% at school
  - 0% 011 called
  - 0% sent home for medical care

**Students With Diagnosed Chronic Condition**

- Rates per 1000
  - Asthma: 2.8
  - Diabetes I: 0.06%
  - Diabetes II: 0.04%
  - Seizures: 0.0%
  - Severe Allergy: 0.0%

**References**

- Asthma: CDC: http://www.cdc.gov/nchs/fastats/asthma.htm
- Severe Allergies: http://www.cdc.gov/healthyyouth/foodallergies/
A joint NASN and NASSNC initiative

Montana

Ideas for Using Local Data on Chronic Conditions: Preparation & Education
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Ideas for Using Local Data on Disposition (911):
Needs Assessment

Sample Illustration of 911 Calls: Data is NOT real

Ideas for Using Local Data on Workforce:
Making the Case for More School Nurses

What We Learned?

- Great national interest at all levels
- Power of school nursing
- Power of school nursing data
- School nursing comes in many forms and models
- We may be different—but we are the same
Next Steps

- New data points SY15-16
- http://nasn.org/stepupbecounted
- Continue development of data set
- Share data locally!

“If you’re not in the database, you don’t exist…” (Hassett, M., 1998)

School Nurses Exist!!

100% Students Counted
100% School Nurses Participating