



FASNating News

FLORIDA ASSOCIATION OF SCHOOL NURSES

Volume 20, Issue 3

Conference 2017

FASN strives to improve the health and educational success of students and the school community by developing and providing leadership to advance school nursing practice.

Inside this issue:



President's Message	2
Conference at a Glance	3
Keynote Speaker Highlights	4
SNOY Dermatology Highlights	5
Suicide Prevention CERP Highlights	6
Vendors at a Glance	7
Director's Report	8
CE's	9
Investment in Nurses	10



THE HIGHLIGHTS FASN 21st Annual Conference

First, I would like to start by thanking all of the wonderful people who truly made this year's conference a huge success! From the Board and conference chairs to the vendors and of course to the informative speakers-what a great few days! I know that there was an increase in registrants and an increase in vendors-this speaks volumes to how dedicated the Board is in wanting to provide us with a quality conference.

After the conference, I sat down to review my "highlights" list and came to the conclusion that I can't possibly address every bullet point in just a few paragraphs. The "highlight" that really stands out in my eyes was our guest speaker from Parent Heart Watch. Her words were very moving and helped reiterate why CPR/AED training is so important in our schools—as well as having at least 1 AED in every school. Which leads me to the fact that we had 2 AED giveaways from 2

different AED companies - how cool was that?

Another "highlight" from this years' conference was the announcement of our Florida School Nurse of the Year awardee- Margaret Polk from Pasco County. Her resume was a mile long and clearly she was deserving of this prestigious award. I also have the privilege of working with Margaret in Pasco County and I can say without a doubt she is someone who I look up to as a school nurse.

Finally, I love that as an organization, we continue to bring awareness to various causes such as Purses for Nurses and the American Heart Association's "National Wear Red Day". I think most of us chose this profession because we have a passion for helping others and this

was evident throughout the entire conference!

Lauren L Moore, BSN, RN



To the Education Chairs and committee for their tireless effort working on the 2017 FASN Conference. Their efforts and dedication are appreciated.



President's Message

Paula Alford, RN
President, FASN



School nurses across the state gathered this past weekend in Orlando for the 21st FASN conference. The conference had its highest attendance ever, with 160 school nurses participating. The conference provided school nurses an opportunity to earn continuing education credits, enhanced time with vendors, and multiple opportunities for networking.

I personally loved the announcement of our 2017 School Nurse of the Year, Margaret Polk. Her credentials speak volumes with regard to her professional and personal life. Margaret was featured on Bay News 9 and was presented at the State Board of Education meeting on February 16th. Congratulations, Margaret!

It was with pleasure that I awarded Janie Sailors and Kathleen Rose FASN Achievement Awards. These ladies have spent many a year facilitating growth within FASN. They are true pioneers within FASN on many levels.

Our NASN Affiliate Director, Lisa Kern, continues to lead and engage school nurses across the state. I feel blessed that she has the role as our Affiliate Di-



rector during my tenure as President of FASN. Lisa possesses a wealth of knowledge and is widely respected across our nation.



Our FASN Education Committee works hard to provide quality speakers. I'm proud to say, this year was no exception. Conference speakers left us with essential information and tools that will be beneficial as we care for our students, families, and those we work with.

I trust that all those attending left feeling energized and with a strong recognition, School Nurses **DO** make a difference! It is imperative that we represent with professionalism, concise information supported by current and accurate data.

Blessings,

Paula Alford

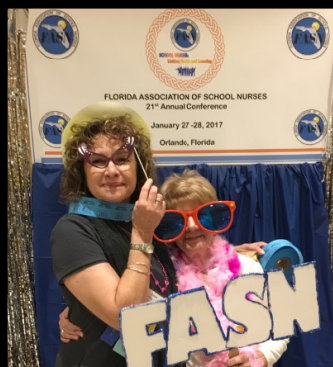


Bee a Pollinator for FASN



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Conference At A Glance!!



The Ripple Effect: Providing Quality Health Care for All Students

Kathleen C. Rose, RN MHA-N NCSN-E

One of the first statements from our keynote speaker, De Palazzo, the Safe Schools Director of Equality Florida, set the tone for this presentation. "What we do with students and how we treat them has a ripple effect." Each of us and each of our students are unique in their own way. It is important to look at the whole student as we interact with them. Although Ms. Palazzo was asked to focus on the Gay, Lesbian, Bisexual, Transgender and Questioning (LGBTQ) students' needs, it soon became apparent that giving them excellent care would give all students, whatever their uniqueness, excellent care as well.

All students have the same heart, same goals, and same personality, in spite of his/her gender preference. Robert Chase, President of the NEA, stated, "our schools need to be sanctuaries, places of safety for our students, especially LGBTQ youth." There are small behaviors (micro-aggressions) demonstrated toward others that make them feel excluded, less valued, and less respected. Over time, the impact will be demotivation, disengagement, eroded trust, decreased creativity and the ability to learn. All students, including LGBTQ, want to belong, be respected and be recognized.

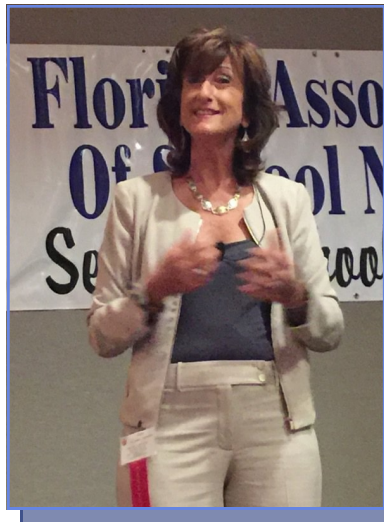
Common reasons for harassment in schools include physical appearance (39%), actual or perceived sexual orientation (33%), gender expression (28%), race/ethnicity (14%). At one point in our nation's history, race and ethnicity ranked as a top reasons for harassment of students. Now it is only 14%. Schools can and should become change agents in how we treat students, regardless of their physical appearance, gender expression or actual or perceived sexual orientation.

Research from various sources indicates that 4% to 12% of our students are LGBTQ. Dealing with their sexual orientation, whether or not they have "come out", appears to put students at a higher risk for suicide. While 8 to 10% of all adolescents attempt suicide, 30% of LGB report suicide attempts and 42% of transgender students make a suicide attempt at least once. Strong school connectedness is the strongest protector against substance abuse, absenteeism, early sexual initiation, violence and risk of unintentional injury. Progress is slow, but the bias is decreasing. In 2001, 4 out of 5 LGBTQ students heard homophobic remarks frequently or often. In 2013, it was 3 out of 5.

Goals of Adolescent Health Care

Health care goals include promoting healthy development, social and emotional well-being and to ensure physical

health. They also include patient-centered and equitable care and creating a welcoming environment for all students. These goals do not change due to sexual orientation. In the school setting, the LGBTQ student wonders who knows; are they talking about me; what restroom to go to. For LGBTQ youth, the clinical setting may be the only environment where they feel safe seeking help with these issues and reducing their stress.



To identify the unique health concerns of LGBTQ youth, the provider may need to understand a student's identity that can lead to more appropriate care. Working collaboratively with other knowledge-holders about LGBTQ needs can make our care more effective. They may not have another person with whom they are comfortable discussing their emerging LGBTQ identity. Remaining nonjudgmental and maintaining empathy, respect and curiosity can create open and honest dialogue. The speaker also discussed how the health care worker should conduct the patient interview, using safety markers and the safety actions health providers can take.

Significant Barriers

In addition to age, insurance and privacy concerns which all students face, the LGBT student fears discrimination in health care settings. There are, unfortunately, a lack of providers who are knowledgeable about LGBTQ health needs. Furthermore, families can be accepting, ambivalent or rejecting. Some never get to acceptance.

When speaking with parents, administrators, teachers and others must keep the confidentiality they have with the student clearly in mind when communicating with them (e.g., about a student being bullied.) Failure to do so could place a student in a hostile, dangerous or even life-threatening environment. If the family comes to talk to you, verify that the student has given permission for you to discuss his/her orientation with his/her parent or guardian. All parties should be aware that acceptance is a gradual process.

Coming Out

Families are a unique challenge for LGBTQ adults, children and relatives especially if there are high levels of rejection. When asked, who would LGBTQ students go to when they are ready to disclose their orientation, they listed: an adult they trust, close friend, someone else who has already come out and last parents - because they are afraid they wouldn't be loved.

It is important to remember

(Cont. on pg. 8)

2017 FASN School Nurse of the year!

Margaret Polk, BSN, RN, NCSN

Congratulations



Margaret is the school nurse at Pasco High School and James Irvin Education Center who has worked for Pasco County Schools since 1991. She is a mentor for new school nurses, coordinates for ARNP services in the county's full service school, the 504 coordinator, works with the Mental Health Initiative, has written several protocols, involved in numerous committees, and has presented or mentored others in numerous trainings and presentations. Margaret also works coordinating student services' teams and community partners advocating for the migrant families in the Dade City community. In addition to her work, she has volunteered her expertise on district, state, and national committees.

Some words used to describe Margaret are: super hero, devoted, focused, highly qualified, passionate, positive, responsible, a leader, organized, trustworthy, professional, and essential part of her school health program just to list a few!

Margaret's name will be submitted to NASN for recognition for Excellence in School Nursing at the annual conference & will be honored as an award winner.

"Common Dermatology for School Nurses" with the Delightful Rhonda Goodman

Ann Birkmire Williams, R.N., M.S.N.

Rhonda Goodman, PhD, ARNP, FNP-BC, NCSN, AHN-BC and Associate Professor at FAU's C.E. Lynn College of Nursing was warmly welcomed back to the FASN 2017 conference, making a repeat appearance as lecturer, with her "boots on the ground" experiences in the realm of dermatologic assessment for the school nurse. Not only is she an experienced teacher in advanced health assessment and widely published on the subject, but she leaves "The Ivory Tower" of academia on a regular basis to practice as a nurse practitioner locally and around the world, bringing her students along with her. She brought all of her experience to the table as she spoke on this important subject.

Dr. Goodman prefaced her review of specific dermatopathology by reminding us that the majority of the treatment process begins with taking a thorough health history. She stated that, "before laying a hand on your patient the nurse should already have a pretty good idea about the skin condition if he/ she has asked the right questions and conducted a thorough visual assessment." This assessment should include queries about onset, location, duration and visual characteristics of the condition; exposure

to infectious or irritating agents, current medications, hereditary factors, external factors (such as work history, exposure to environmental allergens and travel history).

She also reminded us of the importance of asking the student/ parent about factors which aggravate the condition and treatment which has already been attempted.. (Did it work?)

Dr. Goodman reviewed many common communicable skin conditions which the school nurse might encounter including pediculosis, scabies, bed bugs, various warts, tinea, molluscum contagiosum folliculitis, cellulitis and herpes simplex. Sprinkled throughout this review of dermatopathology were case studies and stories which "put skin on" our discussion of assessment and treatment. A summary article of this lecture is incomplete due to the inability to adequately share the visual vignettes and the speaker's passion-

ate care for her patients which brought extensive clinical applicability to the practice of school nursing. But Dr. Goodman did leave us with numerous resources to further our learning and practice now that the conference has ended. She highly recommended Skin Disease: Diagnosis & Treatment, 3rd edition by Thomas P. Habif (the skin guru) and Campbell, Chapman, Dinulos & Zug.



"Ending the Silence: Suicide Prevention Strategies"

Synopsis by Sharon Mamula, RN



This year I had the privilege to hear Dr. Beth King speak on suicide prevention strategies at the FASN conference. What an eye opening experience. Did you know that every 40 seconds one child dies by suicide? In the 15-20 year old group it is the second leading cause of death. Another startling statistic is that in 2014 suicide was the third

leading cause of death in the 10-year-old group. What can we, as school nurses, do to help these children?

First, the school nurse should be able to recognize the warning signs that a student is contemplating suicide, such as talking of death or dying or giving their possessions

away. If a student comes to you in the clinic, the way that you ask questions relating to suicide may make them feel as if they can't trust you or talk with you. Be soft when you ask questions but be direct. Remember you may be the only person this child has that they can talk with.

Second, there should be preventive strategies in schools. Schools need a protocol for prevention of suicide and a protocol for response to a suicide. Education is the key with all those involved with children, faculty, staff, parents and students. Everyone should be able to recognize the signs and symptoms. You never know when you may be approached by someone you may save.

Dr. King gave many resources for this subject and there are a couple that comes highly recommended. They are: I had a Black Dog, His Name was Depression: <https://www.youtube.com/watch?v=XiCriLOGYc> and Erika's Lighthouse: <https://www.youtube.com/watch?v=XzjBHaT6htu>.

[More Resources Available](#)

Increasing School Safety: Cardiac Emergency Response Planning in Schools

Vivian Weber RN

Sudden cardiac arrest, every person's nightmare, a student, teacher, staff member or visitor suddenly just collapses without warning. Worst yet, this collapse happened on the PE field and within a matter of minutes permanent neurological damage or even death can occur. Is your school staff CPR-AED trained? How will they respond? Does your school have a Cardiac Emergency Response Plan known as a CERP? According to the American Heart Association, "A Cardiac Emergency Response Plan can increase sudden cardiac arrest (SCA) survival rate by 50 percent or more by enabling a trained lay-responder team to take action." Kathleen Rose, RN and CERP Co-lead Author and guest speaker said, "Medical emergency response plans are designed to enhance safety for all students, staff and visitors across school districts. Essential to creating a safe school environment is a Cardiac Emergency Response Plan, which has been proven to save lives in the event of a sudden cardiac arrest."



Of course, with every good plan there are barriers. Will your school, district or state approve such a plan? Who will pay for the CPR-AED program? Will staff members volunteer to be part of the CERP? Does my school have a good communication network linking every part of the school campus together including the playgrounds and athletic fields? What system does my school use to link all areas? Is it by phone, cell phone, intercom or walkie-talkies? How will EMS fit into this plan? Lastly, who gets a copy of the plan and most important, how often do we practice CERP drills?

With survival rates being 50% or better with a CERP, all 50 states having legislation providing Good Samaritan protection, and knowing that getting more rescuers at a school saves lives, why wouldn't nurses want to be involved with this great plan? To find out more about the Cardiac Emergency Response Plan visit <http://cpr.heart.org> or contact Kathleen C. Rose, RN at FLSchoolRN@embarqmail.com.

Vendors At A Glance!!





FASN Affiliate Director Message

Lisa Kern RN, MSN, NCSN
FASN Affiliate Director

The 21st Annual FASN School Nurse Conference – *Linking Learning to Health* was an amazing opportunity for attendees to network with other

school nurses across the state, gain new knowledge, expand existing knowledge, and bring back information to share with school health colleagues. This FASN conference offered both professional development and FUN! See our conference story and highlights here: <https://storify.com/Lkern12/florida-association-of-school-nurses>



As your FASN affiliate director, I had the honor and privilege of attending the NASN Winter Board meeting in Washington DC on Feb 4 – 7: joining other Directors from each affiliate organization across the nation. We worked together on many initiatives including NASN's strategic plan, position statements, and more. We discussed the impact of an excellent

book: *From Silence to Voice* by Buresh & Gordon. It made all of us stop and think about how society views nurses - we are the most trusted profession yet the public knows very little about our work.

During our trip to the hill, I shared four NASN Legislative priorities with our state senators and two representatives: support for the Nurses for Under-Resourced Schools Everywhere (NURSE) Act, final reauthorization for Children's Health Insurance Program (CHIP), Child Nutrition Reauthorization, and access of children to healthcare through Medicaid in Schools (opposing block grants or per capita caps). Here's another *storify* created by the NASN President Beth Matthey, highlighting this very important work: <https://storify.com/bethmatthey/making-change-happen>

The challenge for all of us - embrace advocacy efforts! Do

not be a silent school nurse. Take opportunities to communicate what YOU do to the decision makers in your world – administrators, supervisors, school board, legislators, and superintendent. Condense your professional attributes (education, experience, communication skills, leadership, work ethic, etc.) into 2 – 3 sentences using powerful, compelling language. We must begin a dialogue that stresses why we are important to the health, safety and academic performance of each and every student across our great state. A task oriented school nurse who is not aware of his/her leadership role is a silent one. Focus on the impact that you have on student outcomes, **TELL YOUR STORY** and don't be afraid to speak up!

As Christopher Robin said to Pooh: "You are braver than you believe, stronger than you seem, and smarter than you think"



Please remember to go back and share what you learned at conference with your colleagues. Thank you for your dedication to this work and please contact me if you need support or have questions. Follow me on Twitter @Lkern12 (<https://twitter.com/Lkern12>)



FASN—CE provider

Gwen Parish

For many years FASN has relied on outside organizations to provide CEUs for the annual conference. Each organization did a tremendous job! An amazing partnership was established with each organization and we are beyond grateful to each of them for their hard work and commitment to FASN over years! But as dreams become reality, and we continue to grow there was a need to expand our educational commitment to our members as well as hopes of reaching out into communities in various ways. Hence, through discussion with the Education Committee and the Board, it was decided that FASN would apply to the Florida Board of Nursing to be a provider for continuing education.



The process was meticulous but very efficient due to the efforts of many key folks. Our provider status was granted in a very short period of time. As a first time CE provider, we offered 12 courses, logged 1,389 completions of those courses, and all CE's were entered within an average of 9 days. This new status provides such an opportunity for us to expand our horizons when offering educational opportunities to our current and future members! The speaker evaluations for the 2017 conference were awesome! Each speaker at the conference received rave reviews. The majority of the forms were marked with "Excellent" and "Good", being the two highest ratings possible.

(The Ripple Effect—Cont. from pg. 3)

- It is not the provider's role to disclose LGBTQ identity or behaviors to family or guardians or make recommendations about disclosure
- Avoid assumptions about who the child is "out" to or how comfortable they are with others knowing, including other providers you refer them to.

When the decision to disclose is made, recognize the importance of the process and respect the risk the child is taking. Assure confidentiality if s/he desires. Show your appreciation and support of her/him as an individual. Smile, relax and listen, listen, listen! Be prepared to give resources for emotional or psycho-social support. Finally, be prepared to deal with yourself (feelings, concerns, fears) and seek resources of support for yourself. Ms. Palazzo also addressed what should not be said to the student.

Professional Responsibilities

As professionals, it is our legal, ethical and professional expectation that all our individuals be given exemplary inclusive and culturally competent services regardless of identities, cultures, backgrounds, life experiences, abilities, languages and beliefs. The Constitution prohibits government officials from disclosing information about a person's gay, lesbian, bisexual or transgender orientation, except under limited circumstances. Every school nurse in Florida has a role in ensuring all youth, families and staff in all 67 school districts are valued and do NOT feel their identities and personal experiences, etc., are deprecated or invalid.

We have a professional responsibility to be aware of the dress code, restroom accessibility, and locker room accessibility. It also means that teachers and school administrators cannot discourage a student from being "out" at

school, but they also cannot force a student to be "out" at home. It is up to the student - and the student alone - to decide where and when to be open about his/her LGBTQ status.

Student Services Support Personnel

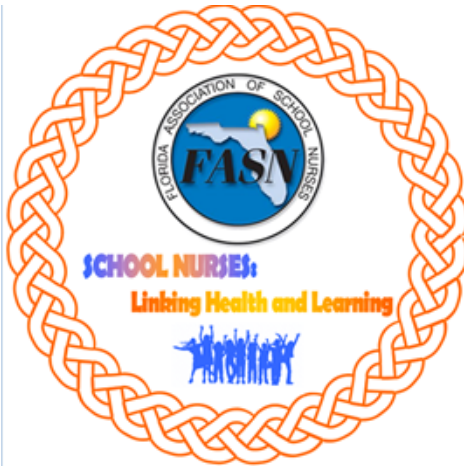
The following are excerpts from the position statements of the various national organizations.

- NASN: "It is the position of the National Association of School Nurses that the school nurse is a vital member of the team to support students' health and well-being and to advocate for policies and practices in the schools that provide for the physical, psychological and social safety of *all* students."
- School Social Work Association of America: "educating both students and staff regarding misconceptions about LGBTQ youth, . . . and the importance of mutual respect."
- National Association of School Psychologists: "supports that all youth have equal opportunities . . ."
- American School Counselor Association: "School counselors promote affirmation, respect and equal opportunity for all individuals . . ."

Conclusion

Studies have shown that all of us, in the time it takes to snap our fingers, notice the color of a person's skin, their gender, appearance, and age. Seeing their uniqueness takes time. Realizing the loving care we give the students we serve takes commitment. Recognizing that our actions and reactions cause a ripple effect that spreads touching the lives of so many others takes understanding. School nurses do make a difference!

FASN Annual Conference---An Investment in You!!!



As nurses, we are always striving to enhance the best in others. As school nurses, often serving as a child's first link to health care, we work diligently to advocate for our students,

whether to their families, teachers, or administrators. We do this without thoughts of reward or gain. And, we accept that we have chosen a career specialty that often functions in isolation—sometimes without another colleague for miles.

So, when an opportunity comes along to build our professional capability while sharing our victories and our frustrations with others who un-

derstand our commitment to children and families, we want to grab it. However, we realize if we participate in this learning option for ourselves, someone else must oversee our case-loads. The stress of this "tradeoff" can make a learning setting for us seem impossible.

The conference we attend must offer presenters with stellar skills. Topics must be relevant to our practices and current to our needs. Continuing education credits are a must, since chances for face-to-face learning must offer more than just a dose of satisfying personal enlightenment. During session breaks, there must be opportunities to evaluate the latest materials, tools, and equipment to enhance our services. An organized, carefully planned approach to these requirements makes us feel excited to be attending as we build our capabilities. This is what we hope was provided to all who attended the 21st Annual FASN Conference the end of January, 2017. Join us next year and invest in yourself!

Vision Vouchers



Have you applied for VSP vision vouchers to help needy families? It's a member benefit! Go to www.nasn.org and click under the Member Center tab or click the link above to apply. **They're free!**

VSP Vision Vouchers news flash! They've lifted the limit on the number of vouchers you can get. And each voucher is good for a full year.





End Notes



Join the FASN Website!

If you haven't joined the FASN Website already, please take a few moments and join as a follower. By joining you will receive announcements, event invites, group communications and access to the member's only areas.

The steps are easy:

- Go to the FASN website: FASN.net
- Click the "sign up" icon at the upper right hand corner of the screen
- Enter the *required ID information
- Create a password
- Click create your account

You are now ready to start receiving e-mail updates and stay connected with FASN!

REFER
a
FRIEND!

And Watch Us Grow!

Refer a friend for FASN membership. It's an easy way to earn \$10 in e-commerce credit. You can use your Refer a Friend credit to help decrease your own membership fee!



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