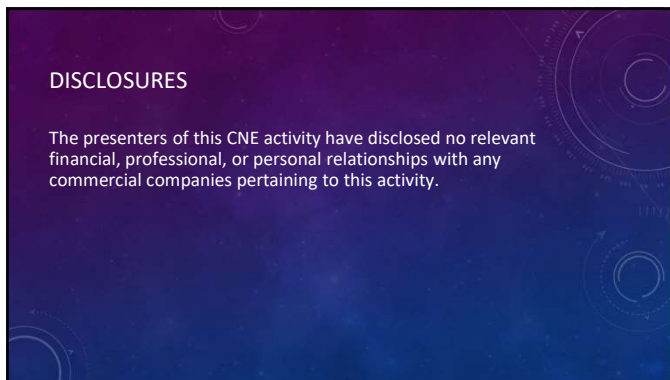


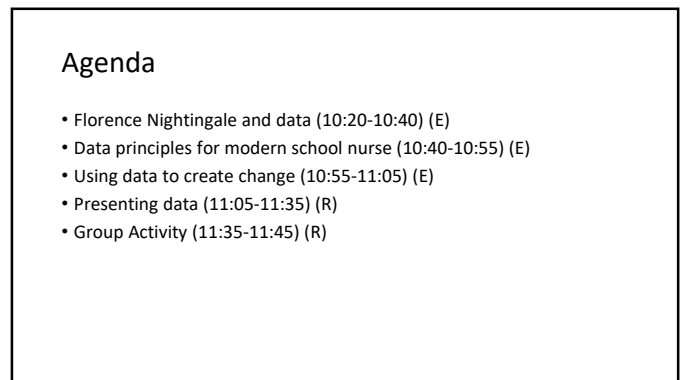
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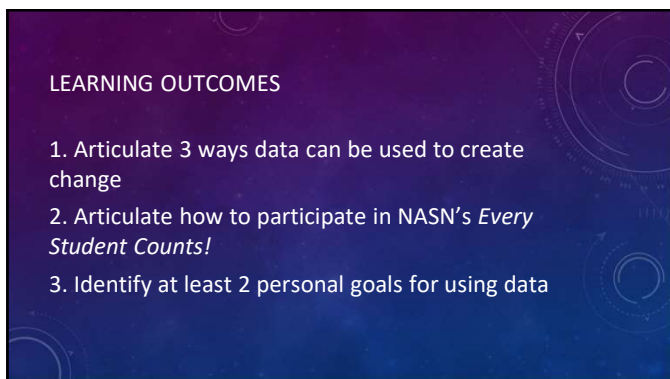
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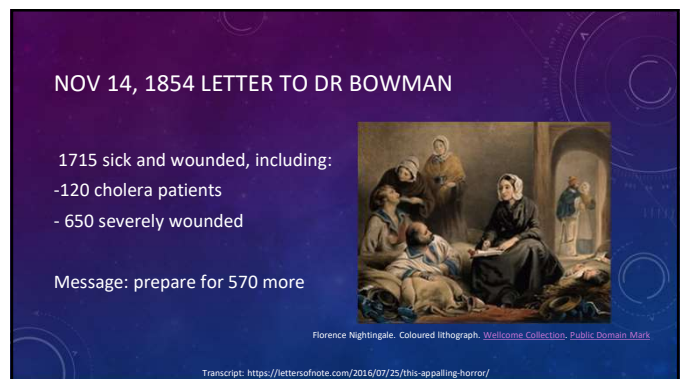
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4



5



6

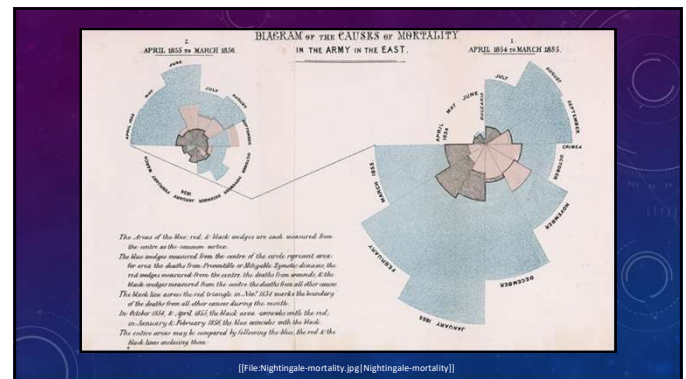
"We have not a basin nor a towel nor a bit of soap nor a broom. I have ordered 300 scrubbing brushes. But one half the barrack is so sadly out of repair that it is impossible to use a drop of water on the stone floors, which are all laid upon rotten wood, and would give our men fever in no time."



"This is only the beginning of things. We are still expecting the assault."

Transcript of letter: <https://lettersofnote.com/2016/07/25/this-appalling-horror/>

7



8

1902-1903: NEW YORK CITY

- September 1902: 10,567 students excluded.
- September 1903: (with nurses) 1101 were excluded.
 - 10% of previous year
- December 1903: 400 excluded (compared to 24,538 the old way).
 - 98.4% drop



(Darlington, 1908; Filachi, 2016; Rogers, 1901)

Works published before 1923 (in this case c 1903) are now in the public domain.

9

1902: NEW YORK CITY

- \$30,000 = 27 nurses (\$900/year + 1 supervisor)
- Served 219,239 students in 129 schools (125 public and four parochial)



(Darlington, 1908; Rogers, 1901)

[[File:PRESS CORRESPONDENTS WITH LILLIAN WALD AND JANE ADDAMS 07333v.jpg]]

10

1918: LINA ROGERS STRUTHERS

"It is a well-known fact that figures are more convincing than words, no matter how forcibly the latter may be used. Directors and nurses may plead indefinitely with the local authorities to appropriate funds for school inspection, urging the general welfare of the children, without obtaining results, but when they can produce "documentary evidence" ... there is no chance to evade the facts, and usually there is no desire to do so, as the need of the child, when shown to exist, makes a strong appeal to the average man."

(1918 school nursing handbook, p 94-95)

11


PANDEMIC OF 1918



(Battenfield, M., 2020)

[[File:1918 Spanish Flu.png|1918 Spanish Flu]]

12




Albany NY
The school superintendent assigned school nurses to work for the Bureau of Health.

Monday, November 11, Albany's theaters reopened for normal operating hours and children returned to their classrooms. All classrooms were disinfected, and school nurses inspected each student for illness before admitting them. Overall, only a few students were found ill with influenza.

The Post-Standard (Syracuse, New York)
November 13, 1918, p. 8
Permalink: <http://hdl.handle.net/2027/spo.7050flu.001.1.507>
<https://www.influenzaarchive.org/cities/city-albany.html>

13

"There were approximately 50,000 children in Minneapolis schools, and only thirty school nurses to monitor and examine all of them. Under normal circumstances or during other epidemics, [Guilford] stated, this number might be adequate to care for all the children. But the highly contagious nature of influenza made it impossible for only a handful of school nurses to ensure the health of so many schoolchildren."




(<https://www.influenzaarchive.org/cities/city-minneapolis.html>)
Paul Thompson, Public domain, via Wikimedia Commons

14

COVID-19 (SEPT 2021)

- Since July:
- 67 confirmed staff cases
- 564 confirmed student cases.
- 94% confirmed cases from unvaccinated
- Of the adults who tested positive for COVID-19, 64% were unvaccinated.



Garland ISD COVID-19 cases stabilizing | News | starlocalmedia.com

15


TEXAS 2021



Photo Credit: Joe Luna

16

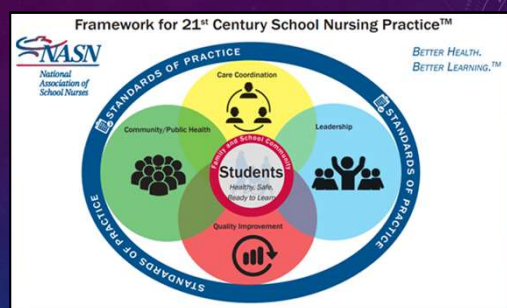
GROUP DISCUSSION:
-HOW HAVE YOU USED DATA?
-HOW WILL YOUR COVID STORY NOT GET LOST?




<http://resource.nlm.nih.gov/101443673>
Photo by Mary Taylor from [Pexels](#)

17

Framework for 21st Century School Nursing Practice™



NASN
National Association of School Nurses


18



19

POST TRAUMATIC GROWTH

- Learn from what has happened
- Be clear on your goal
- Be clear on your ask
- Use your data to show why change is needed




Collier, 2016; Tedeschi, 2020

Photo from [Pexels](#)

20

"Hiding within those mounds of data is knowledge that could change the life of a patient, or change the world."



— Atul Butte

For Questions or comments please contact me: emaugha@gmu.edu

Photo by Vlada Karpovich from [Pexels](#)

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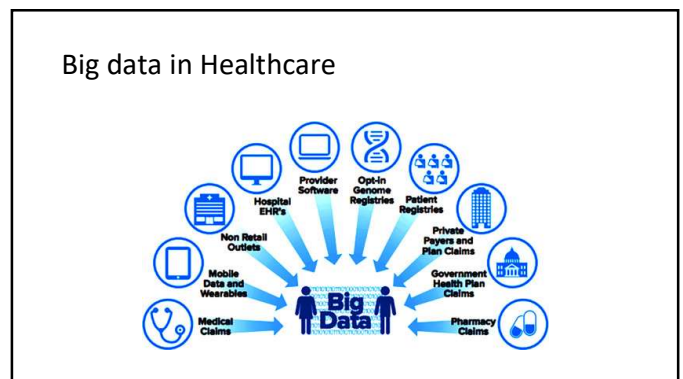
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22

What is data?



23

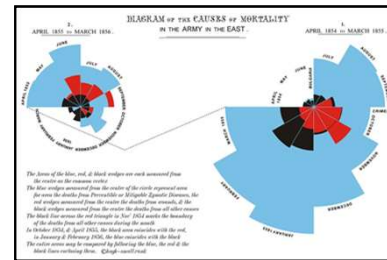


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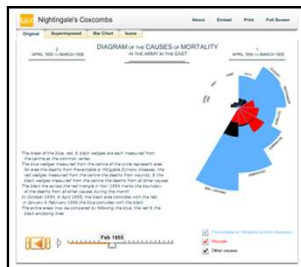
25

FloNight, Data pioneer



26

What does this really show?



<https://understandinguncertainty.org/coxcombs>

27

Who makes my EHR?

- Traditional healthcare system EHR
- School clinic vendor EHR
- Software custom created by school district
- Educational software system with a healthcare module

28

Benefits of EHR

- Structured data formats
- Reporting functionality
- Data mining
- Big data
- Interoperability with the healthcare system
- Share data with PCP, immunization registries
- SDOH



29

What can I do with the data?

- How do we use the data we collect to inform practice?
- What type of data is specific to school nursing?
- What should be the minimum requirements for school health data?



30

How can I optimize the data I have?

- What data do you collect today?
- Where do you document in the EHR?
- Structured data vs free text data
- Data dictionary
- Required documentation



31

How can we optimize/enhance EHR systems

- Vendor relationship and support
- Asking your vendor for enhancements
- What future options would you like to see in your EHR?



32

What should I ask my vendor?

- Is your data interoperable with the larger healthcare system?
- Is your data easily reportable via self-serve analytics and/or dashboards?
- How can we incorporate SDOH?
- Do you have an **interface between your database and other EHRs**? If not, can you build one?
- Do you use any of the following: ICD-10, NANDA, SNOMED, OMAHA, LOINC, HL7/FHIR

33

Propeller Health

Propeller teamed up with the Detroit Health Department, Detroit Public Schools Community District, Wayne State University and [Kids' Health Connections](#) (KHC), a nonprofit that provides health education and services to Medicaid-enrolled and other economically disadvantaged children in Detroit, to deliver a **digital program to help children and their caregivers better manage their asthma between healthcare appointments**.

Propellerhealth.com



34

Tips for presenting data

- Who is your audience?
- What information are you presenting?
- How are you going to tell the story?
- Why is this important?



35

Examples of data

- How many students visited the clinic
- How long students were in the clinic
- Most common reasons for clinic visits
- # of hearing/vision screenings completed
- # of students with life-threatening allergies
- How clinic visits correlate with absentee rates
- Health surveillance, i.e. Influenza/COVID-19



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Who is your audience?

- Staff and Principal
- Students
- Parents
- School nurse colleagues
- Other healthcare colleagues
- Legislators

Tailor your presentation to the audience!

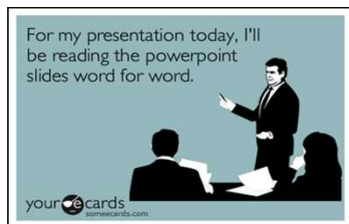
37

What information is important?

- What is important to your stakeholders?
- How much time do you have?
- Will you be able to present a visual, or give handouts only?
- Don't make assumptions

38

How are you going to tell the story?



39

No Really, how are you going to tell the story?

- PowerPoint presentation
- Lecture
- Question & Answer session
- Roundtable discussion
- Handouts

HOW are you going to learn to use these tools?

40

Which fonts to use?

For slides use:

- Helvetica
- Arial
- Calibri

For handouts use:

- Times New Roman
- Century
- Book Antiqua

41

Guidelines

- 6-10 lines of text per slide
- At least 20 point font for slides
- Professional image and fonts, clean backgrounds
- Keep handouts concise and easy to read
- Appropriate humor
- Practice/record yourself/ask for feedback

42

Font size makes a difference

- This is 20 point font
- This is 30 point font
- This is 40 point font
- This is 50 point font
- This is 60 point font

43

Font style and color is important

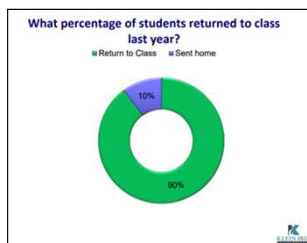
Avoid color combinations that cannot be easily read and seen by everyone in the room

Avoid fonts that are difficult to read

Avoid "cute" fonts such as Comic Sans

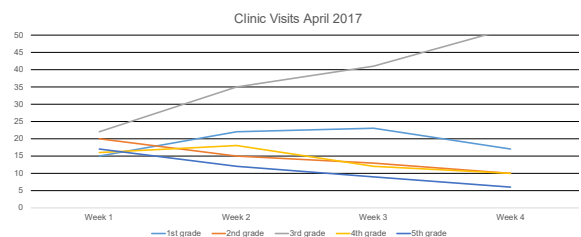
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Example slide



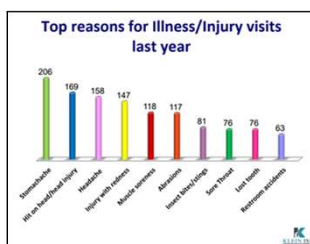
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Example slide



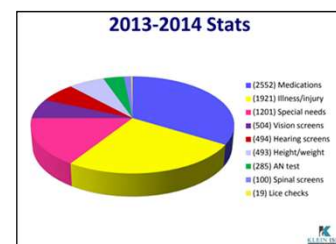
46

Example slide



47

Example slide

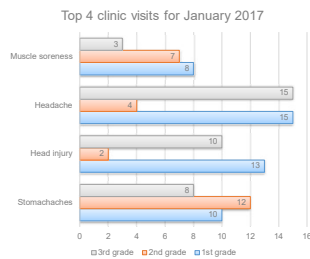


48

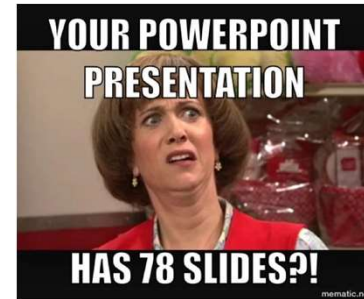
Example slide

- The top four clinic visits from January 2017 in the Nightingale Elementary School Clinic are:
- Muscle soreness
- Headache
- Head injury
- Stomachaches

- The most visits were for Headaches in both 3rd grade and 1st grade



49



50

Make a good impression!

- Dress for the part
 - Professional dress for Administrators and School Boards
 - Casual dress/scrubs may be more appropriate for your campus

Come prepared with handouts and professional business cards



51

Why is this important?



- Focus on student health, and how data impacts
- Come prepared with needs and potential solutions
- You are sharing school health data to help inform practice

52

Final thoughts...

- Own your expertise
- You are the medical expert in the educational setting
- You are the school health DATA expert!



53



54

Recap

- Who is your audience?
- What information are you presenting?
- How are you going to tell the story?
- Why is this important?



55

Resources

- [Five Best Practices for Making Awesome Power Point Slides](#)
- [How to create presentations](#)
- [Beginners Guide to Power Point](#)
- [Beginners Guide to Excel](#)
- Canva: <https://www.canva.com/>
- Microsoft Office: <https://support.office.com/>
- Vistaprint: <https://www.vistaprint.com>



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