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### **N433 – Active Learning for School Nurse Shadowing Experience**

Complete this Active Learning activity after your clinical with the School Nurse. Submit your completed assignment to the dropbox within 72 hours of this clinical rotation (Monday @ 2359). **Be sure you look at the attached rubric as you write up this assignment because it must be written with accurate grammar, spelling, and APA format for references. Your score will be based on the rubric. You must receive 77% (38.5 points) in order to pass this clinical assignment.**

1. How does this clinical site relate to the course?

The course description cited in the syllabus provides that students examine nursing care related to the health-wellness continuum of adolescents (King, 2020). This shadowing experience allows students to appreciate how broad the adolescent populations' needs are. Amanda, the school nurse at Charleston High School, cares for teenagers with a variety of problems including acute illness or injury, chronic conditions, special needs, and emotional or mental health concerns. She is additionally responsible for monitoring students' vaccination records and screening students for vision or hearing problems. Furthermore, this student felt that this clinical rotation helped him better understand how public health issues create challenges for adolescents. The COVID-19 pandemic has forced schools and their students to adapt to the pandemic by utilizing remote learning, mask-wearing, and social distancing. These changes can make building and maintaining relationships with peers more difficult. Peer interaction is a critical activity during adolescence; children in this age group view their peers as a reference point for what is expected and appropriate (Holman et al., 2019).

2. How were you an engaged nursing professional today?

At this clinical site, nursing students can not provide direct care independently or document encounters. However, this student was able to learn from Amanda through observation and by asking questions. Nursing organizations, including the American Nurses Association, have broadly held that lifelong learning, continuing education, and maintaining competency are professional responsibilities for nurses (American Nurses Association, 2014, as cited in Bindon, 2017; Bindon, 2017). It follows that active participation in learning experiences related to nursing practice represents conduct in accordance with established professional standards for nurses. An example of an area this student learned about is the nurse's role in contact tracing. When a student at the school is known to have tested positive for COVID-19, the school nurse must check for any close contact other students may have had with that student. Any exposed children must be sent home for 14 days, beginning on the date of their exposure. The nurse then sends their information to the health department, which follows up with the student and their family.

3. How did you contribute to the service provided by the school nurse today?

During this experience, a fellow student and I assisted with contact tracing. Specifically, we accompanied the school nurse to speak with students possibly exposed to COVID-19 and helped check for desks within six feet of persons with known positive test results. Furthermore, we were able to collect an HPI from a student and assess her injury. The injured student was an 18-year-old female presenting with a small scab to her right hand's dorsal surface. Per the student, several days ago, she punctured her hand with a pencil. She states that she has a history of ADHD and autism and that as a manifestation of her ADHD, she often picks at wounds. The area appears as a scab that is approximately 2 mm x 2 mm. The skin surrounding the scabbed area is red with no swelling. No drainage was noted from the wound or on the bandage the student had worn. She reports that the area is tender to the touch. The student states that she is allergic to bacitracin and will be obtaining a prescription topical for the wound. Amanda provides the student with a form she will need to complete and return to store her medication at the nurse's office.

4. Name 3 ways this clinical site impacts Pediatric health?

For its students, having a school nurse at Charleston High School improves access to care, provides them with a reliable educational resource, and gives them an advocate to promote their wellness. Amanda notes that she is often the first healthcare professional that students see for their problems. It does not escape this student's attention that the city of Charleston is economically diverse. According to the United States Census Bureau (2019), in 2019, Charleston was home to 656 single-mother households with children under 18 years old, with an estimated 56.3% living below the poverty level (United States Census Bureau, 2019). Based on this data, it is a reasonable inference that financial concerns may limit access to care for some students at Charleston High School. Amanda's position as the school nurse and the services she provides are publicly funded and cost students nothing to use at the point of care. Regarding education, Amanda specifically identifies teaching about STIs and prevention as something she is occasionally approached by students for. Finally, several of Amanda's job functions fall under the domain of advocacy and health promotion. For example, she conducts screenings for hearing and vision problems in her office on special needs students, new transfers, and for any student as needed. Other examples include her status as a mandatory reporter for abuse and her role in monitoring student vaccination progress.

5. What are the health risks of the population served during today's clinical based on your observations today?

Amanda cites acute injuries, illnesses, and mental health concerns as common reasons she sees students in her office. On this clinical day, the students who came to the nursing office primarily did so concerning an injury. However, Amanda sent three students to home due to possible exposure to a student who tested positive for COVID-19. Although these students were asymptomatic, this observation implies that, at least for now, exposure to infectious disease including COVID-19 is a relevant health risk for adolescents. While we did not see any students today for a direct mental health concern, ADHD was a contributing factor for one of the students we saw in that she picks wounds as a manifestation of her condition.

6. Choose one of the health risks identified in question 5 and develop a plan of care to address this. Include a Nursing diagnosis, a measurable goal, and at least 3 Nursing interventions to achieve this goal.

The relevant health risk this student selects is mental health concerns. An example nursing diagnosis is situational low self-esteem related to body image as evidenced by the patient stating, "I feel like I'm not good at anything when I compare myself to my friends. I'm not smart, pretty, or good at sports" (Gulanick & Myers, 2017). An appropriate goal for this nursing diagnosis would be for the client to verbally identify three areas where they feel successful by the end of their encounter with the nurse. This student's first intervention is to review the client's current and past accomplishments with the client (Gulanick & Myers, 2017). The second intervention this student will select is for the nurse to assess if the client relates their feelings to a specific event (Gulanick & Myers, 2017). The third intervention is that the nurse will assist the client in reflecting on their achievements in the context of self-satisfaction (Gulanick & Myers, 2017).

7. How will your experience during the School Nurse job shadowing impact your nursing practice?

During this clinical experience, I became conscious of an assumption that these clients view themselves as the nurse's equal. When I had the opportunity to meet with students who came to the nurse's office today, our interactions reminded me that children this age often view adults as authority figures rather than peers. It occurs to this student that as a result, adolescents may be less inclined to share information they feel is embarrassing or that may cause negative consequences. Thus, when meeting teenage clients in the future, this student will attempt to stress his role as a partner in promoting their health. I had an opportunity to informally evaluate this paradigm shift's efficacy by reflecting on two encounters I had with students during this experience. During the first encounter, the student gave short answers and volunteered information only when asked. When meeting the second student, I attempted to use language that established the student as an active participant in their care. For example, I asked the student, "What is bothering us this morning?" rather than "What is bothering you this morning?" I observed that the second student appeared more comfortable throughout our interaction and readily volunteered pertinent information. Although this experience is anecdotal, in my

estimation, the change in approach carries little risk of harm while offering significant potential benefit to the quality of interactions that I have with clients.

## References

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