


**Asthma**

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**Coordination of  
Care at School**






Nichole Bobo, NASN  
Elizabeth Clark, NASN  
Sally Schoessler, AAN

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## OUR SPEAKERS



**Nichole Bobo, MSN, RN**  
*Director of Nursing Education*  
National Association of School Nurses



**Elizabeth Clark, MSN, RN,**  
**NCSN, FNASN**  
*Nursing Education & Practice  
Specialist*  
National Association of School Nurses



**Sally Schoessler, MSEd, BSN,**  
**RN, AE-C**  
*Director of Education*  
Allergy & Asthma Network


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# Program OUTLINE

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Today's Webinar:

- Asthma Overview
- School Nurse-Led Case Management
- Asthma in the Age of COVID-19
- Resources for the School Nurse



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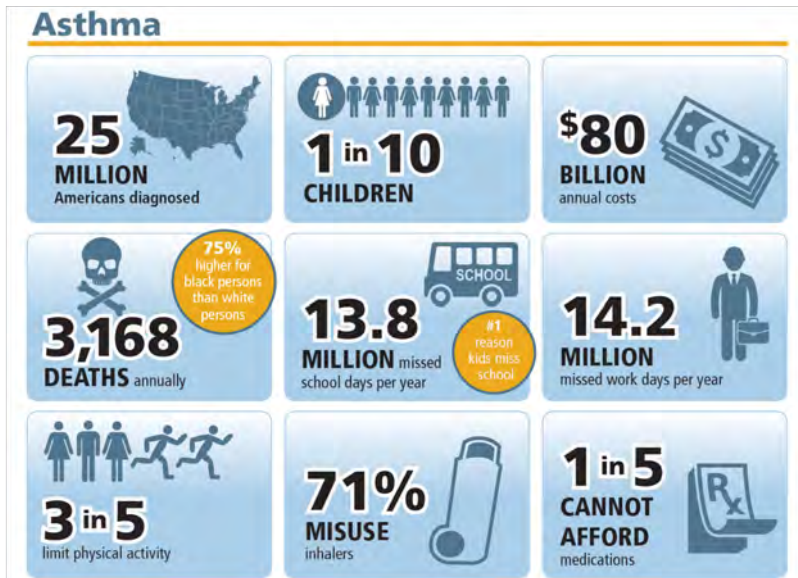


## Asthma Overview

Sally Schoessler

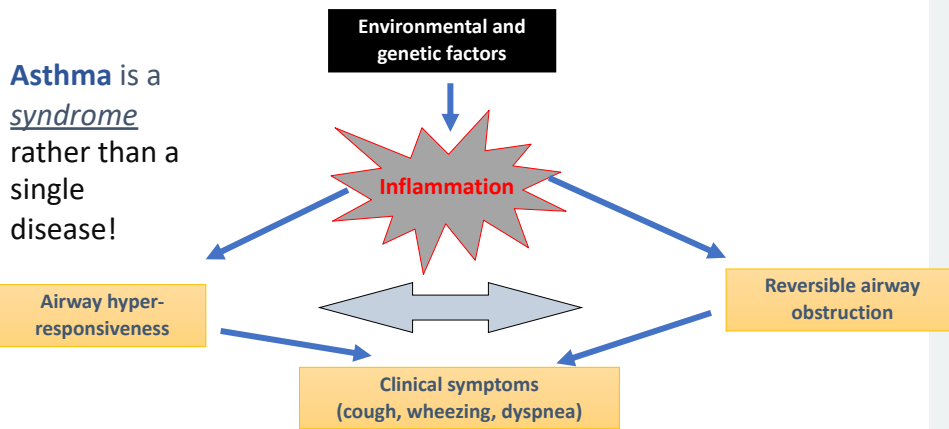
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# Asthma FACTS



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# Understanding Asthma



NHLBI. Expert Panel Report 3: Guidelines for the Diagnosis and Management of Asthma. No. 08-4051. 2007.

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### ■ Quiet Asthma

- Inflammation & swelling
- Student can't hear or see what's happening

### ■ Noisy Asthma

- Irritation triggers bronchospasm
- Coughing, wheezing, shortness of breath



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## Asthma Triggers


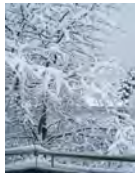

- Irritants – tobacco smoke, strong odors, chemicals
- Allergens – animal dander, dust, dust mites
- Viral respiratory infections
- Drugs – aspirin (NSAIDs), propranolol (beta blockers)



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## Asthma Triggers

- Exercise – Exercise-induced bronchospasm (EIB)
- Weather changes/cold air
- Strong emotions – laughing, anger
- Food additives – sulfites
- Gastroesophageal reflux disease – GERD
- Rhinitis – sinusitis
- Environmental allergies

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### Rules of Two®

<ul style="list-style-type: none"> <li>✓ Do you have asthma symptoms or use your bronchodilator medication more than two times per week?</li> <li>✓ Do you refill your bronchodilator medication more than two times per year?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Do you have asthma symptoms that awaken you more than two times per month?</li> <li>✓ Does your peak flow drop more than 20% (2 X 10%) with symptoms?</li> </ul>
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**If the answer to each of these questions is no,** then most likely your asthma is under control. Keep doing what you are doing!

**A yes answer to one of these questions** means that your asthma is not controlled and you need to take action to fix it.

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## Some Triggers in the School Setting



### Specific Trigger

- Strong odor from construction, new carpeting, nail polish, etc.
- Anxiety
- And every school nurse's favorite: "Running the mile"

### School Nurse Assessment

- Assess student's breathing, environmental hazards
- Assess student's breathing, situational stresses
- Pre-medicate 20 mins. before exercise, assess breathing – "set the student up for success"

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### Prevention

- Trigger avoidance - Assess environment
- Pre-medicate before intense activity

### Treatment

- Asthma Action Plan
- Right medication, right device at the right time

### Management

- Education - Developmentally appropriate
- Work towards self-management

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## School Issues



**Planning**



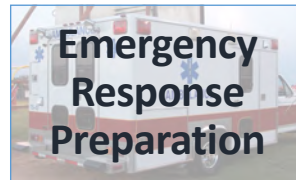
**Coordination  
of Care**



**Staff  
Education**



**Safe  
Environment**



**Emergency  
Response  
Preparation**

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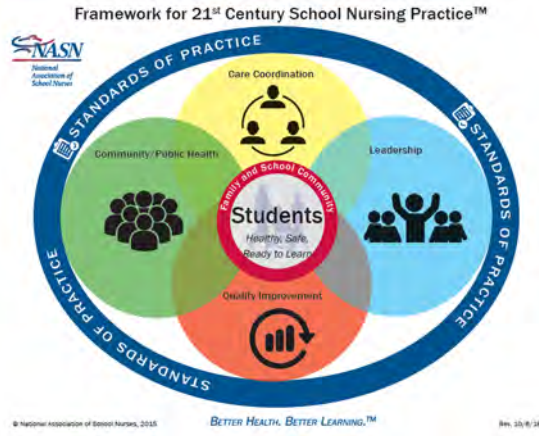


**School Nurse-Led  
Case  
Management**

Nichole Bobo

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# NASN's Framework™



## Framework for 21<sup>st</sup> Century School Nursing Practice™

NASN's Framework for 21<sup>st</sup> Century School Nursing Practice (the Framework) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the Framework is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of Care Coordination, Leadership, Quality Improvement, and Community/Public Health. These principles are surrounded by the 19th principle, Standards of Practice, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Standards of Practice	Care Coordination	Leadership	Quality Improvement	Community/Public Health
<ul style="list-style-type: none"> <li>Clinical Competence</li> <li>Clinical Guidelines</li> <li>Code of Ethics</li> <li>Critical Thinking</li> <li>Evidence-based Practice</li> <li>NASN Position Statements</li> <li>Nurse Practice Acts</li> <li>Scope and Standards of Practice</li> </ul>	<ul style="list-style-type: none"> <li>Care Management</li> <li>Chronic Disease Management</li> <li>Collaborative Communication</li> <li>Direct Care</li> <li>Education</li> <li>Interdisciplinary Teams</li> <li>Motivational Interviewing/Counseling</li> <li>Nursing Delegation</li> <li>Student Care Plans</li> <li>Student-centered Care</li> <li>Student Self-empowerment</li> <li>Transition Planning</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy</li> <li>Change Agents</li> <li>Education Reform</li> <li>Funding and Reimbursement</li> <li>Healthcare Reform</li> <li>Lifelong Learner</li> <li>Models of Practice</li> <li>Technology</li> <li>Policy Development and Implementation</li> <li>Professionalism</li> <li>System-level Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Continual Quality Improvement</li> <li>Documentation/Data Collection</li> <li>Evaluation</li> <li>Meaningful Measures</li> <li>Academic Outcomes</li> <li>Performance Appraisal</li> <li>Research</li> <li>Webinar Data Set</li> </ul>	<ul style="list-style-type: none"> <li>Access to Care</li> <li>Disease Prevention</li> <li>Environmental Health</li> <li>Health Education</li> <li>Health Equity</li> <li>Healthy People 2020</li> <li>Health Promotion</li> <li>Screening/Referral/Follow up</li> <li>Social Determinants of Health</li> <li>Surveillance</li> </ul>

ASCD & CDC. (2014). Whole school whole community whole child: A collaborative approach to learning and health. Retrieved from [http://www.ascd.org/ASCD/pdfs/ste4302/publications/wholeschool\\_wssc-a-collaborative-approach.pdf](http://www.ascd.org/ASCD/pdfs/ste4302/publications/wholeschool_wssc-a-collaborative-approach.pdf)

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## The Whole School, Whole Community, Whole Child Model (WSCC)

- Guides nursing practice in schools
- Replaces Coordinated School Health
- Five whole child tenets & 10 components surround the student
- Role of community emphasized

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## Supporting the Whole Child

Child-centric

Comprehensive Approach

Collaborative Across Sectors

(NASN, 2016)

(ASCD & CDC, 2014)

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## Care Coordination for Students with Asthma

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### Care Coordination

- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/ Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning

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# Case Management

Case management ≠ care coordination

Collaborative

Goal oriented

Personal & school health team

Strategies address health & academics (outlined in IHP)

Solutions inside and outside school

Promotes self-care & independence



## Care Coordination

- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/ Counseling
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- Transition Planning

(NASN, 2020)

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# School Nurse-Led Case Management

## SCHOOL NURSE LED

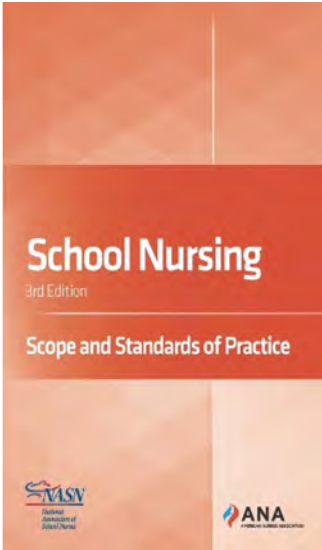
- Both a program & practice tool
- Goal: Reduce barriers
- Benefits
- Integrates practice components

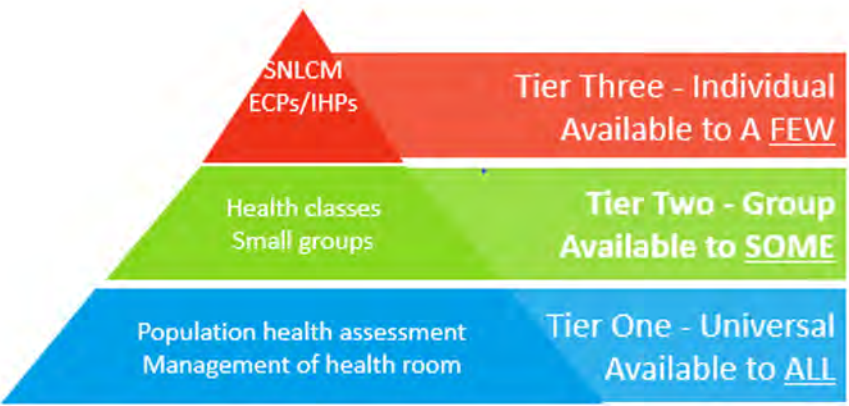


(NASN, 2020)

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## Implementation of SNLCM





(PBIS, 2020)


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## Tier 3 Students

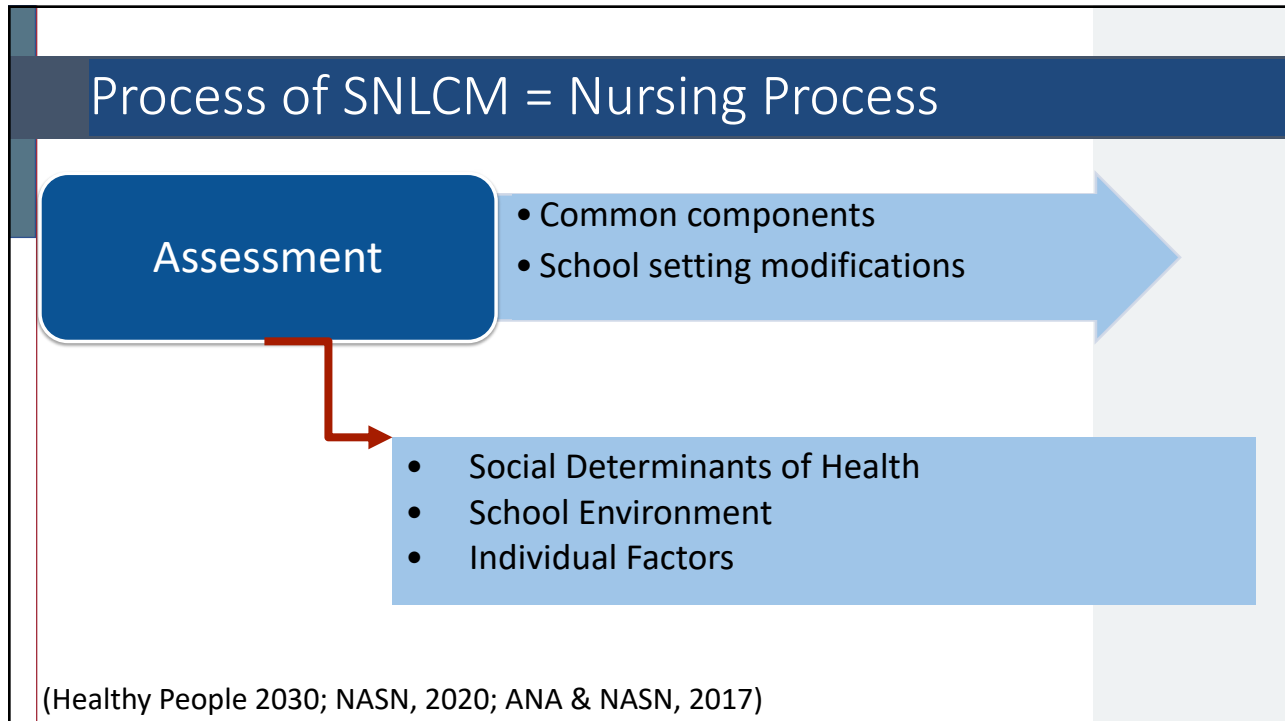
Identify through case finding

- Data sources
- Questions

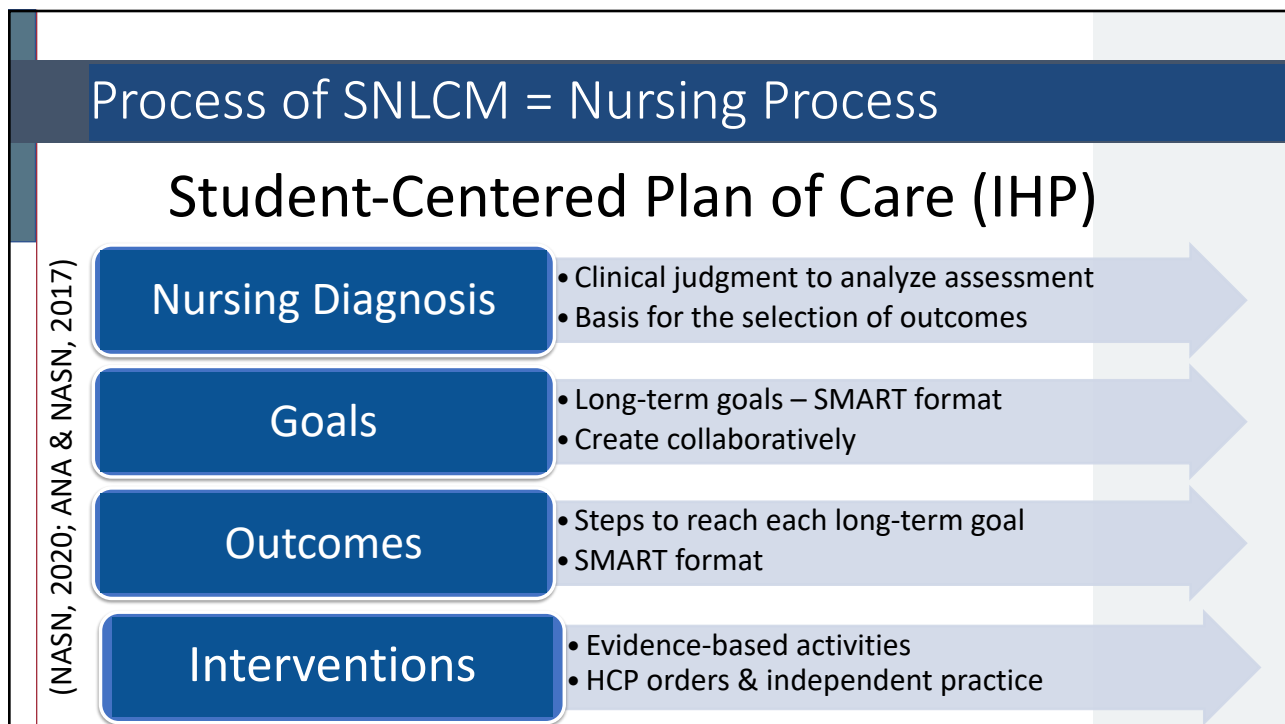
# Prioritize



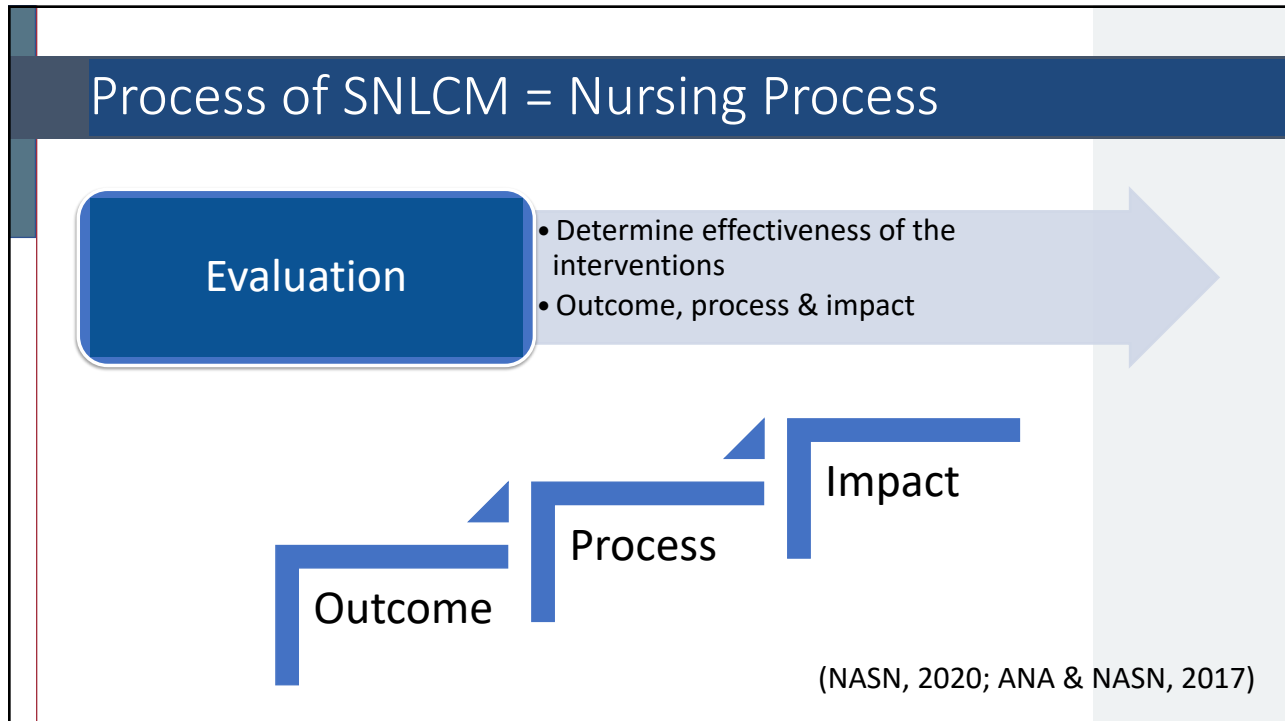
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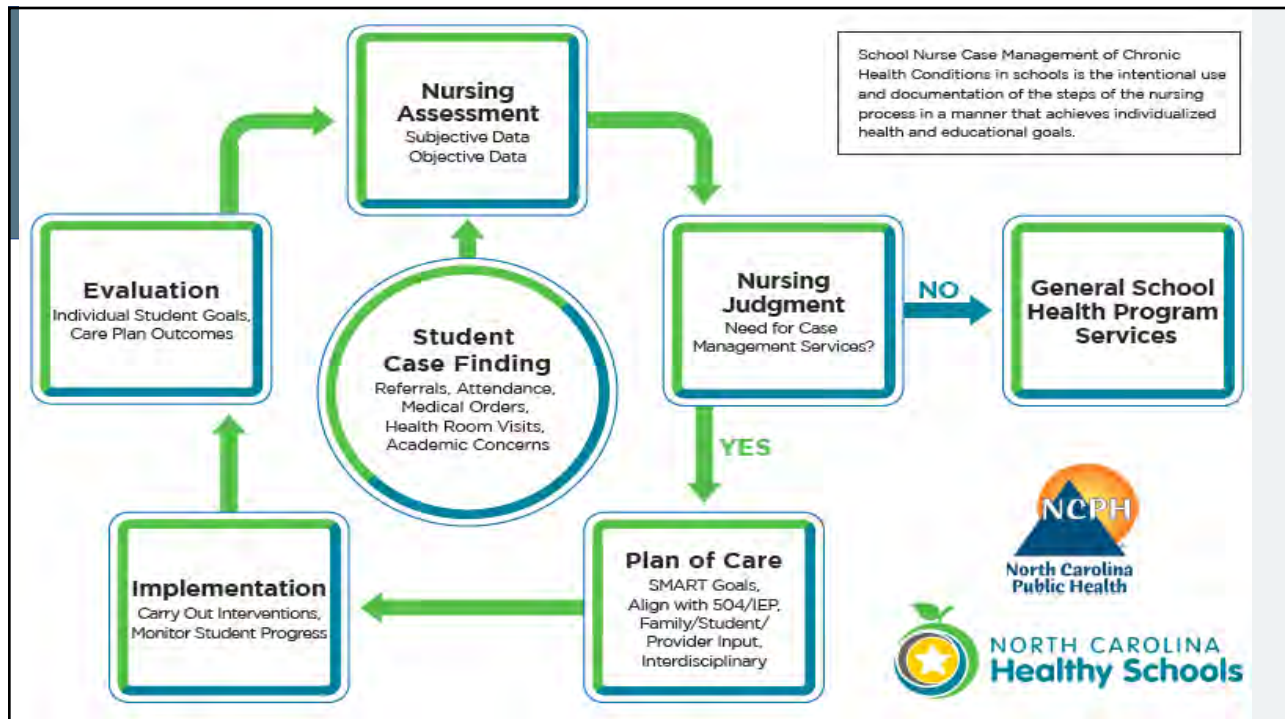
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## Show the Data

Structure	Process	Outcomes
School Nurse • Number of nurses	<ul style="list-style-type: none"> <li>• Health assessments</li> <li>• Home visits</li> </ul>	School Nurse • Job satisfaction
Student • Number of students		Student • Health goals met
School Community • Presence of EHR		School Community • Population health

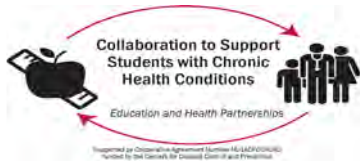
(Maughan, 2019 & 2020; Wolfe, Maughan, & Bergren, 2019)

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# Care Coordination Resources



The COVID-19 Pandemic and Chronic Health Conditions - The School Nurse Role in Promoting Health Equity

Cost: Free for NASN members and non-members [4.0 CNE Contact Hours].



## Model for School Nurse-Led Case Management Manual

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## Asthma in the age of COVID-19

School nurse assessment and critical thinking skills have been accentuated



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## Signs and Symptoms COVID19 vs Asthma

- Only three symptoms are the same:
  - Cough
  - Shortness of breath
  - Congestion or runny nose may be present



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# COVID-19 & Asthma

- School nurses use:
  - Experience
  - Assessment
  - Critical thinking
  - IHP



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## COVID-19 & Asthma Treatment

The use of inhalers is preferred over nebulizers

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## COVID-19 & Asthma Treatment

- Nebulizer use is limited



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## Return to School

- Preparing for student needs
- Addressing social needs




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# NASN Resources



*National  
Association of  
School Nurses*

- NASN [COVID-19 Reference pages](#)
  - [School Attendance, Asthma, & COVID-19](#)
  - [Considerations for School Nurses: Health Equity Implications During COVID-19 Pandemic](#)
  - [Return to School Post COVID-19 Closure Considerations for Students with Disabilities and Special Healthcare Needs](#)

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*National  
Association of  
School Nurses*

# NASN Resources



- NASN Learning Center
  - [Chronic Health Condition Considerations During School Re-Opening \(.75 CNE\)](#)
  - [The COVID-19 Pandemic and Chronic Health Conditions - The School Nurse Role in Promoting Health Equity \(4 CNE\)](#)

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## Patient Learning Pathways

Patient focused information on a variety of health topics

- Easy to understand
- Evidence-based
- On demand

Asthma  
Anaphylaxis  
COPD  
COVID-19  
Allergen  
Immunotherapy  
Aspirin-  
Exacerbated  
Respiratory Disease

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# Indoor Air Quality & Indoor Air Pollution

New webpage on [allergyasthma.org](http://allergyasthma.org)

- Why is indoor air quality important?
- How does indoor air quality affect our health?
- What are the most common indoor air pollutants?
- How can indoor air quality be improved?
- How can air quality be tested?
- And more!



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# Asthma Posters

**Respiratory Treatments**

Categories include: SHORT-ACTING BETA<sub>2</sub>-AGONIST BRONCHODILATORS, LONG-ACTING BETA<sub>2</sub>-AGONIST BRONCHODILATORS, INHALED CORTICOSTEROIDS, COMBINATION MEDICATIONS, MUSCARINIC ANTAGONIST (ANTICHOLINERGIC), COMBINATION, BIOLOGICS, BRONCHIAL THERMOPLASTY, and PDE4 INHIBITORS.

**Respiratory Tools**

Categories include: NEBULIZERS, VALVED HOLDING CHAMBERS AND SPACERS, MEDICATIONS, SPIROMETER, PEAK FLOW METER, IN-CHEK DIAL INSPIRATORY FLOW METER, ASTHMA CONTROL TEST™, and ASTHMA ACTION PLANS.

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# COVID-19 RESOURCES - Infographics

## Asthma and COVID-19

People with asthma and other chronic respiratory diseases may be at higher risk for severe complications — including the devastating pneumonia — associated with COVID-19 (also called coronavirus).

### COVID-19 symptoms

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Loss of taste or smell
- Sore throat
- Headaches or body aches
- Nausea or diarrhea
- Loss of consciousness

*Be sure to check on your loved ones with asthma — make sure they are well.*

### What you need to do...

#### Protection

- Wash your hands frequently with soap and water for 20 seconds
- Wear a face mask in public
- Avoid people who are sick
- Avoid close contact with people who have respiratory symptoms
- Wash your face, hands, and clothes
- Do not touch your face
- Do not touch surfaces that others have touched
- Do not touch your eyes, nose, or mouth
- Do not share food or drinks
- Do not use public restrooms
- Do not use public transportation
- Do not use public pools
- Do not use public showers
- Do not use public locker rooms
- Do not use public changing rooms
- Do not use public restrooms
- Do not use public showers
- Do not use public locker rooms
- Do not use public changing rooms

#### Prevention

- Take your daily asthma controller medications as prescribed
- Check to make if your prescriptions are up to date and not expired
- Keep emergency supply of inhalers and OTC medications
- Follow your Asthma Action Plan
- Know how to correctly use your inhaler
- Know how to correctly use your spacer
- Know how to correctly use your nebulizer
- Know how to correctly use your peak flow meter
- Know how to correctly use your pulse oximeter
- Know how to correctly use your stethoscope
- Know how to correctly use your sphygmomanometer
- Know how to correctly use your otoscope
- Know how to correctly use your ophthalmoscope
- Know how to correctly use your reflex hammer
- Know how to correctly use your tuning fork
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*If you are feeling sick, contact your doctor right away to discuss your treatment. They have and improve yourself from effects to get the best outcomes. Make sure you are up to date on your COVID-19 vaccination.*

Source: U.S. Centers for Disease Control & Prevention, American College of Respiratory and Allergy, Allergy and Asthma Foundation

## COVID-19 Myths Busted

MYTH:	TRUTH:
The COVID-19 virus will die when it's kept in the dark.	From the evidence so far, COVID-19 can be transmitted in all areas, including those with high and humid weather as well as cold and frigid conditions. Regardless of your climate, please practice measures if you have to travel in an area with reported COVID-19 cases.
COVID-19 is just like getting the flu.	While COVID-19 does involve similar symptoms of the flu — fever and cough, in particular — and both can lead to pneumonia, COVID-19 is believed to be much more serious and early research suggests it has a higher mortality rate. What makes COVID-19 dangerous is that it is easily spread from people who may never show any symptoms.
COVID-19 is not a novel coronavirus — so new and different that it needs its own vaccine. Vaccines against the and previously do not provide protection against COVID-19.	COVID-19 is a novel coronavirus — so new and different that it needs its own vaccine. Vaccines against the and previously do not provide protection against COVID-19.
The COVID-19 virus can be transmitted through the air.	There is no evidence to suggest that COVID-19 is transmitted through the air. It is spread primarily through droplets when an infected person coughs or sneezes, or through touching surfaces containing the coronavirus.
Regular use of masks will protect you from contracting COVID-19.	There is no evidence that regularly using the face with masks — a pathogen solution — can protect people from COVID-19 infection. Mask usage helps prevent people from spreading a cold and relieve sinus infections.
Children cannot catch COVID-19.	All age groups are at risk of becoming infected with COVID-19. Studies show children are still at high risk to get COVID-19 but their symptoms are often less severe. Children and people with chronic respiratory diseases such as asthma are at higher risk for more severe complications.

Source: World Health Organization, CDC, Centers for Disease Control & Prevention, CDC

## Asthma Care at School Post COVID-19 Outbreak

Important to note: student's always best. School nurse should wear appropriate Personal Protective Equipment (PPE)

A student presents at the school Health Office with report of respiratory symptoms. **Could it be viral?**

**Maybe?** (Yes/No)

**Assess for additional viral symptoms** (Yes/No)

- Fever of over 101.4
- No fever
- Cough without/with wheeze
- Chest congestion or tightness
- Sharp sounds on auscultation: expiratory wheeze
- Fatigue, Mental status
- Reports not being able to fully participate in daily activities
- Steps taken to catch illness

**Assess for asthma issues & best fit needed.** (Yes/No)

- Current student
- Diagnosis, refer to health care provider (submit possible, provide student with mask)
- Confirmed COVID-19
- Assess risk
- Consult local health official
- Consider 2-5 day fulling (Quarantine to stop, disinfected & contact trace CDC guidance as of 5/20)

**Follow Asthma Action Plan** (Yes/No)

- Green - Follow plan, observe
- Yellow - Administer medication as directed, notify parent
- Red - Administer medication as directed. Call parent as needed. Call 911 if symptoms are or become worse.

**Observe** (Yes/No)

Return to class as appropriate

Please see Page 2 for Asthma Care Notes

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# COVID-19 RESOURCES - Infographics

## Reduce Your COVID-19 Risk Remember the 3 Ws!

**1 Wash your hands frequently**

Use soap and water for 20 seconds

**2 Watch your distance**

Keep 6 feet apart and avoid large crowds

**3 Wear a mask**

Prevent spread of COVID-19 and protect others

AllergyAsthmaNetwork.org

## PROTÉJASE DEL COVID-19

QUÉ PUEDE HACER:

**1 Lavarse las manos con jabón y agua**

Usar jabón y agua por 20 segundos.

**2 Evitar el contacto cercano**

Mantener una distancia de al menos 6 pies (2 metros) de otras personas.

**3 Usar una mascarilla**

Evitar la propagación de las gotas respiratorias.

Respetar el orden de las etapas, utilizar los productos adecuados, evitar el contacto cercano con otras personas.

This program was funded by a grant from The Ohio Foundation for the Pediatric Family Foundation.

## Reduce Your COVID-19 Risk Remember the 3 Ws!

**1 Wash your hands frequently**

Use soap and water for 20 seconds

**2 Watch your distance**

Keep 6 feet apart and avoid large crowds

**3 Wear a mask**

Prevent spread of COVID-19 and protect others

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## Resources

Check out [allergyasthmanetwork.org](http://allergyasthmanetwork.org)

- Resources are on information pages
- Online shop
  - Printed posters
  - Free downloads

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## Care Coordination References & Resources

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- National Association of School Nurses – Learning Center <https://www.pathlms.com/nasn>
  - Improving care coordination for students with chronic health conditions (Toolkit).
  - Principles for Practice – The Role of IHPs in Care Coordination for Students with Chronic Health Conditions
  - Principles for Practice – Nursing Delegation to Unlicensed Assistive Personnel in the School Setting
  - Model for School Nurse-Led Case Management (Manual)
  - Skills-Based Approach to Managing Chronic Health Conditions in Schools (4.25 CNE)
  - Using the WSCC Model to Implement Wellness Policies & Sustain Chronic Health Condition Management in Schools (0.5 CNE)
  - The COVID-19 Pandemic & Chronic Health Conditions – The School Nurse Role in Promoting Health Equity (4.0 CNE)
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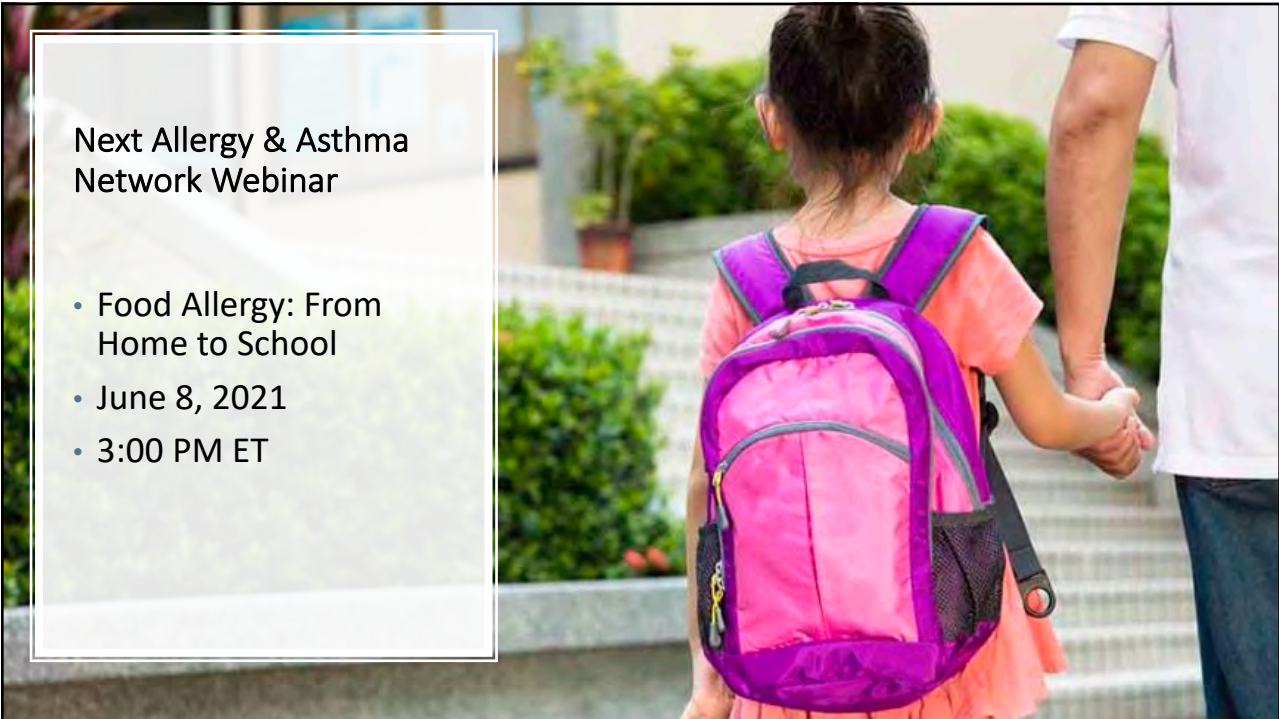
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