

## **Nurse Education Webinar Series (NEWS)**

### **An Innovation Station Cutting-Edge Practice**

**Purpose:** This document is intended to support MCH professionals to implement a practice found in Innovation Station. This resource provides the information needed to replicate the practice and is divided into two sections: the first section provides a high-level overview of the practice while the second section describes how to implement the practice. For additional information on any of the content provided below, please reach out to the practice contact located at the bottom of this document.

### **Section I: Practice Overview**

<b>Location:</b>	Missouri	<b>Title V/MCH Block Grant Measures Addressed</b>
<b>Category:</b>	Cutting-Edge	<b>NPM #11:</b> Percent of children with and without special healthcare needs, ages 0 through 17, who have a medical home. <b>NPM #15:</b> Percent of children, ages 0 through 17, who are continuously and adequately insured.
<b>Date Submitted:</b>	5/2019	

### **Practice Description**

To address the unmet professional development needs of school nurses throughout Missouri, School Health Services (SHS) partnered with the University of Missouri Telehealth Network, the University of Missouri Sinclair School of Nursing, and a number of subject matter experts (SME) to provide distance-learning opportunities through a series of webinars titled NEWS (Nurse Education Webinar Series).

### **Purpose**

The effectiveness of chronic condition management and care coordination in schools is influenced by many factors. At the school level, it is influenced by the knowledge, skills, and attitudes of the school nurse and other staff responsible for caring for the student. School nurses have the opportunity to assume leadership roles in supporting healthy successful students by partnering with parents, families, and healthcare providers. The ability of the nurse to take on these roles often depends on their own training and experience. With the diversity of communities and geography in Missouri, access to professional development along with educational preparation often varies by school district.

The literature suggests that school nurses have unmet educational needs. For example, in the 2015 National Association of School Nurses (NASN) school nurse survey, 45% indicated a need for skill development on health care plans, which are a foundational part of chronic condition management.<sup>1</sup> Approximately 33% were interested in education on mental health and 35% on the school nurse role in the 504 process.<sup>1</sup>

School nurses indicate they lack the time to search for resources, are not trained on good search techniques, and do not have access to literature. Given ever-changing technology and devices, nurses also expressed concerns with the lack of support and professional development opportunities that would allow nurses to stay up-to-date.

Broader healthcare system challenges impact the ability of school nurses to effectively manage student health and chronic conditions, including inadequate access to healthcare and lack of insurance for some students as well as lack of options for referrals for mental health services.

Education and training of nurses varies and may affect the level of care provided in a school. The National School Nurse Workforce Study<sup>1</sup> found that 24% of nurses had an Associate's degree, 53% a Bachelor's degree, and 13% a Master's degree in nursing. Schools with an RN or both an RN and LPN were more likely to be involved with chronic care and to develop Individualized Health Plans.

In Missouri, the School Health Services (SHS) Program is a statewide program to support workforce development for school nurses and others working with students (PRE-K- 12) in the school setting. The SHS Program conducts three surveys annually:

- Statewide Staffing Survey: used to identify local school health services; calculate the nurse to student ratio; identify staffing changes; assess educational preparation; and collect an email address for communication.
- Inventory Survey: captures the incidence of children with chronic health conditions and/or special health care needs; guides the program to be responsive to changes in health care services.
- Health Office Outcomes Survey: used to track the outcome of student visits to the school health office.

SHS uses the survey data to identify trends, allocate resources and plan professional development for school staff and places emphasis on students with chronic health conditions and/or special health care needs. With an average reporting rate from all public school districts of 92%, using our 2017/18 school year data, our representative population is 824,558. The most common chronic health conditions for the 2017/18 school year are 82,627 students with Asthma (10%), 26,393 with Life-Threatening Allergies (3.2%), 66,403 students diagnosed with ADD/ADHD (8.05%), and another 45,439 students with other Nonspecific Emotional/Behavioral/Psychiatric diagnoses (5.5%). We also know that school health offices are staffed by RNs, LPNs and unlicensed assistive personnel (UAP)/health aides. In Missouri, 27.5% of our RN licensed school nurses are ADN educated, 46.7% BA/BS/BSN degreed, and 4.2% have advanced degrees, while the remaining 21.6 % have Diploma nursing education. These rates fall below the numbers previously identified as nursing education numbers from national data reports.

To address the unmet professional development needs of school nurses throughout Missouri, the SHS partnered with the University of Missouri Telehealth Network, the University of Missouri

Sinclair School of Nursing, and a number of subject matter experts (SME) to provide distance-learning opportunities through a series of webinars titled NEWS (Nurse Education Webinar Series). A priority of the project was to include flexibility for school nurses to participate. The option to view archived sessions allows the nurses to view them anytime as well as use the webinar(s) in a group setting for professional development and staff education.

Distance learning tools such as the Nurse Education Webinar Series (NEWS) provides just in time learning for school nurses with topics addressing the nursing practice needs they have shared. Access to the learning modules also offers the convenience to be viewed later or repeated and shared with other school health staff on their teams. The first webinar series (2017-2018) included 15 webinars, and the second (2018-2019) was a series of 12 webinars. (See [Webinar Flyers](#))

School nurses are often the child's first stop to identify health issues and connect children and families to health care services and resources. In Missouri, school nurses have very busy health offices, reporting well over 5,000,000 health room visits annually; and many school nurses are in rural areas with limited opportunities to participate in professional development and access resources for best practice in school health services. Students present at school with such a wide range of health/mental health/oral health care concerns. The better prepared school nurses are with resources and practice skills, the better they will be able to support student success in their health and education.

#### **References:**

1. Willgerodt MA, Brock DM, Maughan ED. Public school nursing practice in the United States. J Sch Nurs. 2018;34(3):232-244. doi:10.1177/1059840517752456.

#### **Practice Foundation**

This practice is informed by the needs of school nurses, as well as the Scope and Standards of School Nursing Practice. Through a survey of school nurse leaders and other experiences, we determined the optimal time to allow school nurses to participate in the live programs—afternoon and before the end of the day. In following the trends of questions and request for information posted on a listserv used by school nurses as well as inquiries into the School Health Program, the first year we focused our programming on providing best practice updates for nursing interventions for student health care needs. In the second year, we shifted to provide programming to support professional development to meet the learning needs identified through webinar evaluations, and to foster utilization of the [Scope and Standards of School Nursing Practice](#). In focusing our series on the Scope and Standards of School Nursing Practice, we were also able to align the activities with the objectives of the MCH indicators identified by our state. School nursing practice includes care planning and care coordination to work with children and families to access to healthcare and adequate health insurance and to partner with families and providers supporting a medical home.

## Core Components

Core components of this practice include using data to identify education needs, organizing a webinar series, and delivering and evaluating the webinar. Needs and content of the webinars may vary by location. The activities and operational details in the table below further describe each core component of the practice.

## Practice Activities

Core Component	Activities	Operational Details
Use Data to Identify Education Needs	<ul style="list-style-type: none"><li>Review available educational offerings for nurses</li><li>Review student health care needs reporting for trends and nursing care/practice updates</li><li>Collect qualitative data on nurses education needs.</li></ul>	In Missouri data sources and collection methods included: <ul style="list-style-type: none"><li>Monitoring posts and conversations on statewide and national school nurse discussion boards for trends in information, learning needs</li><li>Reviewing national school nurse practice updates and recommendations through literature reviews and State School Nurse Consultant associations.</li><li>Using data from the Statewide Staffing Survey, Inventory Survey, and the Health Outcomes Survey</li></ul>
Organize Webinar Series	Use expertise of local partners  Map topics based on educational needs	<ul style="list-style-type: none"><li>Partnership agreement with University to host the web platform, record and archive sessions, manage registrations and session log in and attendance, manage session evaluations</li><li>Partnership with multiple University professional schools, hospital and clinics and other professional organizations to identify subject matter experts (SMEs) and session speakers</li><li>Coordinate with SMEs, speakers to schedule, plan objectives for sessions</li><li>School Health Program sends schedule and registration information flier to school nurses using a variety of established connections</li></ul>
Webinar Delivery	Web-based video conferencing	<ul style="list-style-type: none"><li>Using ZOOM platform for interactive webinar sessions; University provides the login to registered participants via email with reminder one day prior to each session</li><li>Each webinar is followed with a link to the session evaluation survey and certificate of participation</li></ul>
Webinar Evaluation	Post-session survey	<ul style="list-style-type: none"><li>University system collects and records the evaluation survey responses: evaluation of meeting objectives, content learning and application to practice. Responses allow for scaled responses and comments.</li></ul>

## Evidence of Effectiveness (e.g. Evaluation Data)

Evaluation surveys were completed for every webinar, both on the content as well as quality of each session. Our partners at the University of Missouri Telehealth Network manage the

session evaluations, hosting the electronic survey following each webinar and providing a certificate of attendance for each completed evaluation. The School Health Program also monitors the attendance for each of the live webinars. We will continue to track participation as a data point for planning future webinar programming. Review of our summary evaluation report identifies that over 90% of the participants learned at least one thing they plan to incorporate into their practice and the top responses for attending the webinars was for to learn more about the content/topic and for meeting professional development requirements for their employers. Overall findings also indicate that they value the convenience of the web-based learning and the opportunity to view archived programs to meet their schedules.

## Section II: Practice Implementation

### Internal Capacity

The SHS designed the webinar content, coordinated the scheduling of the webinars, as well as promoted the project to all school nurses across the state. SHS maintains a database of school nurses and has access to communicate directly with over 90% of all school nurses (public/private/parochial schools) in Missouri. As the Program Manager, the State School Nurse Consultant acts in the lead role for content planning, identifying learning needs and practice recommendations in school nursing. The School Health Program staff share contacts and ideas for potential speakers and engaging partners, including the University, for facilitating the series. Program support staff assist with processing Letters of Agreements and partnership documents in the financial support of the project. The foundation for success in the delivery of the project is the technology and experts hosting the sessions.

### Collaboration/Partners

The Telehealth Network at Missouri University (MU) brought the technical services and skills to offer the distance-learning platform (Zoom) as well as the technology to record and archive the web-based sessions for accessible learning modules. Their staff hosted each of the one-hour webinars, using a didactic learning model with an interactive question/answer period as time allowed.

In the 2017-18 School Year, the 15-part series included content experts on a variety of topics of interest to school nurses. The Sinclair School of Nursing at MU provided the Continuing Education (CE) units for each of the webinars. Their staff collected the learning evaluation data necessary to confer CEs to participants. They also offered suggestions and provided assistance to identify and engage some of the content expert presenters. In our second year, the session topics for the series were focused on best practice and standards in school nursing. We opted to used national speakers as SMEs to present the materials covered in the 2018-19 series, and did not offer CEs for any of the series sessions. The MU Telehealth Network team assumed the task of collecting and reporting the session evaluations.

## Practice Cost

Budget			
Activity/Item	Brief Description	Quantity	Total
<b>2017-18:</b> University of Missouri Sinclair School of Nursing	Provision of the Continuing Education Units (CEU), 1 hour unit x 15 sessions	\$7,200	\$7,200
MU Telehealth Network	Staff support and use of the ZOOM platform	\$3,000	\$3,000
<b>2017-18 Total Amount:</b>			\$10,200
<b>2018-19:</b> University of Missouri Telehealth Network	Staff support and use of the ZOOM platform	\$6,000	\$6,000
Contracts with presenters	3 SMEs (total of 12 sessions)	\$6,000	\$6,000
<b>2018-19 Total Amount:</b>			\$12,000

## Practice Timeline

Practice Timeline				
Phase	Description of Activity	Date/Timeframe	# of hours needed to complete/ oversee activity	Person(s) Responsible
<b>Planning/ Pre-implementation</b>	<p>Collect list of potential content topics and expert speakers; identify selected topics and contact potential speakers</p> <p>Assess optimal time for the school nurses to participate in a webinar for planning and scheduling—time of day, day of the week. Consider school breaks, holidays, other trainings as potential scheduling conflicts</p> <p>Work with the University for staff availability and scheduling for the webinar events</p>	4-6 months, and ongoing; Depends on the level of contact information for SMEs and working relationships		Project lead, program staff

	Develop any MOUs or agreements required by the agency for working with other organizations; may be formal financial contracts or in-kind partnership	Varies by organization		Program lead, program support staff
	Develop the format for the webinar sessions—establish education plan to include learning objectives, teaching tools, and format. Create evaluation survey, measuring learning and content quality, speaker quality, and use of technology.	varies		Program lead, program staff, collaborating partners
	Develop a plan for registration, collect participant information	varies		Program lead, program staff, collaborating partners
Implementation	Plan a schedule for reminder notices and log-in information	MU Telehealth Network email info day prior to program, save the date reminder 1 week in advance		Program lead, program staff, collaborating partners
	Assign responsibilities for each webinar session—open the video room, facilitate the session. Plan with each speaker for the level of interaction			Program lead, program staff, collaborating partners
	Hold the webinar		1 hour +	MU Telehealth Network staff, program staff
Sustainability	Funding resources to support the technology platform and SMEs to present	Annual budgeting plan		Program lead, program staff
	Plan for archiving and access to archived programs			Program lead, program staff

## Resources Provided

- [Webinar Flyers](#)

## **Lessons Learned**

### **Changes in Content and Presentation**

The series of webinars was reduced from 15 in the first year to 12 in the second series. This was a planning decision based on funding resources, practice topics and planning challenges. In our first year, we were able to contract with the University's School of Nursing to sponsor the continuing education (CE) credits because each of the subject matter experts (SME) agreed to present sessions without any fees. Most were providers practicing in university or teaching facilities and provided their services as in-kind contributions of their organizations. In our second year, because of the different training content, the SMEs were individual contractors that required minimal speaker fees. The funds allocated for the project were directed to cover the speaker fees. In reviewing the evaluation and comments from the first webinar series, the CEs were not the primary incentive for participating in the webinars so the decision was made to provide this year's programming without the option of earning credit for continuing education. (Missouri State Board of Nursing does not require annual continuing education units as a licensure requirement.) Because of the focus of the series and coordinating with the presenters, we opted to start the series later in the school year and decrease the number of sessions.

### **Continuous Quality Improvement**

As a matter of practice improvement, we have, and continue to revise the evaluation tools, to elicit more details in response for understanding learning needs. We will be working with our University partners to improve our system for evaluating and reporting on the project. In tracking attendance for each live session, the evaluations are the only recorded number of participants per session, and the system does not require they be completed. We also note that we need to improve our system for tracking participation so that we can know how many are viewing the archived programs as well as capturing program information from those participants. This participation data is a good indicator for planning session topics that interest the school nurses as well as contribute to their professional practice and continuing education. Through piloting this project, we have learned that organizing the topics and schedule to provide the just-in-time information improves participation, for example topics on chronic conditions and plans of care are best attended and meet the needs of the school nurses when presented in the fall, at the start of school.

## **Next Steps**

We are including a budget item for this project in our annual program planning, to continue to offer the web-based learning option to all school nurses across the state. It is ongoing in our planning to collect topics of interest and learning needs to include in the series as well as identify experts to present. We will continue to assess the interest and need for including CEs for the webinars and will budget accordingly.

## Practice Contact Information

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