

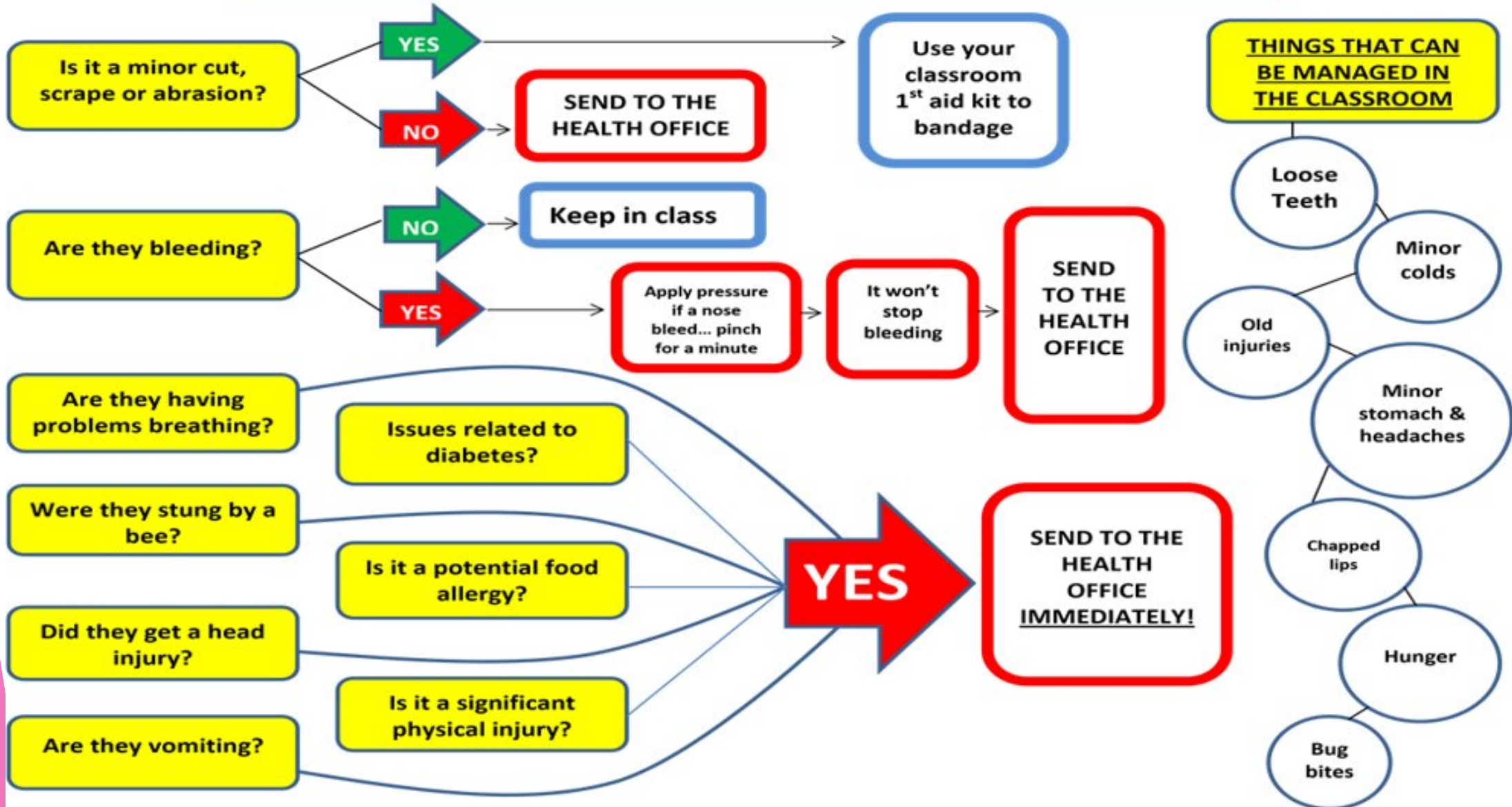
Health Services

Newman International Academy

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HEALTH OFFICE GUIDELINES



Covid-19 Symptoms

- ▶ Fever or chills
- ▶ Cough
- ▶ Shortness of breath or difficulty breathing
- ▶ Fatigue
- ▶ Muscle or body aches
- ▶ Headache
- ▶ Sore throat
- ▶ Congestion or runny nose
- ▶ Nausea or vomiting
- ▶ Diarrhea
- ▶ New loss of taste or smell

Cleaning and disinfecting

- ▶ **Clean commonly used surfaces frequently**
 - ▶ Always wear gloves
 - ▶ Clean hands afterwards
- ▶ **Hard (Non-porous) Surfaces**
 - ▶ If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- ▶ **Soft (Porous) Surfaces**
 - ▶ For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces.

Handwashing-

- ▶ Wash with soap and water for at least 20 seconds
- ▶ Use hand sanitizer when soap and water are not available
 - ▶ If hands are visibly soiled- wash with soap and water
- ▶ Key times to clean hands include:
 - ▶ After blowing one's nose, coughing, or sneezing.
 - ▶ After using the restroom.
 - ▶ Before eating or preparing food.
 - ▶ After contact with animals or pets.
 - ▶ Before and after providing routine care for another person who needs assistance such as a child.

Bloodborne Pathogens



Bloodborne Pathogens:

microorganism present in human blood and body fluids that have the potential to cause serious illness.

▶ Who is at Risk?

- ▶ Anyone who touches or encounters blood/body fluids containing visible blood, semen, vaginal secretions, or torn/loose skin
- ▶ How it Enters the body:
 - ▶ Open cuts/wounds
 - ▶ Skin abrasions
 - ▶ Dermatitis
 - ▶ Acne
 - ▶ Eyes, nose, or mouth

▶ Potential Exposure:

- ▶ Playground injuries
- ▶ Bloody nose
- ▶ Loosing a tooth
- ▶ Classroom injury
- ▶ Combative student
- ▶ Insulin administration
- ▶ Athletic event injury
- ▶ First aid administration

Immediate interventions

- ▶ For needle sticks, cuts or skin exposure: wash affected area with soap and water.
- ▶ For splashes in the eyes, nose, or mouth: irrigate/rinse affected area for 15 minutes
- ▶ Notify the following personnel: nurse, principal, administrator, HR dept/risk management

After exposure:

- Follow County and district exposure protocol
- Perform medical eval for HBV, HCV, HIV for employee and potential source (if unknown)
- Provide Treatment
- Maintain Confidentiality
- Maintain School district records including test results and healthcare provider recommendations.

Anaphylaxis



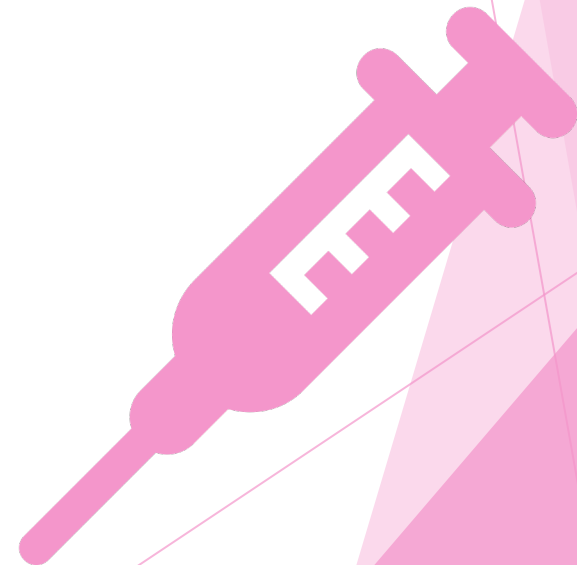
Anaphylaxis-

▶ Severe allergic reaction that interferes with the ability to breathe. Can be triggered by foods, stinging and biting insects, medications, environmental allergens.

Signs and Symptoms:

- ▶ Itching
- ▶ Hives
- ▶ Swelling of tongue/throat
- ▶ Blue lips/face
- ▶ Wheezing/difficulty breathing
- ▶ Cough
- ▶ Nausea/vomiting
- ▶ Chest pain
- ▶ dizziness& headache
- ▶ Feel of impending doom
- ▶ Loss of consciousness

▶ If left untreated, can result in DEATH



Anaphylaxis- Common Triggers



Food

Peanuts and tree nuts
Shellfish/seafood
Milk/eggs



Insect stings:

Wasp, bee, hornet,
yellow jackets, fire
ants



Medications

Aspirin, Penicillin,
Ibuprofen



Latex

Gloves, tubing, tape,
balloons

Anaphylaxis

- May appear as typical symptom (runny nose/rash)
- Can develop within minutes to 24 hours after exposure
- Sometimes difficult to differentiate between a severe asthma attack and anaphylaxis
 - In either situation a student may have difficulty breathing
- May involve 1 or more body systems
 - Upper/lower respiratory
 - Skin/mucous membranes
 - Cardiovascular
 - Neurological and emotional

Common Symptoms

- ▶ Sneezing/nasal congestion
- ▶ Difficulty swallowing/ swelling of throat
- ▶ Dry cough/deep cough
- ▶ Shortness of breath/difficulty breathing
- ▶ Wheeze
- ▶ Weak pulse/pale skin
- ▶ Dizziness/fainting/confusion
- ▶ Low blood pressure
- ▶ Loss of consciousness
- ▶ Rash
- ▶ Hives
- ▶ Pale skin
- ▶ Itching
- ▶ Swollen lips/tongue
- ▶ Red, watery eyes
- ▶ Mood change
- ▶ Sense of doom before attack
- ▶ Known allergen

Treatment for Anaphylaxis: auto-injector of epinephrine



Examples:

Adrenaclick, Avi-Q, EpiPen

Student may be allowed to carry epinephrine on self



When in doubt administer



Give Epi Injection to outer thigh

Hold in place for 10 seconds- will hurt/cause burning sensation



Remove needle



Make note of time given and have someone call 911



Massage site for 5-10 seconds (stimulates blood flow to area)



If no improvement within 15 min and EMS has not arrived yet, **GIVE 2nd** injection and make note of time

Prevention



READING LABELS,



ALLERGY-FREE TABLES



NO FOOD SHARING
POLICY



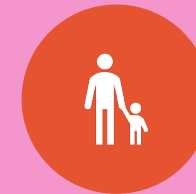
AVOID USING FOOD IN
THE CLASSROOM AS A
REWARD/LESSON PLAN



CLEANING SURFACES
WITH SOAP AND WATER

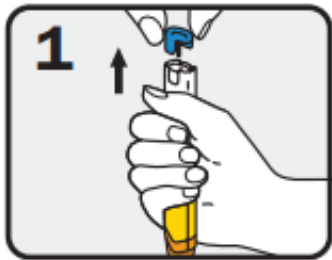


KNOW WHICH
STUDENTS HAVE
KNOWN ALLERGY AND
ACTION PLAN
ASSOCIATED

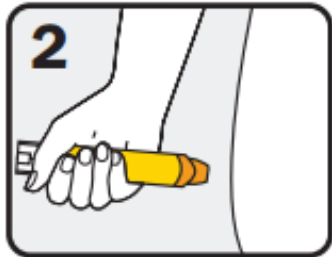


NOTIFY PARENTS OF
EVENTS WHERE SNACKS
WILL BE INVOLVED SO
THAT THEY MAY
PROVIDE AN
ALTERNATIVE

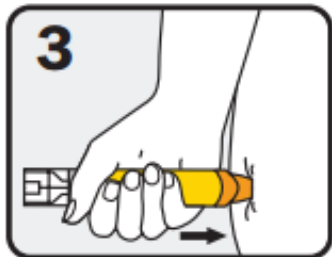
How to give EpiPen®



Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE



Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)



PUSH DOWN HARD until a click is heard or felt and hold in place for 3 seconds
REMOVE EpiPen®

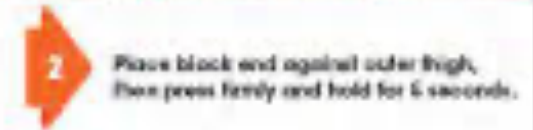
How to administer: EpiPen, AdrenClick, Avi-Q etc

IN CASE OF AN ANAPHYLACTIC REACTION:

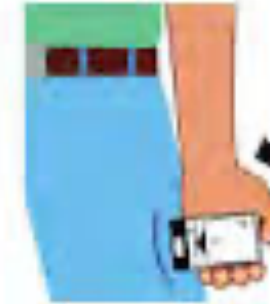
Remove the outer case of Avi-Q. This will automatically activate the voice instructions.



Pull off **RED** safety guard.



Place black end against outer thigh, then press firmly and hold for 5 seconds.



After using Avi-Q, seek emergency medical attention immediately.

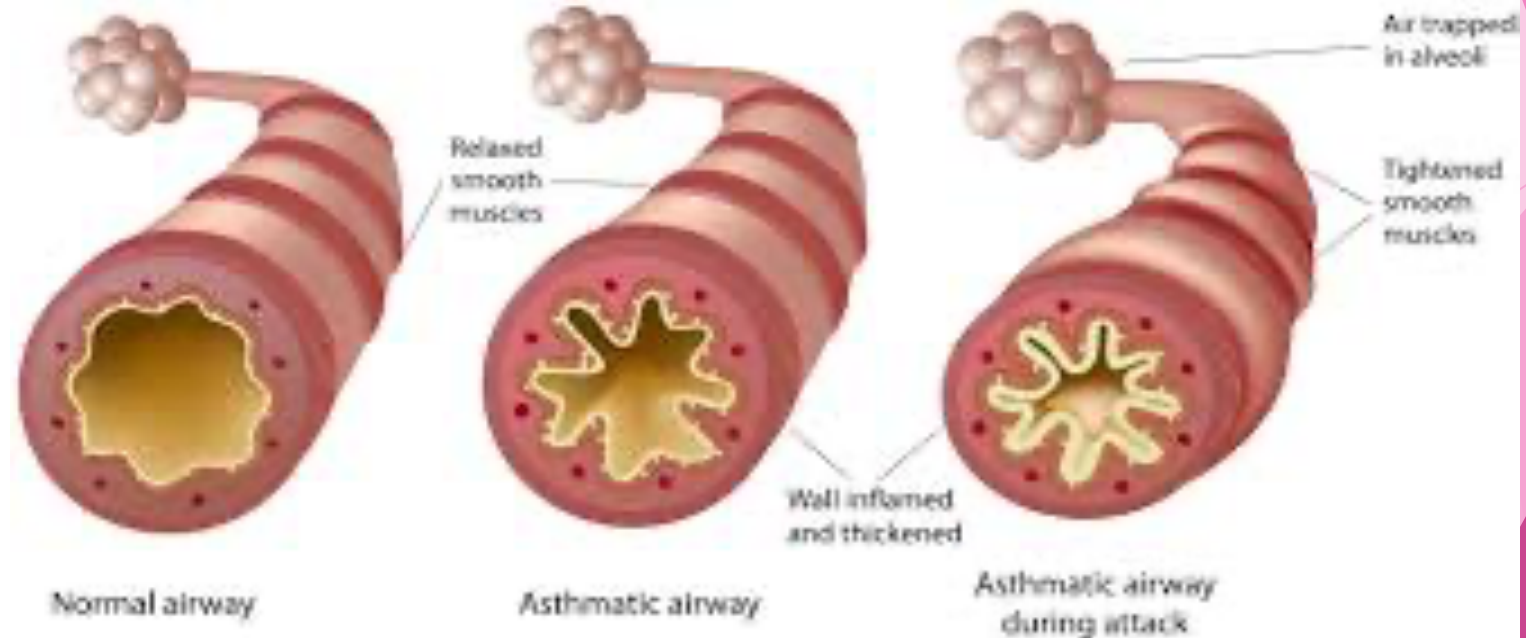
Note: Avi-Q may be used without waiting for the voice instructions. Once the injection countdown has begun, however, do not remove Avi-Q from the thigh until the voice prompt says, "Injection complete."

Asthma

The background features a series of overlapping, semi-transparent triangles in various shades of pink and maroon. The triangles are arranged in a way that creates a sense of depth and movement, with some appearing to recede into the distance while others are in the foreground. The overall effect is a modern, abstract design.

Asthma

- ▶ Condition which the airway narrows, swells, and produces extra mucus.
- ▶ Causes difficulty breathing
- ▶ May trigger cough, wheeze and shortness of breath.



Asthma- Signs & Symptoms

Coughing

Wheezing

Whistling noise

Shortness of breath

Tightness/chest pain

Blue lips/skin

Asthma- Treatments



Avoid attention to student



Stay calm and reassure patient



Allow student to get medication or inhaler

Inhaler or breathing Treatment in Clinic

If student is carrying inhaler, they must have a medication form on file



Call for Emergency medical response if:

Student can't speak

Using neck muscles/hunching over to breathe

No improvement with Treatment



▶ Diabetes

House Bill 984

- ▶ For a Campus with a Diabetic student:
 - ▶ The Principal designates at least 1-3 campus employees (who are not healthcare professionals) to serve as Unlicensed Diabetic Care Assistants (UDCA).
 - ▶ Campuses with a RN need 1 UDCA
 - ▶ Campuses without need 3 UDCA's
 - ▶ UDCA training includes:
 - ▶ Hyperglycemia and hypoglycemia symptoms and treatment
 - ▶ Blood glucose and ketone testing
 - ▶ Glucose gel, glucagon and insulin administration
 - ▶ Management of the student's diabetes based on the Individualized Health Plan (IHP)

Diabetes- Type I and Type II

Type I

- ▶ Pancreas does not produce enough/any insulin
- ▶ Must receive insulin
- ▶ Most common in school-age children

Type II

- ▶ Insulin not properly used by the body
- ▶ May be controlled with diet and exercise
- ▶ May require oral medication
- ▶ Risk factor: Obesity

Diabetes- In the school setting



Student may need to visit Health Clinic at scheduled times



Responsibility of teacher, student and nurse to ensure testing/medications administered on time



Special arrangements for field trips/class parties



Diabetes management on file in the clinic



Student may need to test/eat a snack in the classroom to maintain blood glucose levels.



Insulin will generally be administered in the clinic



Students should have free access to water and restrooms

What we
need to
watch for:



Hypoglycemia (Low Blood Sugar)-

when the body gets too much insulin, too little food, delayed meal or more exercise than usual

Symptoms:

- ▶ Light-headed
- ▶ Irritability
- ▶ Confusion- unable to follow directions
- ▶ Sleeping in class
- ▶ Headache
- ▶ Hunger
- ▶ Shakiness/fainting

Hyperglycemia (High blood sugar)-

Occurs when the body gets too little insulin, too much food, or too little exercise. Stress/sickness

Symptoms:

- ▶ Excessive Thirst
- ▶ Frequent urination
- ▶ Blurry vision
- ▶ Fast heart rate
- ▶ Rapid breathing
- ▶ Nausea/vomiting

Diabetes- Treatment of Symptoms

- ▶ Always allow a student presenting with symptoms to go to the Health Clinic immediately
- ▶ NEVER allow a student with symptoms to go by his/herself
- ▶ Only staff trained in diabetes management should treat symptomatic students
- ▶ Hypoglycemia: typically treated with glucose tab/gel, juice, snack based on Individualized Health Plan
- ▶ Hyperglycemia: treated with Insulin administered by Nurse/trained UDCA. May require urine checks

Diabetes: Emergency Care

- ▶ Hypo and Hyperglycemia can both be life-threatening and must be treated immediately
- ▶ Trained staff should be contacted immediately. If help is unavailable, call 911.
- ▶ Hypoglycemia may cause unconsciousness/seizures and may be treated with Glucagon administered by Health staff/UDCA

Each student will have an IHP/ Action Plan with student specific management/emergency instructions as well as supplies and snacks.

Seizures

Result of mixed electrical signals in the brain.

- ▶ Typically will take medication to prevent seizures.

All students will have an Action Plan on file regarding what to expect and how to respond

Seizure Disorder

symptoms may vary from person to person

Complete/Grand Mal

- ▶ Jerking muscle movements
- ▶ Stiffness or arched back
- ▶ Loss of control of bodily functions

Partial/Absent Seizure

- ▶ Confusion
- ▶ Staring
- ▶ Eyelid fluttering
- ▶ Facial Twitching

Seizure Treatment

- ▶ Stay calm
- ▶ Notify nurse
- ▶ Have someone record details: time duration
- ▶ Give student space and make sure they will not injure themselves
- ▶ Do not move student during unless it is to the floor from a chair
- ▶ Make sure airway is open
- ▶ Never put anything in student's mouth (fingers!)
- ▶ Do not leave student alone
- ▶ Transport to Health Clinic when student is alert enough to be moved
- ▶ Remember: the student can hear what you say

Headaches or Migraines

If student has a headache:

- ▶ Allow to get a drink,
- ▶ Eat a snack, or
- ▶ Lay head down for a few minutes

If a student with a history of migraines as to go to the clinic, **Send immediately.**

Other Chronic Illnesses

Examples include:

- ▶ Sickle Cell
- ▶ Cystic Fibrosis
- ▶ Heart Defects
- ▶ Cancer

If a student has a chronic illness that requires special consideration, the health staff will notify you and any special instructions, if needed.

*If a parent brings to your attention a chronic illness, please notify us. We do not always have the most up-to-date information

Lice

- ▶ If a student has head lice, they must be excluded from school until they have received treatment with a special shampoo and after removal of all nits.
- ▶ Students will be sent home from school when the nurse finds live lice or nits.
- ▶ Students must report to the nurse's office (with the parent/guardian in the morning) each time the student returns to school after being sent home for lice infestation.
- ▶ School nurses will check the hair. If there are nits present, the student will be sent home again for further treatment.
- ▶ Parents will be notified within 48 hours and the rest of the class within 5 days.



Head Injury



Anyone with a head injury must be escorted to the office



Teacher will be required to fill out a Student incident report