

# School Nurse UPDATE



#18 May 25, 2023

Greetings!

This is the **final DPI School Nurse Update for the 2022/23 school year**. Take note of the **Save the Date** items. I will limit my emails over the summer so as not to clog your inboxes. Important reminders will be listed under **New Items** on the main [DPI School Nursing and Health Services webpage](#). **Registration closes July 15th for the Summer Institute**. Registration is limited to 60 individuals.

This summer I will be attending both the in-person and virtual National Association of School Nurses (NASN) conferences along with my National Association of State School Nurse Consultants (NASSNC) conference. Summer is a good time to participate in professional development.

I've included **several blogs (p. 6) and articles on miscellaneous topics** that school nurses might find of interest. As you prepare for either summer break or the change in pace that comes with working Summer School, I hope that you will find time to read a few of them. I also hope that you will find time to **participate in the surveys listed under DPI News** (pp. 2-3) and that you send in **vision screening results to Prevent Blindness** (p.6). The topic for Practice Points in this end of the year issue is intended to provide school nurses with ideas to reflect upon over the summer.

I suspect school nurses would like to leave COVID-19 behind them this summer and not think about it for the 2023/24 school year! A few of the items shared in this Update explain why that might not be the case. I will be revising the COVID-19 webpage over the summer to reflect the current (and future) state of the SARs-CoV2 virus.

All said, I sincerely wish school nurses and those providing school health services do take summer as a time to relax and re-energize. I was recently reminded how much Wisconsinites cram into the short summer months. Enjoy Summer in Wisconsin!

*Louise*

## FEATURED STORIES

**PRACTICE POINTS**  
Nursing Ethics

**CMS Releases School-Based Guidance** (DPI News)

**Extension Public Health Workforce Grant** (DHS News)

**Misuse of ADHD Meds** (p. 8)

## SAVE THE DATES

**School Nurse Summer Institute – August 8, 2023.**  
[Registration](#) now open.

**Immunization Webinar – August 21, 2023. 9-10:30 AM.**

**DPI's New School Nurse Orientation- October 24-25, 2023.** Wisconsin Dells. Registration will open in mid August.

*DPI supports best practices/evidence-based resources but does not vet or endorse products/services. User is responsible to evaluate the resource and how it meets local needs.*

# DPI News



## **Back to School Immunization Webinar**

Once again, the Department of Health Services (DHS) and DPI will host a webinar in August to review immunization compliance requirements and activities. The webinar will be held August 21, 2023 9:00- 10:30 AM via Zoom. The link to the webinar will also be listed on the [DPI school nurse main webpage](#) under New Items.

### [Join Zoom Meeting](#)

Meeting ID 160 612 8497

Passcode 777922

## **School Nurse Emergency Preparedness Research Survey**

Dear School Nurses,

We are nurse researchers from the University of Missouri Kansas City interested in discovering the extent of disaster training that school nurses are experiencing. This study consists of an anonymous short 10-15-minute survey. Please consider sharing your experiences with us. [Survey Link](#).

Thank you for your time.

Sharon White-Lewis PhD, RN (Principal Investigator)

University of Missouri Kansas City

[whitelewiss@umkc.edu](mailto:whitelewiss@umkc.edu)

## **NASN Requests Input on Framework**

Seven years ago, the National Association of School Nurses (NASN) underwent an extensive process to create the *Framework for 21<sup>st</sup> Century School Nursing™ (Framework)*. Since then, the *Framework* has been used in a variety of ways by NASN and by school nurses across the country. Because practice frameworks can change over time, NASN is in the process of evaluating current use of the *Framework* to identify any changes that might be needed to better reflect today's school nursing practice. NASN has created a [survey](#) that they are distributing to key stakeholders, including State School Nurse Consultants and their networks. Please take a few minutes to let NASN know about your thoughts and use of the *Framework*. If you have any questions, please email [data.research@nasn.org](mailto:data.research@nasn.org).

NASN looks forward to your input and insight.

Carol A. Walsh, PMP

Interim Chief Executive Officer

National Association of School Nurses

*Once again, the Department of Health Services (DHS) and DPI will host a webinar in August to review immunization compliance requirements and activities.*

# DPI News



## **School Health Service Survey**

The [2022-2023 School Health Services Survey](#) is now open! The Wisconsin School Health Services Report survey is designed to collect annual school nursing and health services data from each school district to develop a cumulative statewide picture of school health services.

This is a voluntary report; however, the Department of Public Instruction encourages all district school nurses to participate. Only one person from each district should total the 2022-2023 data for all individual schools in the district and report it as an aggregated (school district) total to the Wisconsin Department of Public Instruction by August 15, 2023. Private or charter schools are welcome to participate if their data is not part of another aggregated district. If your district does not have a school nurse, you may still participate by designating one individual to complete the survey. Many questions do not require the collection or calculation of specific data points.

Collecting data as part of this state initiative is very important. Only by collecting accurate data regarding the health services provided to Wisconsin school children can school nurses give voice to the role school nurses play in removing health related barriers to students' education and the role school nurses have in promoting and protecting the health of Wisconsin school children!

See the [Data Collection webpage](#) for more information regarding this voluntary but important source of data collection.

## **School Nurse Consultant Seeking Feedback**

The DPI state School Nurse/Health Services Consultant is interested in school nurses' ideas, opinions, and preferences in the format and types of communication with school nurses and others interested in school health services. Please complete [this short survey](#) to provide your feedback. The survey will be open until the end of June 2023.

## **CMS Releases School-Based Services Comprehensive Guide and Other Resources**

The Center for Medicaid Services (CMS) released new guidance [Delivering Service in School-Based Settings: A Comprehensive Guide to Medicaid Services and Administrative Claiming](#). As part of the Biden-Harris Administrator's effort to strengthen and expand Medicaid school-based services, the Guide offers new flexibilities and consolidates existing guidance, making it easier for all schools, no matter their size or the resources available to them, to deliver Medicaid-covered services.

Additional resources released include:

- [Information on School-Based Services in Medicaid: Policy Flexibilities and Guide on Coverage, Billing, Reimbursement, Documentation and School-Based Administrative Claiming](#)
- [Fact Sheet on the Comprehensive Guide to Delivering Service in School-Based Settings](#)

# DHS News



## Respiratory Report

The [Weekly Respiratory Report](#) for the week ending on May 6, 2023 (Week 18) is now published.

## Public Health Workforce Grant Extended

As reported at the April 25, 2023 DHS/DPI webinar, DHS has received an extension to the Public Health Workforce Grant until June 30, 2024. More information about this extended deadline to use the funding targeted to school nurses for retention and professional development will be communicated by DHS and the Cooperative Educational Services Agencies (CESA).

## Waivers for Tdap

The following is clarification to a question received from a school nurse. If a current 6<sup>th</sup> grade student has a signed waiver for the Tdap requirement for this school year (2022/23) the parent will need to sign a new waiver if they continue to waive the 7<sup>th</sup> grade Tdap requirement in the 2023/24 school year. This is because the 7<sup>th</sup> grade requirement is viewed as a new requirement. This will be addressed in the school immunization webinar.

*If a current 6th grade student has a signed waiver for the Tdap requirement for this school year (2022/23) the parent will need to sign a new waiver if they continue to waive the 7th grade Tdap requirement in the 2023/24 school year. This is because the 7th grade requirement is viewed as a new requirement.*

# CDC

The CDC posted updated [Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning](#).

*K-12 schools and ECE programs (e.g., center-based child care, family child care, Head Start, or other early learning, early intervention and preschool/pre-kindergarten programs delivered in schools, homes, or other settings) should put in place a core set of infectious disease prevention strategies as part of their normal operations. The addition and layering of COVID-19-specific prevention strategies should be tied to the [COVID-19 hospital admission levels](#) and community or setting-specific context, such as availability of resources, health status of students, and age of population served. Enhanced prevention strategies also may be necessary in response to an [outbreak](#) in the K-12 or ECE setting. This CDC guidance is meant to supplement—not replace—any federal, state, tribal, local, or territorial health and safety laws, rules, and regulations with which schools and ECE programs must comply.*

The [COVID-19 Testing: What You Need to Know webpage](#) was also updated. Note that cases of COVID-19 is no longer part of the rubric. CDC has replaced COVID-19 Community Levels with COVID hospital admission levels to guide prevention decision.

# MMWR

## **Emergency Department Visits Involving Mental Health Conditions, Suicide-Related Behaviors, and Drug Overdoses Among Adolescents – United States, January 2019–February 2023**

By fall 2022, weekly emergency department (ED) visits among adolescents, and females in particular, for mental health conditions overall, suicide-related behaviors, and drug overdoses decreased compared with those during fall 2021; weekly ED visits among males were stable. [Read report.](#)

## **COVID-19 Surveillance After Expiration of the Public Health Emergency Declaration — United States, May 11, 2023**

### *Summary*

What is already known about this topic?

Authorizations to collect certain public health data expire at the end of the U.S. public health emergency declaration on May 11, 2023.

*What is added by this report?*

Changes to the national COVID-19 monitoring strategy and COVID Data Tracker capitalize on marked improvements in multiple surveillance systems. Weekly COVID-19 hospital admission levels and the percentage of all COVID-19–associated deaths will be primary surveillance indicators. Emergency department visits and percentage of positive SARS-CoV-2 laboratory test results will help detect early changes in trends. Genomic surveillance will continue to help identify and monitor SARS-CoV-2 variants.

*What are the implications for public health practice?*

COVID-19 is an ongoing public health problem that will be monitored with sustainable data sources to guide prevention efforts. [Read full report.](#)



*Weekly COVID-19 hospital admission levels and the percentage of all COVID-19–associated deaths will be primary surveillance indicators.*

# School Nurse Blog

## **The Relentless School Nurse: The Tipping Point**

Robin Cogan, MEd, RN, NCSN, FNASN, FAAN

[Read blog.](#)

## **The Relentless School Nurse: Art Heals**

Robin Cogan, MEd, RN, NCSN, FNASN, FAAN

[Read blog.](#)

## **The Relentless School Nurse: Ten Self-Advocacy Strategies for School Nurses**

Robin Cogan, MEd, RN, NCSN, FNASN, FAAN

[Read blog.](#)

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# Prevent Blindness Wisconsin

## **Vision Screening Stats Request: Prevent Blindness Wisconsin**

As the end of the school year quickly approaches, Prevent Blindness Wisconsin is still collecting vision screening numbers from the 2022-2023 school year. If you have not submitted your Vision Screening Stats yet, please submit your [Vision Screening Statistical Request Form](#) via one of the following options listed below:

1. Submit your screening numbers **online**:  
To submit your vision screening results online, please [click this link](#) and insert your school(s)/districts information and vision screening results.
2. Submit your vision screening results via **email**:  
Email your [Vision Screening Statistical Request Form](#) to Courtney at Courtney@pbwi.org.
3. Submit your vision screening results via **fax**: to 414-765-0377 Attn: Courtney Murphy.

Please contact Courtney Murphy at [Courtney@pbwi.org](mailto:Courtney@pbwi.org) or at 414-316-6296 for more information.

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# Your Local Epidemiologist Blog

## **Housekeeping: Public Health 101**

Katelyn Jetelina

Public health touches all aspects of our lives, not just during a pandemic and not just with infectious diseases. One of the greatest challenges of public health, though, is that when it works, it's invisible. How many times have you actually thought about seatbelts? Or non-smoking areas? Or not getting measles?

[Read blog.](#)

# Medscape Nurses

## Vaping Injury Epidemic Continues

Rashelle Bernal vaped and ended up in an induced coma for a week. She was one of almost 3000 people who were hospitalized during 2019 and early 2020 with severe lung damage from vaping and became part of what is now known as the epidemic of e-cigarette, or vaping, product use-associated lung injury (EVALI). For many, the EVALI epidemic is a distant, pre-COVID memory. But the vaping-related injuries are still happening. [Read article.](#)

## New Variant Jumps to Second Place on COVID List

The new COVID-19 strain known as "Arcturus" has increased in the U.S. so much that it has been added to the CDC's watch list.

Officially labeled XBB.1.16, Arcturus is a subvariant of Omicron that was first seen in India and has been on the World Health Organization's watchlist since the end of March. The CDC's most recent update now lists Arcturus as causing 7% of U.S. coronavirus cases, landing it in [second place](#) behind its long-predominant Omicron cousin XBB.1.5, which causes 78% of cases. Arcturus is more transmissible but not more dangerous than recent chart-topping strains, experts say. [Read more.](#)

## COVID: What's an Acceptable Threshold of Death? COVID Emergency Over, but Hundreds Are Still Dying Weekly

The prevailing attitude that we need to learn to live with the current level of risk feels like a "slap in the face," for COVID grievors who have already paid the price," said Sabila Khan, who co-founded a Facebook group for COVID loss support, which now has more than 14,000 members. [Read more.](#)

## Even Mild COVID Affects Brain Function

Even mild cases of COVID-19 can affect the function and structure of the brain, early research suggests.

"Our results suggest a severe pattern of changes in how the brain communicates as well as its structure, mainly in people with anxiety and depression with long COVID syndrome, which affects so many people," "The magnitude of these changes suggests that they could lead to problems with memory and thinking skills, so we need to be exploring holistic treatments even for people mildly affected by COVID-19," [Read article.](#)



*Even mild cases of COVID-19 can affect the function and structure of the brain, early research suggests.*

# Medscape Nurses

## How Safe Is the Blackout Rage Gallon Drinking Trend?

This trend that's been circulating on social media is really disturbing. It has elements that focus on binge drinking: Talking about taking a jug; emptying half of it out; and putting one fifth of vodka and some electrolytes, caffeine, or other things too is just incredibly disturbing. [Read article](#)



## CDC to Scale Back Data Collection as US Ends COVID Emergency

The agency will stop using its color-coded COVID-19 Community Levels (CCL) system, which relies on those metrics to track the spread of the virus and will instead primarily rely on hospital admission data. [Read more.](#)

## FDA Moves to Curb Misuse of ADHD Meds

The US Food and Drug Administration (FDA) has announced new action to address ongoing concerns about misuse, abuse, [addiction](#), and overdose of prescription stimulants used to treat attention-deficit/hyperactivity disorder (ADHD). [Read article.](#)

## Sulfonylureas as Street Drugs: Hidden Hypoglycemia Cause

Taking sulfonylureas sold as "street Valium" can lead to severe hypoglycemia that may result in emergency department (ED) visits, the latest of a handful of case reports suggests.

"Physicians should be aware of this possibility and consider intentional or unintentional sulfonylurea abuse, with or without other drugs." [Read article.](#)

*This trend that's been circulating on social media is really disturbing.*

# Immunize.org

## FDA Approves First Respiratory Syncytial Virus (RSV) Vaccine For People Age 60 and Older; ACIP Will Consider Recommendations for its Use in Future Meetings

[According to CDC](#), each year in the United States respiratory syncytial virus (RSV) leads to approximately 60,000–120,000 hospitalizations and 6,000–10,000 deaths among adults age 65 and older. Like influenza, RSV is a seasonal virus, with peak activity typically occurring each fall or winter. On May 30, FDA approved the first vaccine to prevent RSV, to be distributed with the brand name Arexvy (manufactured by GSK). Arexvy is approved for preventing lower respiratory tract disease (LRTD) caused by RSV in individuals age 60 and older. The next step on the vaccine's path to clinical implementation is for CDC's Advisory Committee on Immunization Practices (ACIP) to consider recommendations for the vaccine's use at its next meeting.



# Wisconsin Asthma Coalition



## **Wisconsin Asthma Coalition School Walkthrough Program**

All children deserve to live, play and learn in a healthy environment. Asthma is one of the most common causes of school absenteeism, but we can change that. Our school walkthrough program addresses the most common environmental asthma triggers found in school buildings. The walkthrough is a free service that can be completed virtually or on-site. We look at classroom environments, identify asthma triggers and provide low or no-cost solutions to eliminate those triggers.

Because our walkthroughs reduce exposure to environmental asthma triggers, they are a helpful way to decrease asthma symptoms in children, increase ability to learn and support academic success. [Click here](#) to schedule a free virtual or on-site walkthrough of your school. Let's work together to make your building healthier for everyone.

There are also answers to some frequently answered questions and more on our [website](#).

## **2023 Wisconsin Asthma Coalition (WAC) meeting Reconnecting: A Breath of Fresh Air**

Please join us at the 2023 Wisconsin Asthma Coalition meeting in Madison, WI.

- **Nov. 9** (Evening) | Join us for an evening reception at the Livingston Inn
- **Nov. 10** | Join us for the 2023 WAC meeting at Olbrich Botanical Gardens

More information and registration is available [here](#). Please note that you will have two separate ticket options to choose from when registering.

*Asthma is one of the most common causes of school absenteeism, but we can change that.*

# American Academy of Pediatrics - HealthyChildren.Org



## **New! Stress & Health Article Series**

In this new collection of HealthyChildren.org articles, pediatricians Rachel Gilgoff, MD, FAAP & Devika Bhushan, MD, FAAP, describe how parents can help kids learn to manage and bounce back from stressful experiences. Current articles in the series include:

- [Stress & Health: What Parents Need to Know](#)
- [Why Kids Act Out: Tips to Help Your Child Cope With Stress](#)
- [Creating Calm: How to Talk With Your Child When They're Stressed](#)
- [Stressful Experiences: How to Help Your Child Heal](#)

We're working hard to deliver fresh, relevant content for parents and other caregivers. Here are a few items that were recently revised or added to the site. Most articles are, or soon will be, available in Spanish. Look for the Spanish/English toggle at the top of the article page which will indicate that a translation is available.

## **Articles**

[Melatonin for Kids: What Parents Should Know About This Sleep Aid](#)

[Autism and Mental Health: How to Support Your Teen](#)

[Protecting Kids From Tobacco's Harms: AAP Policy Explained](#)

[E-Cigarettes & Vaping: Facts for Parents](#)

[How Climate Change, Heat & Air Pollution Affect Kids' Health](#)

[Extreme Heat & Air Pollution: Health Effects on Babies & Pregnant People](#)

[Healthy Outdoor Play Ideas By Age](#)

[Naegleria Fowleri: How to Protect Against a Rare Brain Infection](#)

[Vaccines After Cancer or Other Immunosuppressive Therapy](#)

[Critical Care Transport: When Your Child Needs to Transfer to Another Hospital](#)

[Chronic Kidney Disease \(CKD\) in Children](#)

[Dialysis in Children](#)

[Spina Bifida: Helping Your Teen Transition to Adult Centered Care](#)

[I'm A Polio Survivor. I Don't Want You to Get It.](#)

# Practice Points

By Louise Wilson



## The Power of Nursing Ethics

There is no particular reason I chose nursing ethics for the final Practice Points of the 2022/2023 school year other than ethical practice can be a weighty topic. Maybe it is best to have a few months when the workload is slightly less to reflect upon and ponder this topic.

The Code of Ethics guides nurses' professional behavior and provides a framework for decision making particularly when faced with challenges; challenges such as what occurred during the pandemic. In the [#1 2021/2022 Update](#) I wrote about the moral distress of school nurses and how nursing ethics could guide school nurses' responses.

The Code of Ethics are a tool to support nurses and help assuage moral distress (Gaines 2023; Haddad & Geiger 2022). Moral dilemmas occur often in school nurse everyday practice. Understanding and reflecting upon the ethical principles of autonomy, beneficence, nonmaleficence, fidelity, justice, and paternalism provides us with a firm foundation for ethical decision making in school nursing (Davis 2018). If like me, it has been a long time since you took a course in ethics, I refer you to the article by Davis for a quick review of these principles (attached to this newsletter).

In the 2015 revision of the Code of Ethics, the American Nurses Association (ANA) added nine provisions and interpretive statements for each of these provisions (ANA 2015). These nine provisions further guide nurses in ethical decision making.

### Provisions of the Nursing Code of Ethics

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

*The code of ethics are a tool to support nurses and help assuage moral distress. Moral dilemmas occur often in school nurse everyday practice.*

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organization, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Weighty topic indeed! It seems impossible to uphold and adhere to these ethical principles. Yet school nurses do so every day!

Think about the times this school year you called home or asked the family of a student to bring in pain medication for their child so they could participate in their education. When did you simply sit with that student who was sad, lonely, or maybe could not express what was going on with them but was sent to the health room? How many of you advocated for a special education or 504 evaluation for a student? Did you suggest to a caregiver that it would be in the best interests of the student to seek a medical evaluation? Did you tell a school staff member that your obligation to keep health or personal information confidential superseded their curiosity about what was going on with a student?

In each of these actions school nurses demonstrate the ethical principles of our profession. This summer I encourage you to brush up on these principles. Next school year when faced with inevitable dilemmas my hope is that you recognize how your decision reflects a principle and feel supported and confident in your actions.

References:

American Nurses Association. 2015. *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, MD. <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>.

Davis, C. March/April 2018. *Editorial: Ethical decision making*. NursingMadeIncrediblyEasy.com. DOI-10.1097/01.NME.0000529954.89032.f2

Gaines, K. 2023. *What is the Nursing Code of Ethics?* <https://nurse.org/education/nursing-code-of-ethics/>

Haddad, L. M. and Robin A. Geiger. 2022. *Nursing Ethical Considerations*. NCBI Bookshelf. StatPearls Publishing LLC. Bookshelf ID: NBK526054 PMID: 30252310

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This publication is available from:  
Learning and Support  
Student Services Prevention and Wellness Team  
(608) 266-8857  
<https://dpi.wi.gov/sspw/pupil-services/school-nurse>

May 2023 Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.





# Ethical decision making

By Charlotte Davis, BSN, RN, CCRN  
 Clinical Editor • *Nursing made Incredibly Easy!*  
 Surgical-Trauma ICU Nurse Educator • Ocala Regional Medical Center • Ocala, Fla.  
 Clinical Adjunct Faculty Member • Clayton State University • Morrow, Ga.

Throughout our nursing careers, we'll encounter ethical dilemmas in many challenging patient care situations. This can cause a great amount of stress as we struggle to identify what's the correct action for each unique situation. Utilizing the ethical principles of autonomy, beneficence, non-maleficence, fidelity, justice, and paternalism as outlined by the American Nurses Association (ANA) provides us with a firm foundation for ethical decision making.

**Autonomy** allows healthcare teams to respect and support a patient's decision to accept or refuse life-sustaining treatments. As patient advocates, it's our duty to ensure that our patients receive all of the necessary information, such as potential risks, benefits, and complications, to make well-informed decisions. The healthcare team

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Nursing is known as the most trusted profession because of our dedication to providing patient-centered care in a holistic environment.

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can then formulate care in compliance with the patient's wishes. Family members should refrain from making decisions for the patient or inflicting undue pressure to alter his or her decisions unless the patient is incapacitated or found to be legally incompetent. Many factors may influence a patient's acceptance or refusal of medical treatment, such as culture, age, general health, social support system, and previous exposure to individuals who received a

similar treatment modality with negative clinical outcomes.

We use **nonmaleficence** by selecting interventions that will cause the least amount of harm to achieve a beneficial outcome. For example, if a patient verbalizes homicidal ideations with a plan, we may be torn between wanting to ensure patient privacy and our duty to escalate the patient's care to safeguard the public. The principle of nonmaleficence points us to place the safety of the patient and community first in all care delivery.

**Beneficence** is defined by the ANA as "actions guided by compassion." We utilize beneficence daily as we administer pain medication or hold the hand of a grieving family member.

The ethical principle of **fidelity** directs us to model care delivery with altruism, loyalty, caring, and honesty. For example, when an older patient with intact cognitive function is diagnosed with a terminal illness and he or she doesn't want to share that information with immediate family, it can create an ethical dilemma. To maintain the trust established in the nurse-patient relationship, don't share any healthcare information without the patient's consent. Consult with other interdisciplinary team members, such as case managers, social workers, and clergy, to help identify supportive services that the patient may need as his or her disease progresses.

**Justice** leads us to ensure that care is provided on a fair and equal basis, regardless of patients' social or financial status. When we heavily advertise that our organization is providing free flu vaccine clinics to all of the local senior centers, we're using the ethical principle of justice.

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*Paternalism* provides the power for healthcare professionals to make decisions to reveal or conceal a diagnosis, potential treatment modalities, or expected prognosis. An example of paternalism is when we admit an adolescent with multiple complete cervical spine fractures whose family is stating that the teen needs to participate in a state basketball championship in 3 months. The benefit of sharing the anticipated prognosis of quadriplegia at this time is far outweighed by the potential emotional trauma it may cause the family. We then schedule a family-interdisciplinary team meeting in a controlled environment to give them the prognosis.

As nurses, we may even face ethical dilemmas within our peer group if we witness a colleague exhibiting unsafe practices. When we see an immediate patient safety risk, we must act quickly and seek

the guidance of our administrative teams and the collaborative expertise of our interdisciplinary team members. We may also need to notify our security teams and/or local police departments.

Nurses have been patient safety advocates for 165 years since Florence Nightingale assumed her first administrative position in 1853. We're known as the most trusted profession because of our dedication to providing patient-centered care in a holistic environment. As we tackle the ethical dilemmas of tomorrow, I encourage you to utilize the ANA's six principles as a compass to guide your decision making. ■



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## Wisconsin Asthma Coalition School Walkthrough Program

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For more information, call Carissa Hoiium at 414.337.4569 or visit:

<https://www.chawisconsin.org/initiatives/asthma/walkthrough-programs/>



# Endless Possibilities Conference

## Guiding Families through Challenging Times



Friday, August 4, 2023 • 8:00am - 2:45pm  
Fee: \$40

[Visit the conference website](#)



### Keynote Presentation: The Impact of Toxic Stress and Trauma

**Dr. Amy Nelson Christensen** will provide an overview of the current understanding of a trauma sensitive school, define what is meant by trauma sensitive practices, and provide an outline of how families and schools can partner together to create a positive learning environment for all. She will explore the difference between trauma and toxic stress as well as the intersectional issues of students of color who struggle with toxic stress or traumatization and how this relates to special education services.



## Sessions Include:

- Building a Trauma Sensitive IEP
- (Re)Settling In: Immigrant and Refugee Students and Families in Schools
- How to be Trauma Informed in a Racialized World
- Making a Pathway that is Eased for Children with Hope and Support
- Homelessness Among Youth
- Life Hurts. Have you Considered Forgiveness?
- Boundaries: Tools to Create a Safer World for your Child
- Building a Trauma Sensitive School through Family-School Partnerships
- The Educational Rights of English Learners

Register Today!



**\*A limited number of Parent Scholarships are available.**

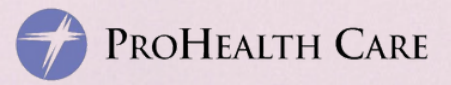
Contact WI FACETS for more information: [cstagge@wifacets.org](mailto:cstagge@wifacets.org), (877) 374-0511 or 414-374-4645



# 2023 SPRING WEBINAR SERIES



May 24th  
11:30am - 1:00pm



## Creating a Connection of Support for the LGBTQ+ Youth - The Power of Awareness

Presented By: *Mike Lopez & Yvette Topete*

### PRESENTATION SUMMARY

*This workshop will look at research, evidence-based practices, and experience to identify the unique needs of LGBTQ+ youth and what systems, resources and networks effectively help to prevent substance misuse among this population. In this session, participants will receive informative data and identify protective factors in reducing substance misuse among LGBTQ+ youth. Presenters will share practical examples and best practices in reaching this population, focusing on building systems that enhance community support, and network development. This will include Coalition youth engagement methods, media advocacy, systems of support, and training adults who work with LGBTQ+ youth.*

### LEARNING OBJECTIVES

1. *Articulate some of the research which underscores the unique risks facing LGBTQ+ youth and how they contribute to substance misuse.*
2. *Identify protective factors that are effective in reducing substance misuse among LGBTQ+ youth.*
3. *Name resources that have been found to be effective in helping LGBTQ+ youth connect to others, build protective factors and increase youth's sense of self.*
4. *Consider what their communities have or need to develop in order to support LGBTQ+ youth and reduce substance misuse.*



Mike Lopez (he/him/his) holds a Master's in Psychology specializing in LGBTQ Youth Studies. Mike's position at the Los Angeles LGBT Center focuses on addressing substance misuse, leading prevention initiatives focused on LGBTQ youth, and building capacity for a coalition. Managing school-based programs, he and his team provide training and support to students, teachers, and administrators to make impactful changes on school campuses in Los Angeles and nationwide. He has brought his experience to national conferences helping prevention workers identify strategies to make their communities more inclusive for LGBTQ youth. Mike has over a decade of experience working with LGBTQ youth and communities.

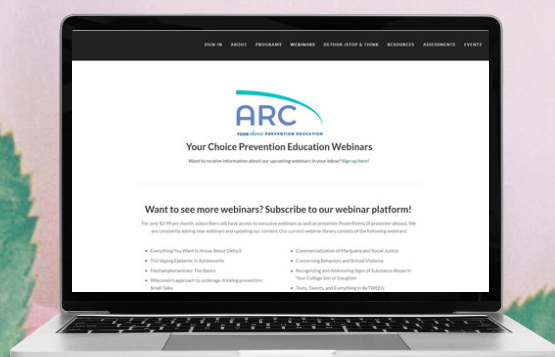
Yvette Topete (she/her/ella), has worked for the Los Angeles LGBT Center with the Community Action Network Program since November 2021. She brings years of experience in working with low-income students in the Santa Ana School District and volunteering at her University's LGBTQ+ Center. After finishing her education at the University of California, Irvine, Yvette immediately started working with non-profit organizations and pursued opportunities to work with LGBTQ+ youth to prioritize the importance of representation, resources, and community support. As a first-generation Mexican American, Yvette's experience with little to no resources in the LGBTQ+ community during her youth drives her passion for creating safe and affirming spaces to support youth who identify as queer in her community.



All sessions are FREE to attend. If you need a certificate of completion or continuing education credit the fee is \$15 per session. For those who cannot attend, sessions will be recorded and available on [www.yourchoiceprevention.org/webinars](http://www.yourchoiceprevention.org/webinars) for free for one week.

All presentations will be held virtually through Zoom Webinar. Registration is required. Continuing Education Credits will be available for these trainings through Rosecrance.

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