

Wisconsin Association of School Nurses
2019 WASN Spring Conference
Chula Vista Resort, Wisconsin Dells
April 8 – 10, 2019

SPEAKER AGREEMENT

Directions: Type information directly into the space provided or type an 'X' in the appropriate box to indicate your response. Save the completed form to your computer. Email a copy of the completed form to teresa@wisconsinurses.org. Printed form may be faxed to 608-221-2788. *Watch for a return email verifying that your form was received.*

Name and honorifics as you would like to be listed in program materials:

Name with Credentials/Degrees: Lisa Jensen, BSN, RN, NCSN
Current Position, Organization:
(job title, employer) School Nurse Program Coordinator, Fort HealthCare; School Nurse, Palmyra Eagle School

Contact information (internal use only):

Preferred Phone: 920-723-0291
Email: Lisa.jensen@forthc.com

Session you have been asked to present:

Date and time: Wednesday, April 10 from 1:00-2:00 PM
Session Number: Breakout Session 5A
Topic to present: Pediatric Bladder and Bowel Dysfunction - collaboration between PT and nursing/school staff in the Jefferson County area with case study
Co-Presenter: Becky McConnell, MPT, PRPC, BCB-PMD - speedcamp@hotmail.com
Planning Committee contact for questions: Bette Carr - bette@schoolhealthassociates.com

Session title as it should appear in program materials: *(please work with your co-presenter to submit ONE title and description)*

Pediatric Bladder and Bowel Dysfunction: It's impact in the School Setting and Effective Collaboration

Description of content you will cover - as it should appear in program materials: *Please be specific about what you will address – if you will include cases/work through examples - this helps registrants decide which sessions are most relevant for their learning needs.*

Edited:
Problems with bladder and bowel dysfunction are common and affect children of all ages causing embarrassment, anxiety, discomfort, and frustration. Untreated, these children can grow into adults with bothersome bladder and bowel symptoms. School nurses play a critical role in identification of the problem, directing families to treatment options, and developing care plans for the student while at school. Interaction between the student's medical team and school personnel can improve successful outcomes. This presentation by a school nurse and physical therapist will include an overview of dysfunctional elimination, why students withhold stool and urine, how school policies can contribute to toileting troubles, and how dysfunctional elimination is most effectively treated.

Original:
Problems with bladder and bowel dysfunction are common and affect children of all ages causing embarrassment, anxiety, discomfort, and frustration.

Toileting troubles in a student can include urinary urgency/frequency, urinary incontinence (both daytime accidents and bedwetting), urinary tract infections, and encopresis (stool accidents).
 Students may wet or soil their pants, complain of belly aches, ask to use the bathroom too often, suddenly and desperately need to use the bathroom, and/or take antibiotics for recurrent urinary tract infections.
 Accidents are embarrassing to discuss, for adults and children alike, and signs of trouble tend to go unrecognized by parents and teachers. As a result, children may not get help until their symptoms have reached crisis proportions. And some don't get help at all. Untreated, these children can grow into adults with bothersome bladder and bowel symptoms.
 Participation in a treatment program for bladder and bowel dysfunction requires dedication and collaboration between the child, family, medical providers, therapy staff, and school personnel. School nurses play a critical role in identification of the problem, directing families to treatment options, and developing care plans for the student while at school. Interaction between the student's medical team and school personnel can improve successful outcomes.
 This presentation will include an overview of dysfunctional elimination, why students withhold stool and urine, how school policies can contribute to toileting troubles, and how dysfunctional elimination is most effectively treated.

Please write a few lines we can use to introduce you at the conference:

Registered Nurse for 27 years. Areas of Nursing include: Intensive Care, Private Duty, Infection Prevention, Nursing Instructor and Pediatric Wellness Coordinator. I have been a School Nurse for 24 years with National certification in school nursing as well as Coordinator for the school nurse program for 9 community school districts and 11 nurses at Fort HealthCare.

Conflict of Interest Disclosure:

The potential for conflicts of interest exists when an individual has the ability to control or influence the content of an educational activity **and** has a financial relationship with a **commercial interest***, the products or services of which are pertinent to the content of the educational activity. The Nurse Planner is responsible for evaluating the presence or absence of conflicts of interest and resolving any identified actual or potential conflicts of interest during the planning and implementation phases of an educational activity.

***Commercial interest**, as defined by ANCC, is any entity producing, marketing, reselling, or distributing healthcare goods or services consumed by or used on patients, or an entity that is owned or controlled by an entity that produces, markets, resells, or distributes healthcare goods or services consumed by or used on patients. (Please reference the [ANCC Content Integrity Standards](#) for further clarity.)

All individuals who have the ability to control or influence the content of an educational activity must disclose all **relevant relationships**** with any commercial interest, including but not limited to members of the Planning Committee, speakers, presenters, authors, and/or content reviewers. Relevant relationships must be disclosed to the learners during the time when the relationship is in effect and for 12 months afterward. All information disclosed must be shared with the participants/learners prior to the start of the educational activity.

****Relevant relationships**, as defined by ANCC, are relationships with a commercial interest if the products or services of the commercial interest are related to the content of the educational activity.

- Relationships with any commercial interest of the individual's spouse/partner may be relevant relationships and must be reported, evaluated, and resolved.
- Evidence of a relevant relationship with a commercial interest may include but is not limited to receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (stock and stock options, excluding diversified mutual funds), grants, contracts, or other financial benefit directly or indirectly from the commercial interest.
- Financial benefits may be associated with employment, management positions, independent contractor relationships, other contractual relationships, consulting, speaking, teaching, membership on an advisory committee or review panel, board membership, and other activities from which remuneration is received or expected from the commercial interest.

Is there an actual, potential or perceived conflict of interest for yourself or spouse/partner?

<input checked="" type="checkbox"/>	NO
<input type="checkbox"/>	YES - complete the table below for all actual, potential or perceived conflicts of interest* - check all that apply

Description: Name of Commercial Interest(s) and the product/service(s) related to this program

	Salary	
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