

Policy Development: An Approach Using A New Clinical Report for Head Lice

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District Nurse

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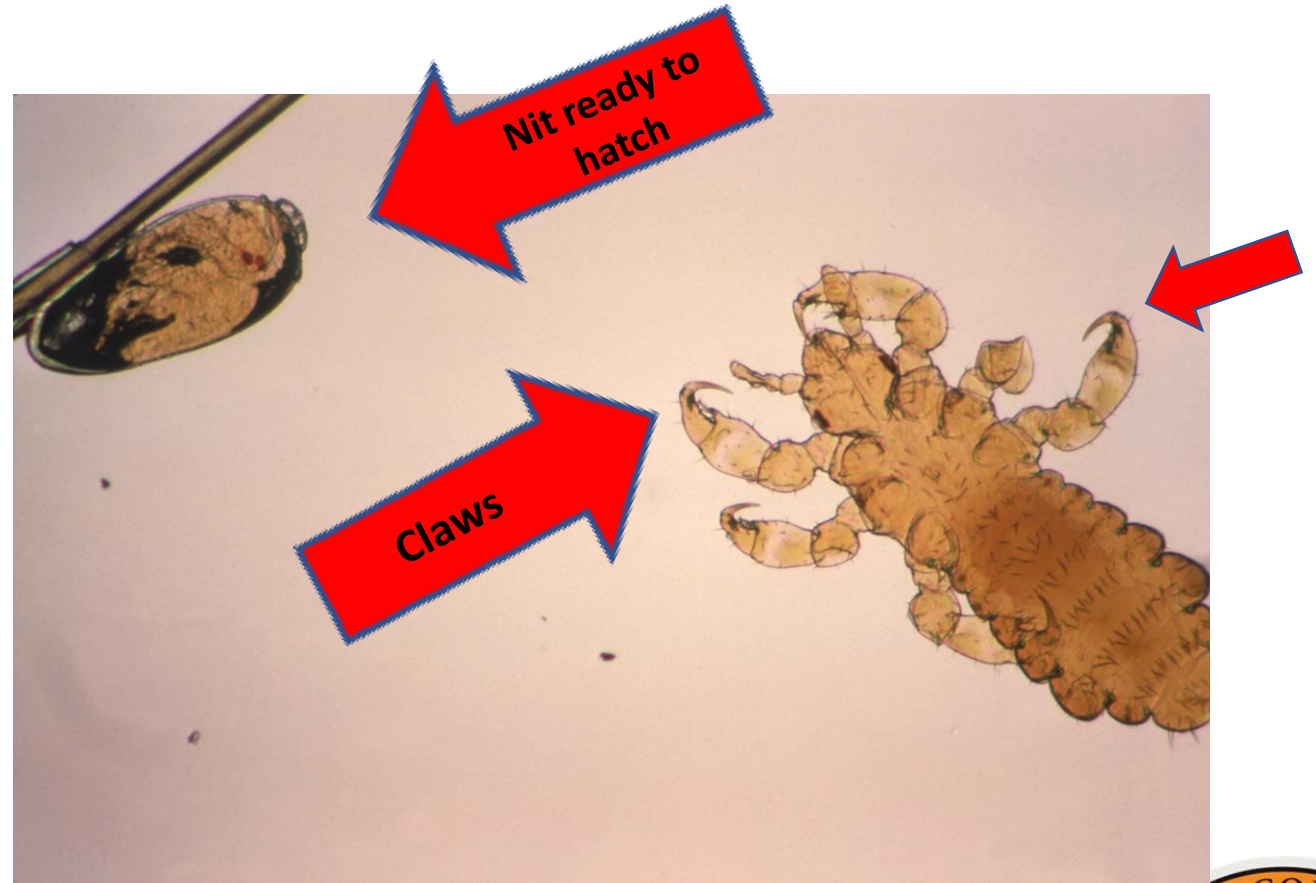
Conflict of interest and financial disclosures

- I have no conflict of interest.
- I have no financial disclosures.

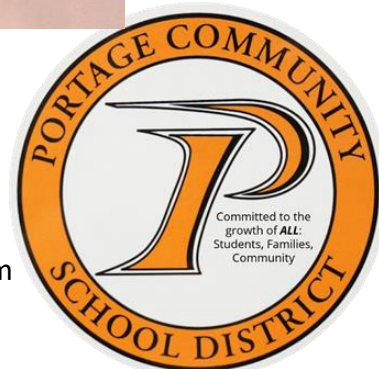


Objectives

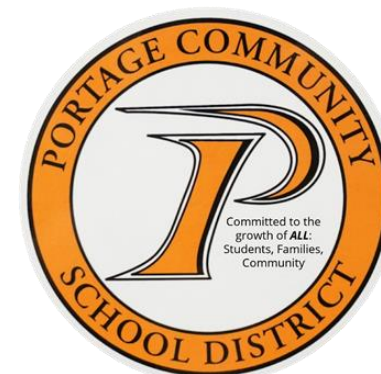
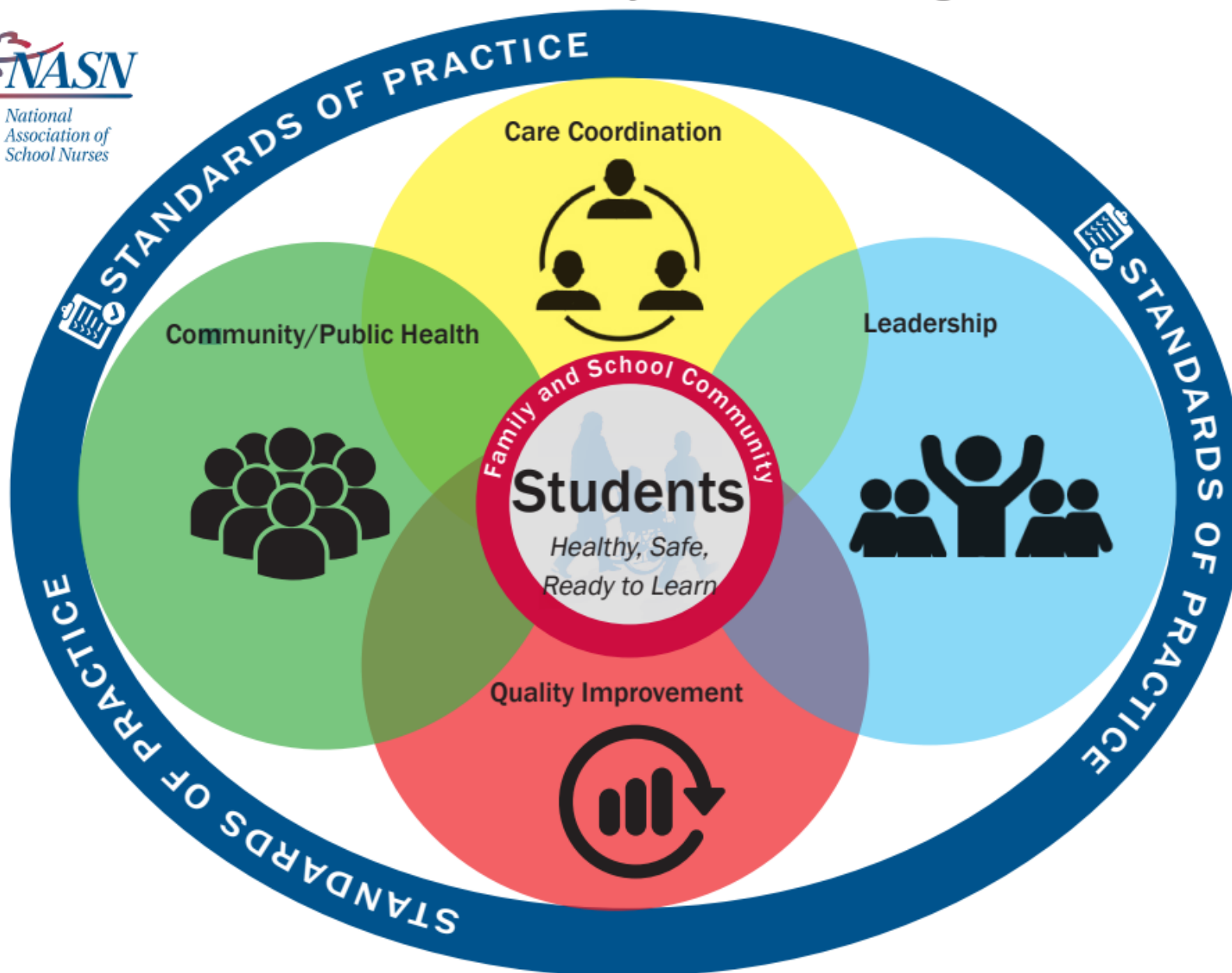
- ☐ To demonstrate a process for policy development or revision
- ☐ To utilize clinical reports and guidelines for policy development or revision
- ☐ To incorporate the social determinants of health for promotion of health and educational equity



Centers for Disease Control and Prevention, Public Health Image Library. (1979). Retrieved from <https://phil.cdc.gov/Details.aspx?pid=19066>

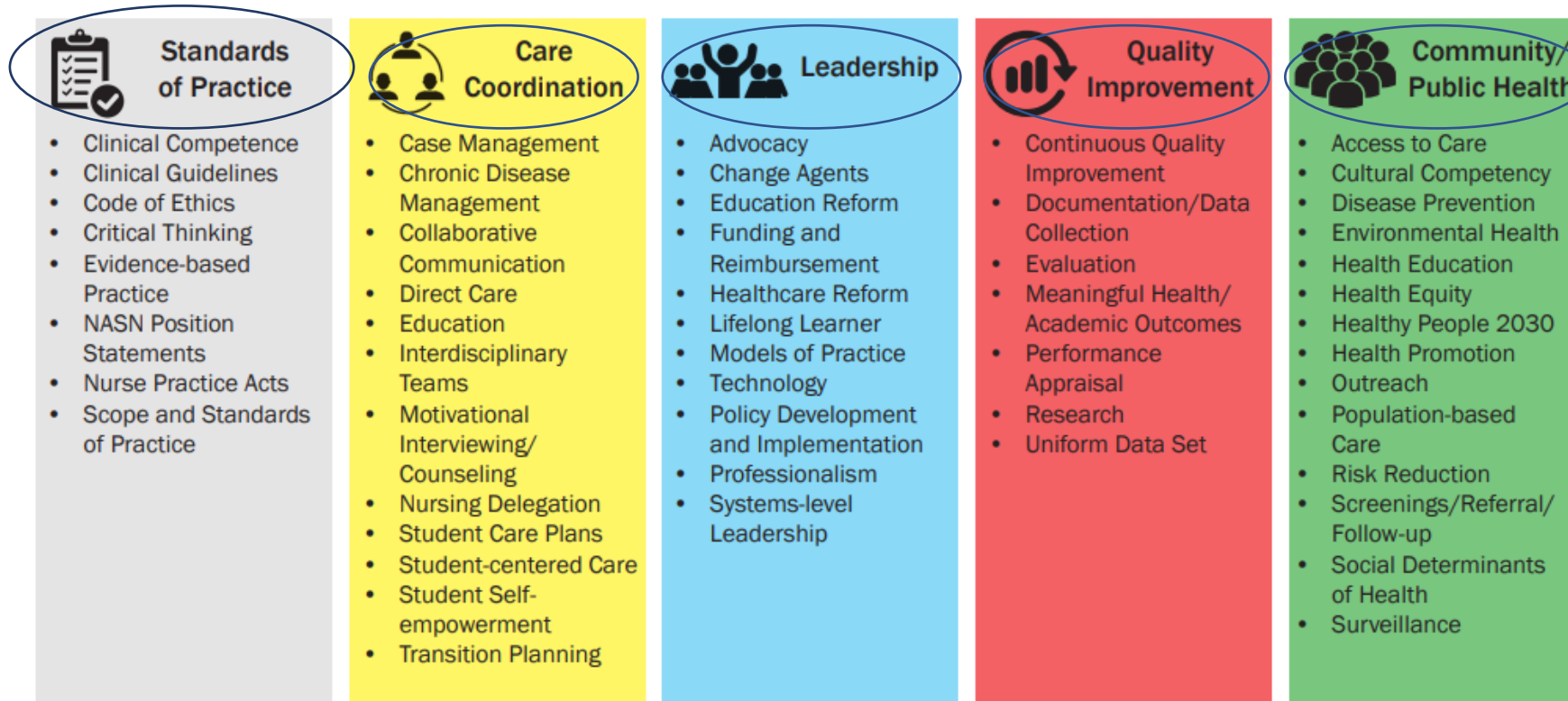


Framework for 21st Century School Nursing Practice™

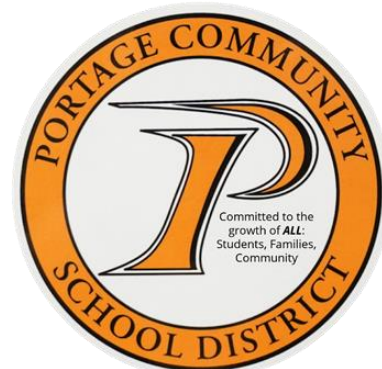


Framework for 21st Century School Nursing Practice™

NASN's *Framework for 21st 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 fifth 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.

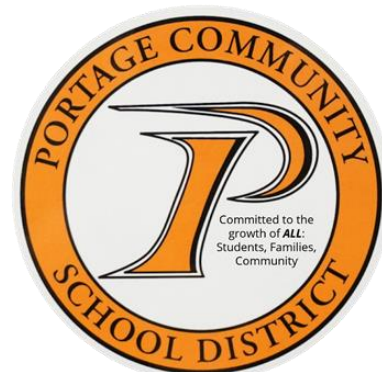


ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>

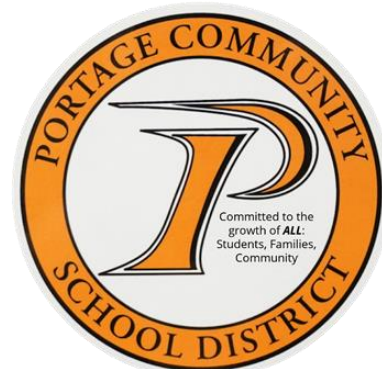
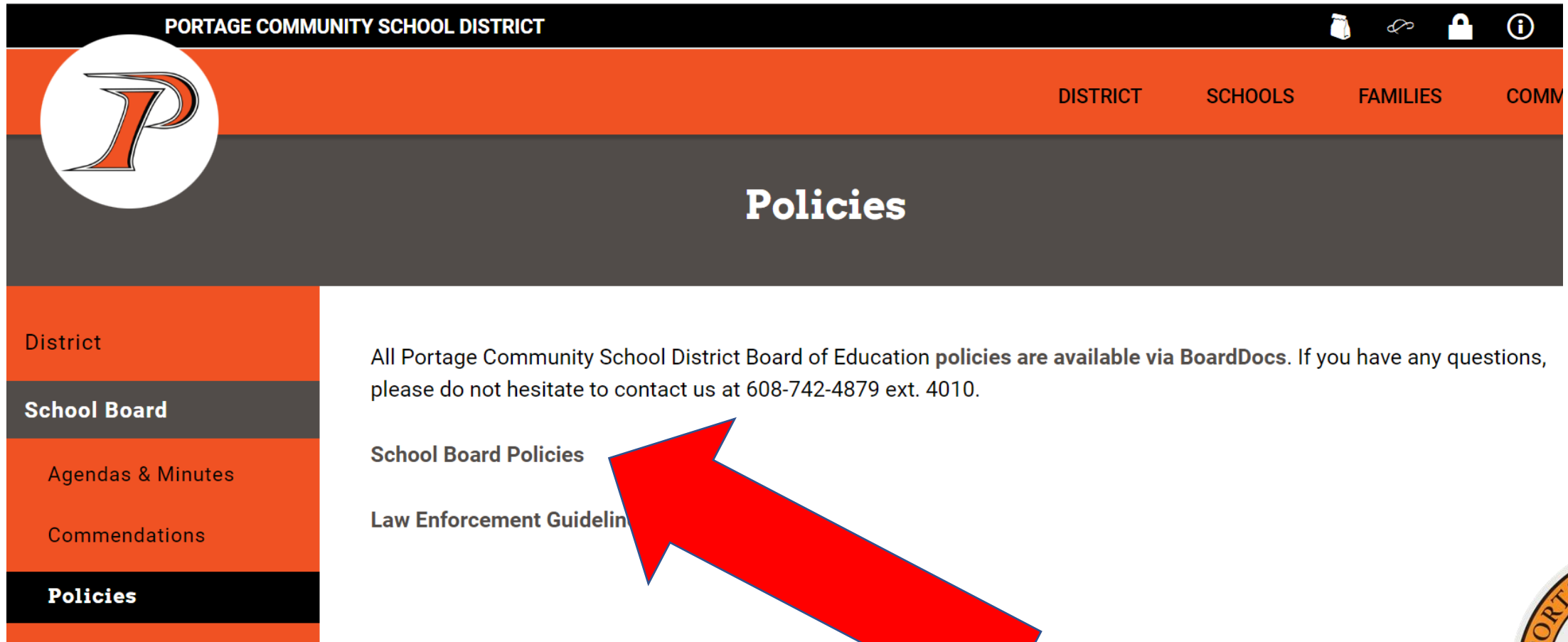


Where to Start

- ☐ Technical changes
- ☐ Who notifies the nurse?
- ☐ What is the timeline?
- ☐ Annual review
 - ☐ Standard G



For example...





Search Active Policies

Book: Policy Manual



| |
|---|
| po8410 CRISIS INTERVENTION |
| po8420 SCHOOL SAFETY |
| po8431 PREPAREDNESS FOR TOXIC HAZARDS |
| po8431.01 ASBESTOS MANAGEMENT |
| po8442 REPORTING ACCIDENTS |
| po8450 CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES |
| po8450.01 PERSONAL PROTECTIVE EQUIPMENT DURING PANDEMIC/EPIDEMIC EVENTS |
| po8451 PEDICULOSIS (HEAD LICE) |
| po8452 AUTOMATED EXTERNAL DEFIBRILLATORS (AED) |

| | |
|--------------|-------------------------|
| Section | 8000 Operations |
| Title | PEDICULOSIS (HEAD LICE) |
| Code | po8451 |
| Status | Active |
| Adopted | November 8, 2017 |
| Last Revised | January 9, 2023 |

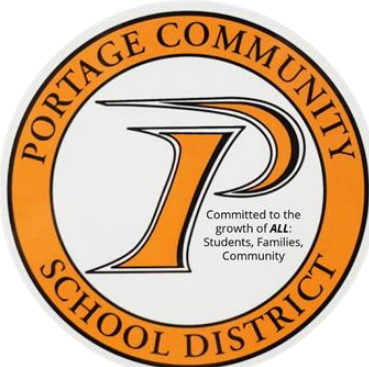
8451 - PEDICULOSIS (HEAD LICE)

Head lice are present in the community at all times and can be particularly prevalent among pre-school and elementary school-age children. Head lice infestation is best handled by adequate treatment of the infested person and their immediate household and other close personal contacts, regardless of socioeconomic status.

Communication from the school to parents directly and through parent and classroom education to the students will help increase awareness of the parent(s) to check their child's head on a regular basis for signs of head lice and treat adequately and appropriately as necessary.

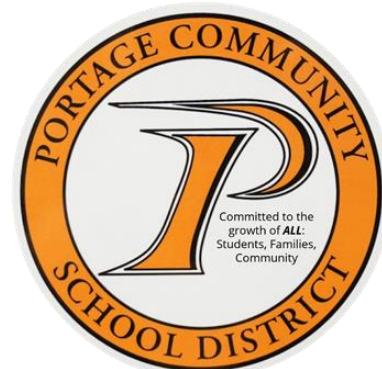
If a child in the District is found to have head lice or untreated nits, school staff will notify the parent and ask the parent to treat the child. The *Head Lice: The Process of Getting Rid of It* sheet. The list of treatment options ranges from FDA approved for use in the United States to over-the-counter treatments. The list of treatment options will remain in the classroom until the end of the day.

Students may return to the classroom after the appropriate use of a treatment option.



Research Your Topic-Where to Look

- What resources do you have access to?
 - Current policy and protocol
 - Data
 - Trends over time
 - Literature searches
 - CINAHL
 - [Cochrane](#)
 - [National Library of Medicine](#)
 - [Badgerlink](#)
 - All Resources
 - Ebsco Health Resources
 - Enter School, Zip code
 - Health Source Nursing/Academic
- Professional organizations
 - NASN
 - WASN
 - American Academy of Pediatrics
- State or federal agencies
 - WI DPI
 - WI DHS
 - CDC
- District Medical Advisor

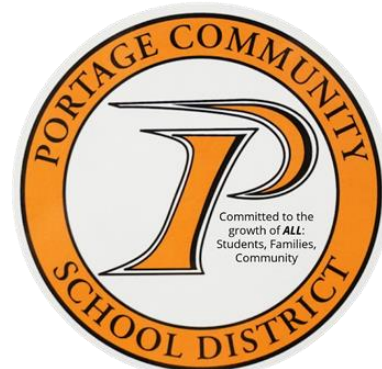


Research Your Topic-Evaluate Usefulness

- Evidence-based practices
- Current or Timely
 - Documents no older than X years
- Historical resources and practices
 - Resources & references used to set policy last time
 - APA format
- Literature review/evidence analysis form



Centers for Disease Control and Prevention, (2014). Image retrieved from www.cdc.gov/lice



Literature Review-Evidence Analysis

Findings Table for a Systematic Review

Name _____

Date _____

Topic _____

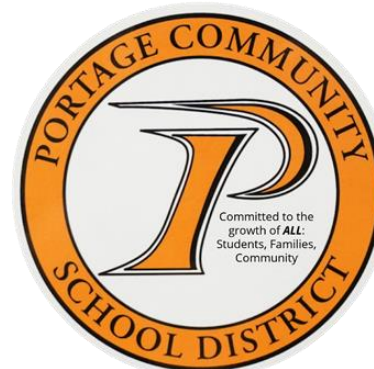
| Study Author, Title, Year | Study Design | Participants (N, inclusion criteria) | Intervention | Outcome measures | Results (data) | Conclusion | Comments |
|---------------------------|--------------|--------------------------------------|--------------|------------------|----------------|------------|----------|
| | | | | | | | |
| | | | | | | | |

Literature Search Tracking Log

| Date of Search | Resource Used (database, search engine) | Years Searched | Search Terms or Strategies Used (note Limits, MeSH, etc.) | # of Hits/Results | Notes |
|----------------|---|----------------|---|-------------------|-------|
| | | | | | |

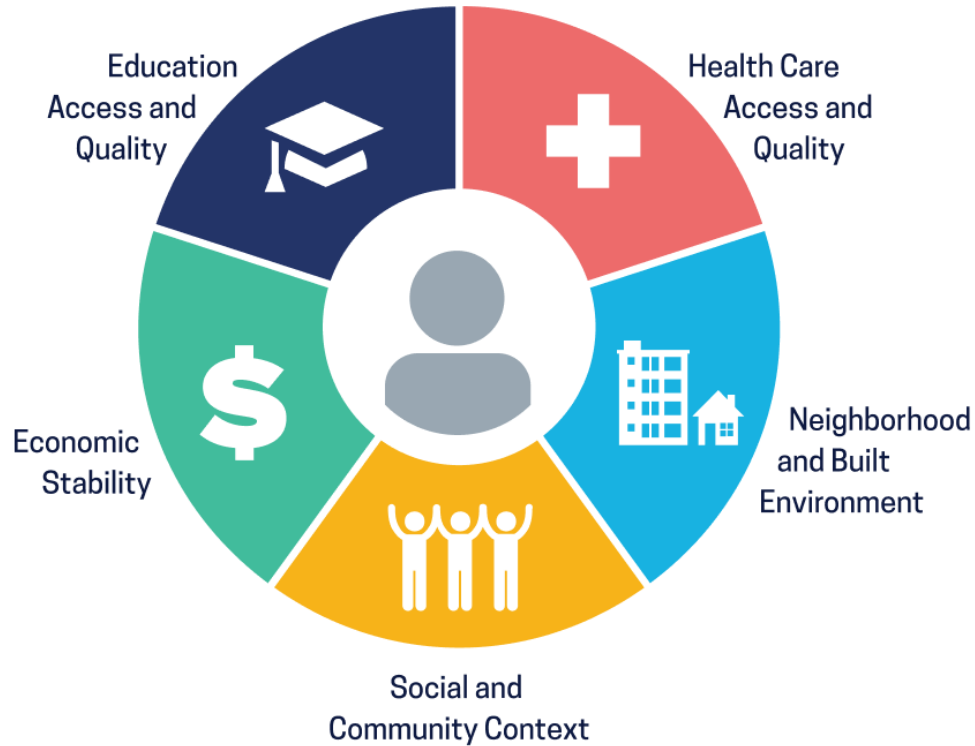
Evidence Analysis Log

| Reference | Sample | Purpose | Methods (Design) | Results | Limitations |
|-----------|--------|---------|------------------|---------|-------------|
| | | | | | |



What are Social Determinants of Health?

Social Determinants of Health



- Ponder your school community's demographics and the impact on the policy.
 - Free/reduced meal percentages
 - Data trends
 - Languages used
 - Access to treatment resources
 - Health insurance coverage
 - Healthcare provider access
 - What have you seen over the course of time?



Clinical Reports Head Lice

CLINICAL REPORTS Guidance for the Clinician in Rendering Pediatric Care

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

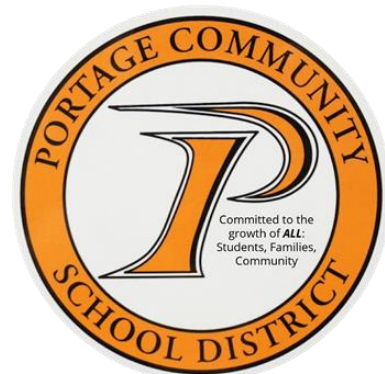
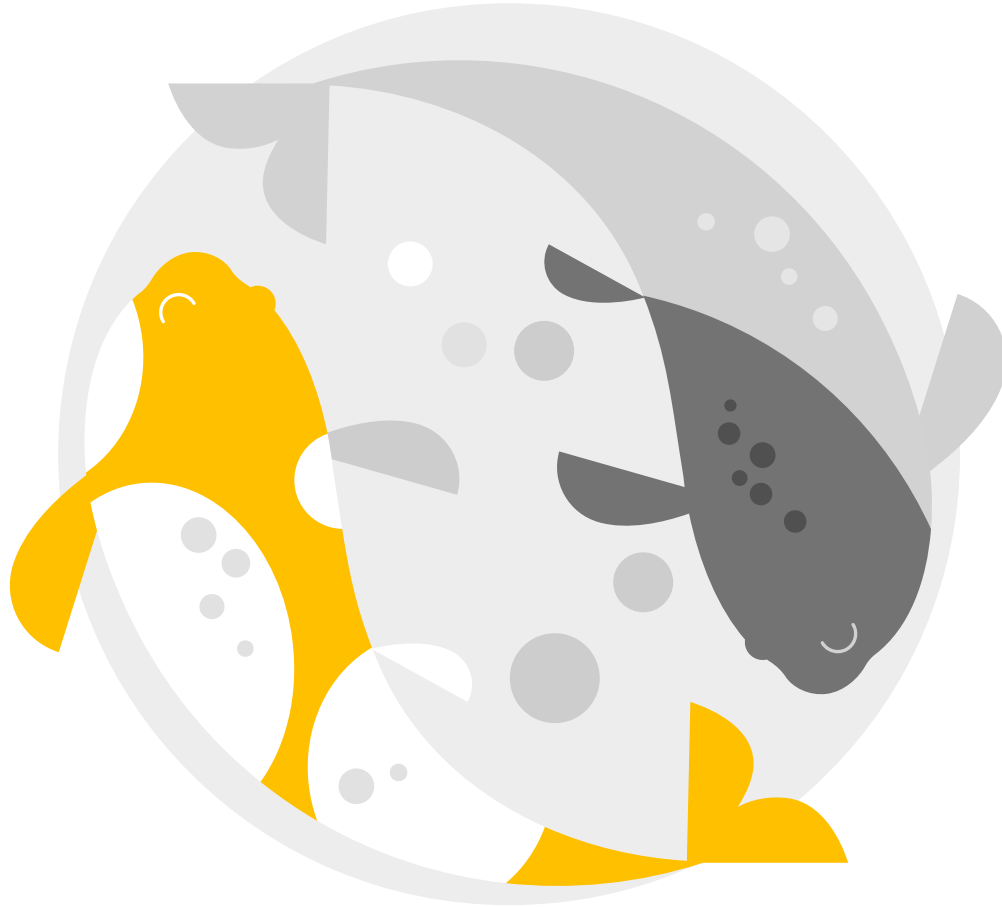
Head Lice

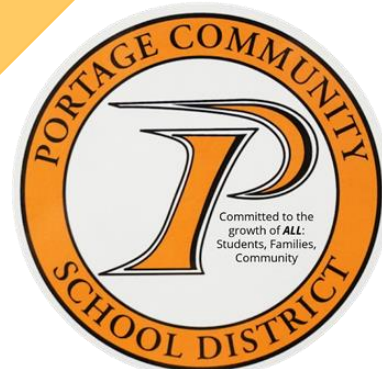
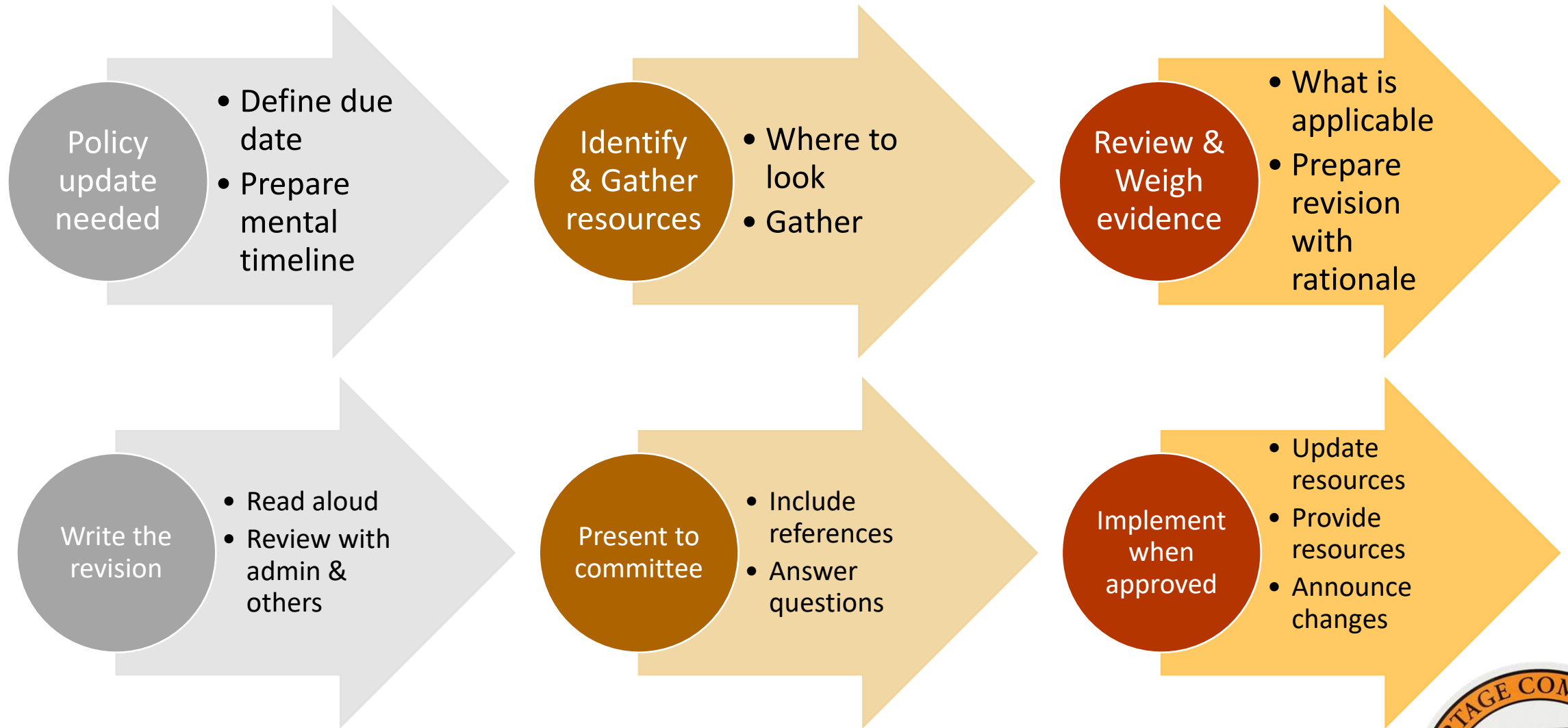
Dawn Nolt, MD, MPH, FAAP,^a Scot Moore, MD, FAAP,^b Albert C. Yan, MD, FAAP, FAAD,^c Laura Melnick, MD, FAAP, FAAD,^d
COMMITTEE ON INFECTIOUS DISEASES, COMMITTEE ON PRACTICE AND AMBULATORY MEDICINE, SECTION ON DERMATOLOGY

Nolt, D., Moore, S., Yan, A.C., Melnick, L. (2022). Clinical Reports: Head Lice. *Pediatrics*, 150 (4): e2022059282. <https://publications.aap.org/pediatrics/article/150/4/e2022059282/189566/Head-Lice?autologincheck=redirected>



A brief recap





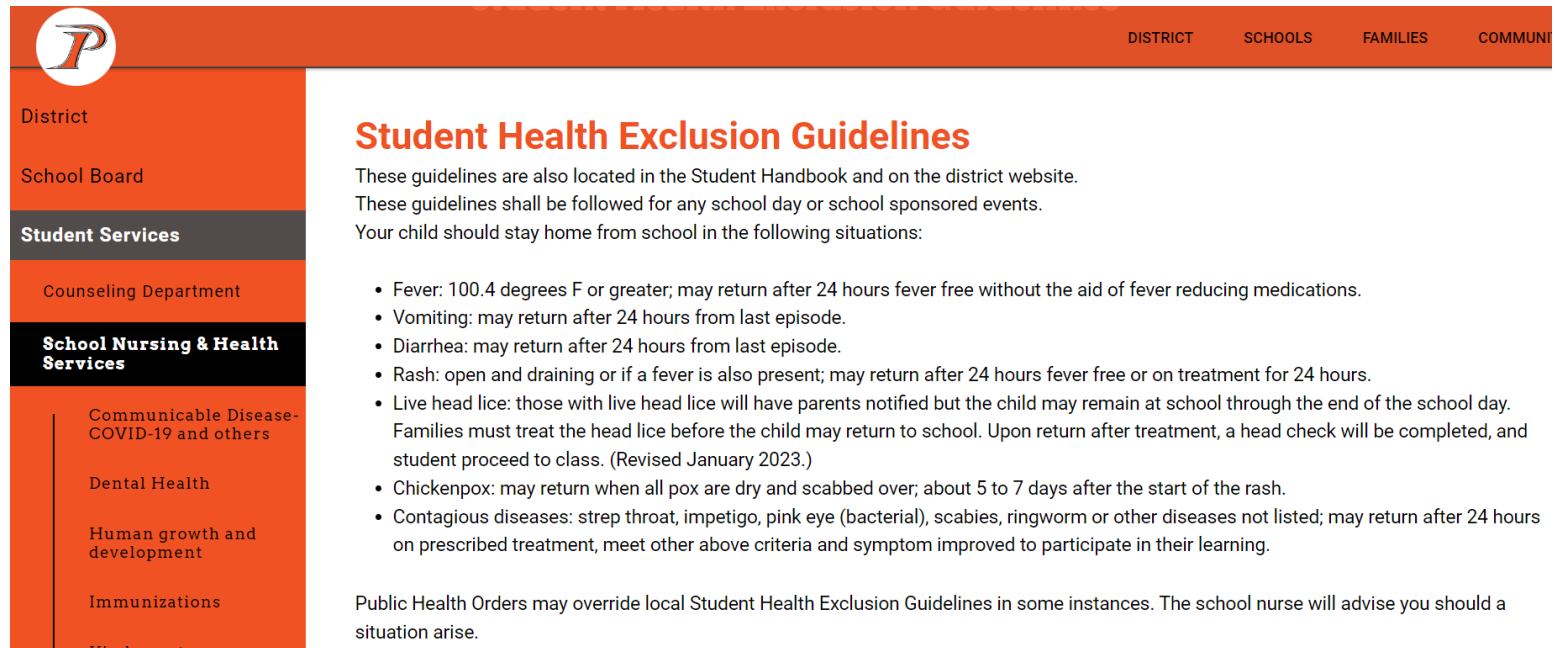
Prepare and submit the revisions

- Gather your new language
- Include the references
- Present your proposal
- Wait for the outcome determination
- Move on approval
- Disseminate materials
- Provide training
- Publish the change
- Filter questions



Communicate the Changes

- Print resources
- Website resources
- Newsletter articles
- Staff training
- Monitor data
- Answer questions



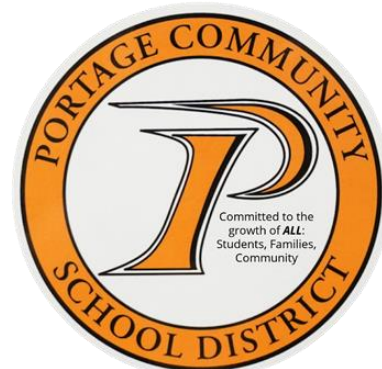
The screenshot shows the Portage Community School District website. The header is orange with the district logo on the left and navigation links (DISTRICT, SCHOOLS, FAMILIES, COMMUNITY) on the right. The left sidebar is orange and lists various services: District, School Board, Student Services, Counseling Department, School Nursing & Health Services, Communicable Disease-COVID-19 and others, Dental Health, Human growth and development, Immunizations, and Kindergarten. The main content area is white and features the title "Student Health Exclusion Guidelines" in orange. Below the title, it states that these guidelines are also located in the Student Handbook and on the district website, and that they shall be followed for any school day or school sponsored events. It then lists six situations where a child should stay home from school: Fever (100.4 degrees F or greater), Vomiting, Diarrhea, Rash, Live head lice, and Chickenpox. Each situation includes specific return criteria. At the bottom, it notes that Public Health Orders may override local guidelines and that the school nurse will advise when a situation arises.

Student Health Exclusion Guidelines

These guidelines are also located in the Student Handbook and on the district website. These guidelines shall be followed for any school day or school sponsored events. Your child should stay home from school in the following situations:

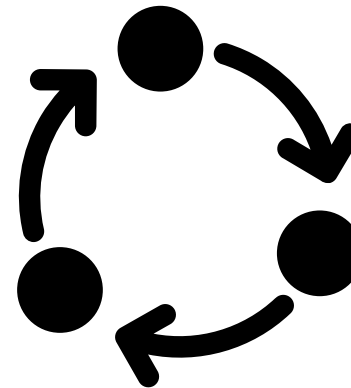
- Fever: 100.4 degrees F or greater; may return after 24 hours fever free without the aid of fever reducing medications.
- Vomiting: may return after 24 hours from last episode.
- Diarrhea: may return after 24 hours from last episode.
- Rash: open and draining or if a fever is also present; may return after 24 hours fever free or on treatment for 24 hours.
- Live head lice: those with live head lice will have parents notified but the child may remain at school through the end of the school day. Families must treat the head lice before the child may return to school. Upon return after treatment, a head check will be completed, and student proceed to class. (Revised January 2023.)
- Chickenpox: may return when all pox are dry and scabbed over; about 5 to 7 days after the start of the rash.
- Contagious diseases: strep throat, impetigo, pink eye (bacterial), scabies, ringworm or other diseases not listed; may return after 24 hours on prescribed treatment, meet other above criteria and symptom improved to participate in their learning.

Public Health Orders may override local Student Health Exclusion Guidelines in some instances. The school nurse will advise you should a situation arise.



In the end...

- Policy updated
 - Protocol aligned
 - Supporting materials updated
 - Staff trained
 - School community made aware
 - Processes all in motion
- Evaluate effects of changes
 - Revisions identified
 - Start again in one year



Stay in touch.

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References and Resources

