

School Health Nursing

Health at school – equal chances for all children

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Background: Migration, inclusion, vulnerability, the increase of chronically ill people (diabetes, asthma, cancer, etc.), the promotion of all-day schools and educational centres require additional health care approaches. Next to the family, school has significant role in health education of young people. It is an environment that has a big impact on their physical and mental health. There is a need to strengthen the role of school nurses and to increase their competences and tasks to address the challenges of non-communicable lifestyle diseases. School nurses have a broad range of duties, from delivering of health information, promoting well-being and healthy lifestyles through effective interventions and supporting children with chronic conditions. ¹

Context: School nurses have a broad range of duties, from delivering of health information, promoting well-being and healthy lifestyles through effective interventions and supporting children with chronic conditions. They can be an important advisor for the school management and school staff and help them to develop effective preventative health care strategies. To conduct effective preventive programs, systemic monitoring of children's health at school is crucial. It can also be achieved by implementing digital technologies like Apps etc. School health services need to be improved due to pandemic of obesity, physical inactivity and mental health problems of children and adolescents. School nurses in European countries have been responsible for health promotion and disease prevention up until the end of compulsory schooling for decades. They provide support services for children/teenagers, their parents and teachers and act as trusted mediators and confidants inside and outside school. ²

Research Questions Final Thesis I:

1st research question: „What kind of education and skills does the Nurse Vocational School require?“

2nd research question: „What is the importance of integrating School Nurses into the Carinthian school system?“

Methods: Qualitative expert interviews (EI) with guidelines (12), literature research (LR)

Research objectives: Competences of School Nurses need assessment School Nurses in Carinthia

Results: In Europe and internationally, School Nurses are health and nursing nurses, some with continuing education (Master-degree) and have nursing, medical, educational, social skills, knowledge of public health. There is a need for School Health Nursing (SHN) and there is a lack of health professionals with regard to health promotion, prevention, as a trusted person and for the nursing and medical care of school children. ³

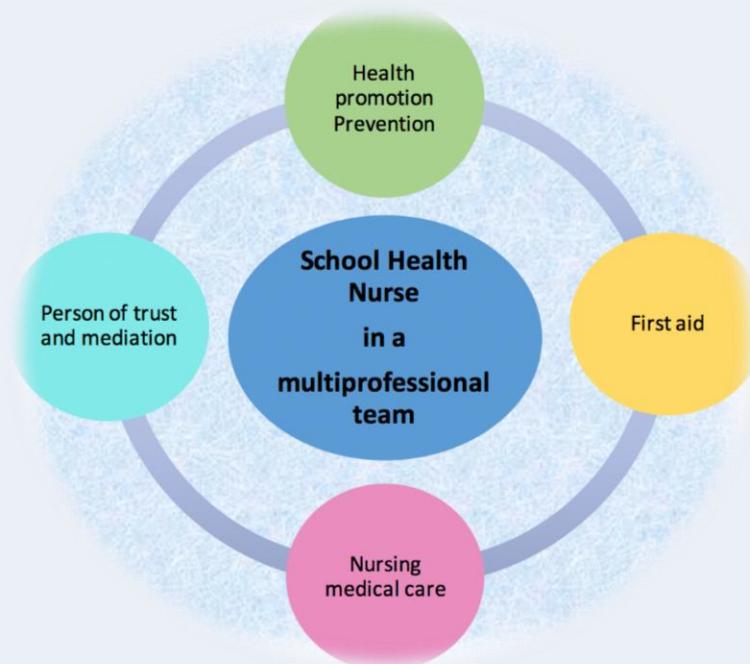
Research Questions Final Thesis II:

1st research question: “Which aspects speak for School Health Nursing in Carinthia?“

2nd research question: “What steps does a pilot projekt SHN require?“

Methods: Qualitative EI, guideline and focus group interviews (15 meetings), LR. Research objectives: SHN need assessment and concept for implementation.

Results: Every 5th child is chronically ill; every 3rd child is overweight in Austria (Cosi 2017). SHN strengthen health competence, equal opportunities, support for children, parents, school team (Borup, Holstein 2008). Prerequisite SHN: Political decision, establishment of financial, structural, legal conditions, definition of competencies. Cooperation in a multi-professional school team. ⁴



Conclusion: There is currently insufficient health care in schools of Carinthia/Austria, so stakeholders should be informed about the needs and benefits of SHN. School health nursing in Europa should be further expanded according to the WHO recommendation (2014). The conditions for SHN in Carinthia have already been created. Clarify financing. Start as a pilot project including with evaluation. Pilot projects SHN: Brandenburg/Hessen, Lucerne, Carinthia planned.

Concept-development of school health nursing in Carinthia. With the implementation of school health nursing can children in Carinthia get better health. ⁵

Literature:

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