

Leveraging a Culture of Health for Student Success

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About Me

- My comments are entirely my responsibility and do not represent official policy or position of the NE Department of Health and Human Services
- Robert Wood Johnson Foundation Public Health Nurse Leader, 2015 – 2017
- Employed as Maternal Child Adolescent Health Program Manager at DHHS Division of Public Health
- Former Health Services Coordinator at LPS (1998-2006) and State School Nurse Consultant (2006-2011)
- Public Health Nurse proudly working for children and families for 33 years and counting

Building a Shared Culture

- Culture is the systems of knowledge shared by a relatively large group of people.
- Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.

<https://www.tamu.edu/faculty/choudhury/culture.html>

Why a Culture of Health?

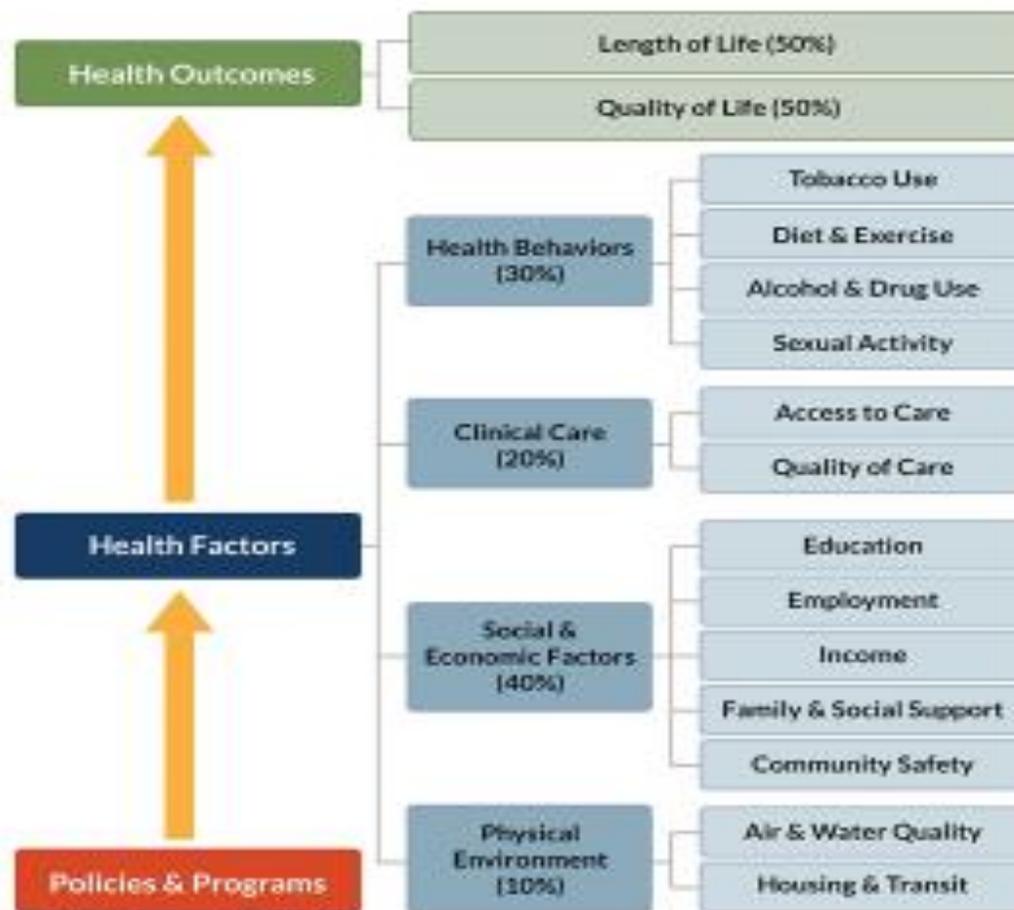
- Growing awareness that we are not a healthy population.
- Those of us who are “healthy” are not prevailing, as far as health statistics and population health measures go.
- “Facilitate school nurse knowledge and influence to build a culture of health in communities where students live, learn, work, and play.”

NASN Strategic Plan Goals for 2017-2020

County Health Rankings & Roadmaps

Building a Culture of Health, County by County

A Robert Wood Johnson Foundation program



County Health Rankings model © 2015 RWJF

What's a Culture of Health got to do with student success?

- Acknowledging the limits of individual behavior change
- Acknowledging the limits of health systems, services, and providers
- Recognizing that, in significant ways, health and educational success are functions of environments and opportunities
- How, then, do we influence improved outcomes for all students?
- How do we achieve population health, well-being, and equity????

Building a Culture of Health

- A framework developed in 2015 by the Robert Wood Johnson Foundation
- www.cultureofhealth.org
- Four Action Areas, each with Drivers and measures, to achieve the outcome:
- Population Health, Well-being, and Equity

Creating Healthier, More Equitable Communities

- Our personal “health” stories
- *Health occurs in context*
- What words do you use to describe your environment growing up? Are they empowering words, or words of adversity and disadvantage?
- Consider: stability of home, quality of schools, privacy, physical and emotional safety, meal customs and food prep, cleanliness, noise, pests, toxins

Creating
Healthier,
More
Equitable
Communities

Examples of *health in context*:

- Flint, Michigan
- ACES and Toxic Stress
- Family Meals
- Child care subsidy and minimum wage
- Adequate affordable housing

My social, physical, and policy environment

Activity:

- Two reflections (words or symbols) about positive environments for students that you value.
- Two reflections (words or symbols) about adverse environments for students that concern you.
- *Please share!*

Drivers of Healthy and Equitable Communities

- Policies to assure adequate affordable safe housing for families.
- Programs that increase availability of healthy foods.
- Strategies to decrease exposure to health damaging factors.
- Strategies to lift children up from poverty and disadvantage as early in life as possible.
- Approaches to decrease residential segregation and physical areas of concentrated disadvantage.
- Public resources, such as public libraries and after school programs, to provide access to resources not dependent on fees, or policies for fee waivers

Health as a Shared Value

- *How do we measure (value) health?*

Health as a Shared Value

- We understand value by measuring the absence of it, e.g., homelessness, child hunger, child abuse and neglect, chronic disease, mental illness
- Or the costs of it, e.g., absenteeism, lost productivity at work
- Or by costs or success of recovering it, e.g., health care investments; Pain-free or episode-free days

Health as a Shared Value

Other ways we demonstrate how we value health, or show our expectations of health for one another:

- Pharma commercials
- Legal manufacture of opioids
- Enlarging serving portions
- Professional sports
- Revoking motor cycle helmet laws, not enforcing seat belt or child safety seat laws
- Rejecting policies to increase taxes on sugary drinks and alcohol
- Refusing Medicaid expansion and other strategies to improve access to care

Health as a Shared Value

Infant Mortality and adverse birth events are often held as the measure of health in a population.

	United States	Cuba
Infant Mortality	5.8	4.2
Low Birth Weight	7.2% (13.6% for black women)	5.3% and no disparities
Prematurity	12 per 1,000 births	6 per 1,000 births



Health as a Shared Value

How about some positive measures of health?

- Longevity – *with functional capacities intact!*
- Quality of life – independence, resilience, self-sufficiency
- Policies to protect the environment and reduce exposures to toxins and pollution
- Policies on safety of children and adequacy of homes and nutrition
- First trimester entry to prenatal care
- Vaginal births
- High quality early care and education available to all families

Mental Health as a Shared Value

- There is no health without mental health
- Mental health is achieved not through a life without troubles, but through a life with opportunities to develop optimism and resilience
- Three recognizable mental health issues in populations:
 - Poverty, especially Food insecurity among children
 - Unresolved complex grief
 - Significant, chronic, unresolved social and emotional trauma at any age
- *Read this, from the WHO:*
http://apps.who.int/iris/bitstream/10665/112828/1/9789241506809_eng.pdf?ua=1

How do we value health?

- What are ways the media portray health?
- What does health mean to you, as a school nurse?
- What are your expectations of health, for yourself and your family?
- *Try this: I know a person has lived or is living a healthy life when I see....*

- *Please share!*

Drivers of Health as a Shared Value

- We understand health interdependence
- Low tolerance for systemic and structural barriers that increase vulnerability disadvantaged groups
- Sense of community as evidenced by: voter participation, volunteerism, and sharing of resources for social support of disadvantaged groups
- We work to increase the resilience of disadvantaged groups
- We use policy levers to benefit families, not business.

Strengthening Integration of Health Services and Systems

“What are we going to do about health care???”

- Imagine a world where customer experience and quality outcomes were the real focus.
- “What I (would) appreciate and enjoy most about my health care provider is...”
- What do adolescents seek from health care providers? Are we delivering it?
- *Please share!*

Drivers of Health System Integration

- Addressing the needs of the whole person: physical, dental, mental/behavioral
- Providing easy and comfortable access to care
- Caring about the experience of the care-seeker
- Informed and empowered consumers
- Consumer-driven systems of care, particularly points of entry
- Redefining the role of the Registered Nurse in primary care

Fostering
Cross-sector
Collaboration
to Improve
Well-being

- **Who are the partners you haven't met yet?**

Using an Innovation Mindset

A process for creating the direction, alignment, and commitment needed to create and implement something new that adds value.

Center for Creative Leadership; Horth and Vohar

- **Reframe the Challenge: solve the right problem, not just a symptom.**
- **Question Boundaries and Assumptions**
- **Catalogue components of the problem**
- **Phrase problems as questions (How to...; How might...; In what ways might...; What might be all the ...?)**
- **Why? What's Stopping You?**

Re-Framing and Naming the Problem

- Some students do not succeed.
- Some students have problems school alone cannot solve.
- How might school nursing practice change in order to assure all students succeed?
- In what ways might students find more support and resources in the community?
- How might school nurses collaborate with community partners to give students who struggle a better chance?

Fostering Cross-sector Collaboration

- What do students need from their communities in order to be safe, empowered, and successful?
- What partners are represented in those needs?
- *Please share!*

Fostering Cross-sector Collaboration

- Community Development
- Parks and Rec
- Homeless prevention advocates
- Free health care services
- Food banks and other food resources
- Extension Services
- Women in leadership positions and organizations
- Housing advocates
- Environmental health specialists
- Non-competitive physical activity enthusiasts
- Grief counselors
- Retired Nurses and Nurses Associations
- Adult literacy
- Parenting education and support
- Law enforcement
- Humane Society

Equity

- The fair distribution of advantage and burden in the population.
- **Health Equity:** when people have full and equal access to opportunities that enable them to lead healthy lives. Achieving health equity involves an underlying commitment to reduce – and ultimately, eliminate – disparities in health and its determinants, including social determinants.

Paula Bravemen and others

In What Ways Are You Working for Equity?

- **Strategies that alter social stratification** (minimum wage, tax credits)
- **Strategies that decrease exposure to health damaging factors** (housing integration)
- **Strategies that decrease the vulnerability and increase the resiliency of disadvantaged groups** (quality affordable early education)
- **Strategies that intervene through the health care delivery system to reduce the differential consequences of ill-health** (CLAS and literacy standards)

WHO Categories of SDOH Strategies

The Unique Role of Nurses in Advancing Equity in the Population

- **It's in our DNA: Social Justice and Ethics**
- **The largest and most trusted of the health professions**
- **We can all learn to be culturally competent, cultural brokers, humble and respectful**
- **We are: team leaders, trainers, mentors, coaches, and supervisors**
- **We care**
- **We speak**
- **We vote**
- **We lead**

Working for Equity

- **Recognizing and addressing:**
 - **Uncontrolled asthma resulting in high absenteeism, other unmet health needs**
 - **Hunger in early health office visits**
 - **Stress and trauma in health office visits**
- **Addressing bullying (and elitist) culture through positive approaches to increase engagement, inclusion, and empowerment**
- **Identifying uninsured children and learning how to help families enroll in CHIP**
- **Improving adoption of Culturally- and Linguistically-appropriate standards, as well as literacy standards, in health and human services**

Drivers of Equity

Observations from Cuba:

- Disparities are not the inevitable outcome of poverty
- Equity is the outcome of universal access to Health Care and Education, Social Supports, and Women in Leadership
- School Nurses are the manifestation of Health Care, Educational Opportunity, and Leadership!

Mothers' Homes are part of Health Infrastructure



Food Ration Store



Organic Farm Cooperative



School Nurses Build a Culture of Health

YOU ARE:

- Teachers and role models for health
- Welcoming to all children, with a spirit of non-judgmental inquiry and support
- Able to recognize unfair disadvantage, as well as the opportunities to alter that reality for children
- Skilled and able to acquire more skills to fit the need (mental health, brain science, innovation mindsets, using data and research)
- Holistic thinkers
- Promoters of resilience and healing
- Significant and powerful as community members
- Unafraid: Able to face those who would usurp or deny your power

School Nurses Build a Culture of Health!

- Rest and Recharge
- Take care of your own health!
- Commit to doing more good (NOT the same as “doing more”)
- Focus!

**THANK YOU FOR ALL YOU DO FOR
CHILDREN AND FAMILIES, FOR THE FUTURE
WE ALL SHARE**

ALL SCHOOL
NURSES

***"(S)HE WHO HELPS A CHILD
helps humanity with a distinctness,
an immediateness, which no other
help in any other stage of human life
can possibly give."***

Phillips Brooks, 1835-1893