

Abstract

Within the United States, children spend the majority of their day in the school setting. However, budgets have placed limitations on the presence of a school nurse to care for students. In Minnesota, the majority of school's do not have a full-time nurse present for a large part of the school day. This has left the responsibilities of student's health management and emergency response to teachers and secretaries who have received limited training and demonstrated a lack of knowledge, preparation, skill, and readiness to respond to the health concerns of students. In small primary school staff, how effective is an instructional class and simulation-based training in the management of student's daily health needs and health related emergencies? A standardized education program was developed and implemented to improve the knowledge of basic health management and health emergency response. Improving the knowledge and skills of the faculty were expected to improve student's health related outcomes throughout their school day. For this initiative, a program for health management education was provided to 17 teachers, 2 school administrators, 2 school secretaries, and 2 pastors through an evidence-based protocol developed by the project lead. A virtual class and simulation with health management guidelines was offered over the course of four weeks. A pre/post survey was developed and administered to 10 teachers, 2 school administrators, 2 school secretaries, and 1 pastor to evaluate improvement in school health management knowledge. One hundred percent of school faculty reported the education to be helpful and thought it would be useful throughout their school year. Health management education knowledge scores improved from 8.6 to 14.6 , a 40% improvement; meeting the outcome goal of 20% change. Continued education for school faculty should be provided to improve knowledge, preparation, skill, and readiness to respond to health concerns of students.