



The health and educational importance of the nursing unit in schools

A Research Project Was Submitted to the Counsel of the College of Nursing at the
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Baccalaureate in Nursing Science

By students

Alaa Omran Habib

Fatima Ali Hussein

Supervisor

Professor Dr. Mahfoudh F. Hassan

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

((هُوَ الَّذِي أَنْزَلَ عَلَيْكَ الْكِتَابَ مِنْهُ آيَاتٌ مُحْكَمَاتٌ هُنَّ أُمُّ الْكِتَابِ
وَأُخَرُ مُتَشَابِهَاتٌ فَأَمَّا الَّذِينَ فِي قُلُوبِهِمْ زَيْغٌ فَيَتَّبِعُونَ مَا تَشَابَهَ مِنْهُ
ابْتِغَاءَ الْفِتْنَةِ وَابْتِغَاءَ تَأْوِيلِهِ وَمَا يَعْلَمُ تَأْوِيلَهُ إِلَّا اللَّهُ وَالرَّاسِخُونَ فِي
الْعِلْمِ يَقُولُونَ آمَنَّا بِهِ كُلٌّ مِنْ عِنْدِ رَبِّنَا وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ))

سورة آل عمران الآية رقم (7)

صدق الله العلي العظيم

الإهداء

إلى صاحب السيرة العطرة و الفكر المستنير...
فلقد كان له الفضل الأول في بلوغي التعليم العالي
(والذي الحبيب) أطال الله في عمره .
إلى من وضعتني على طريق الحياة, وراعتني حتى صرت كبيرا
(أمي الغالية) اطال الله في عمرها .
إلى إخوتي , من كان لهم بالغ الأثر في كثير من العقبات والصعاب
...
إلى جميع أساتذتي الكرام , ممن لم يتوانوا في مد يد العون لي
اهدي إليكم بحثي

Supervisor's support

I certify that this project of research

***"The health and educational importance of the
nursing unit in schools"***

***Was prepared under my supervision at the College of Nursing,
University of Basra as partial fulfillment of the requirements
for the degree of baccalaureate in nursing sciences.***

Prof. Dr. Mahfoudh F. Hassan

Supervisor

College of Nursing

University of Basra

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Abstract

The health and educational importance of the nursing unit in schools

Researchers:

Alaa O. Habib & Fatima A. Hussein

supervisor:

Professor Dr. Mahfoudh F. Hassan

Background: School nurses deliver both universal and targeted services and work across education and health, providing a link between school, home and the community. Qualified school nurses will have undertaken a post-registration SCPHN qualification. They are also responsible for delivering programmes to improve health outcomes for school aged children and young people (5-19 years).

Goals of the project :

- 1- to Identify the level of acceptance of the nursing unit within schools.
- 2- to Identify the level of acceptance of the nursing unit within schools according to Gender, age and job teacher.

Methodology: This study included a sample of (480) of Elementary teacher, Secondary teacher, Managers ,Assistants and Educational guide, (325) female and (155) male, This study was conducted on the educational staff in Basra city. The questionnaire tool was used to collect the required information and it is composed of (18) questions

about accepting educational cadres for Nursing unit in schools, regarding the score (Strongly Agree = 2, I agree = 1, Disagree= 0) where total score (48) and also includes a variable (age, sex, social status ,job ,job position, living). And use the statistical program (spss) to analyze the results

The most important results :

- 1- The result of the Nursing Unit survey was a **strong agree** , with a rate of (73 %).
- 2- All questions in the survey were rated **strong agree**, except for one question that was agree.
- 3- the answers of Elementary teacher, Secondary teacher, Managers , Assistants and Educational guide were **strongly agree** about nursing unit in schools.

Recommendation :

- 1- Adopting the results of the study in opening a nursing unit inside schools in Iraq due to its health importance.
- 2- Work to add school nurse speciality in Iraq

List of contents

Title	
الاية القرآنية	<i>I</i>
Dedication	<i>II</i>
Supervisor's support	<i>III</i>
Acknowledgment	<i>IV</i>
Abstract	<i>V-VI</i>
List of contents	<i>VII-VIII</i>
List of Tables	<i>IX</i>
Chapter one	
Introduction	
Introduction	<i>2</i>
Important of the project	<i>2</i>
Problem of the project	<i>2</i>
objectives of the project	<i>3</i>
Definition of terms	<i>3</i>
Chapter two	
Review of literature	
Nursing	<i>5</i>
Nursing pross	<i>6</i>
Different Types of Nurses	<i>6</i>
Overview of school nurse	<i>8</i>
School Based Health Center	<i>9</i>
School based health alliance	<i>9</i>
Role of the school nurse	<i>10</i>
Impact of school nursing on student achievement	<i>12</i>
Factors That Influence School Nurse Service	<i>13</i>
Goals of school nurse	<i>15</i>
<i>Future Of School Nursing</i>	<i>16</i>

Chapter three Methodology	
<i>Design of the study</i>	<i>18</i>
<i>Setting of the project</i>	<i>18</i>
<i>Sample of the study</i>	<i>18</i>
<i>Project instrument</i>	<i>18</i>
<i>Rating and scoring of the study questionnaire</i>	<i>19</i>
<i>Validity of the Questionnaire and the Program</i>	<i>19</i>
<i>Evaluation of Questionnaire score</i>	<i>19</i>
<i>Statistical Data Analysis</i>	<i>20</i>
Chapter four Results of the study and it's discussion	
Distribution of the Variables Related Demographic Characteristics	22
Results the Evaluation of accepting educational cadres for Nursing unit in schools	23
Results the Evaluation of questions for Nursing unit	24
Nursing unit results according to demographic factors	25
Discussion of results	28
chapter five conclusion and recommendation	
Conclusion	30
Recommendation	30
References	31
Appendices	35

List of Tables

No	Title	Pages
3-1	three (3) points Likert Scale	19
3-2	Questionnaire 'score	19
4-1-1	Descriptive statistics of Demographic Variables	22
4-2-1	Mean score, frequency and percent	23
4-3-1	Descriptive Statistics for each questions	24
4-4-1	independent T-test for camper between male and female teachers	25
4-4-2	independent T-test for camper between Elementary and Secondary teachers	25
4-4-3	independent T-test for camper between Married and Single teachers	26
4-4-4	independent T-test for camper between center and out center teachers	26
4-4-5	ANOVA test for camper for Teachers job position	27
4-4-6	ANOVA test for camper for Teachers age classes	27

Chapter one

1-1 Introduction

1-2 Important of the project

1-3 Problem of the project

1-4 Objective of the project

1-5 Definition of terms

1-1 Introduction:

Nursing is a profession within the health care sector focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. Nurses may be differentiated from other health care providers by their approach to patient care, training, and scope of practice. Nurses practice in many specialties with differing levels of prescription authority. Nurses comprise the largest component of most healthcare environments;[1][2] but there is evidence of international shortages of qualified nurses.[3] Many nurses provide care within the ordering scope of physicians, and this traditional role has shaped the public image of nurses as care providers. Nurse practitioners are nurses with a graduate degree in advanced practice nursing. They are however permitted by most jurisdictions to practice independently in a variety of settings. [4][5]

1-2 Important of project

Enabling educational staff and students to obtain medical services and health education within schools.

1-3 Problem of project

Lack of a nursing unit and first aid in schools.

1-4 Objective of project

1- to Identify the level of acceptance of the nursing unit within schools.

2- to Identify the level of acceptance of the nursing unit within schools according to Gender, age and job teacher.

1-5 Definition of terms :

WHO : world health organization

PMHNP : psychiatric-mental health nurse practitioner

NASN : The National Association of School Nurses

SBHC : School-Based Health Centers

AAP : The American Academy of Pediatrics

APRN : Advanced practice registered nurse

SBHA : The School-Based Health Alliance

Chapter two

2-Review of Literatures

2-1 Nursing

2-2 Nursing process

2-3 Different Types of Nurses

2-4 Overview of school nurse

2-5 School Based Health Center

2-6 School based health alliance

2-7 Role of the school nurse

2-8 Impact of school nursing on student achievement

2-9 Factors That Influence School Nurse Service

2-10 Goals of school nurse

2-11 Future Of School Nursing

2-1 Nursing

World Health Organization defines nursing as: “Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. It includes the promotion of health, the prevention of illness, and the care of ill, disabled and dying people” (WHO, 2018). This means that nurses care for both those who are sick and unable to care for themselves, healthy people, and the dead. One of the duties of the nurse is to educate the patient and public. As such nurses also go into the communities to create awareness on recent developments and how to manage our environment to prevent the inhabitants from becoming sick. Nursing to me is showing that love; care and compassion to those in need. The society can see the difference in our practice, as we go about protecting patients, promoting good health, and preventing diseases. For nurses to be successful, they work together with other health care members and families to provide care. [6]

2-2 Nursing process

No matter what their field or specialty, all nurses utilize the same nursing process; a scientific method designed to deliver the very best in patient care, through five simple steps.[7]

- **Assessment** – Nurses assess patients on an in-depth physiological, economic, social and lifestyle basis.
- **Diagnosis** – Through careful consideration of both physical symptoms and patient behavior, the nurse forms a diagnosis.
- **Outcomes / Planning** – The nurse uses their expertise to set realistic goals for the patient’s recovery. These objectives are then closely monitored.
- **Implementation** – By accurately implementing the care plan, nurses guarantee consistency of care for the patient whilst meticulously documenting their progress.
- **Evaluation** – By closely analyzing the effectiveness of the care plan and studying patient response, the nurse hones the plan to achieve the very best patient outcomes.

Different Types of Nurses[8]

- **Advanced Practice Registered Nurse (APRN)**
- **Critical Care Nurse**
- **Family Nurse Practitioner**
- **Forensic Nurse**
- **Geriatrics Nurse**

- **Holistic Nurse**
- **Home Health Nurse**
- **Labor and Delivery Nurse**
- **Managed Care Nurse**
- **Military Nurse**
- **Neonatal Nurse**
- **Nurse Case Manager**
- **Nurse Consultant**
- **Oncology Nurse**
- **Pediatric Nurse**
- **Physician's Office Nurse**
- **Prison Nurse**
- **Psychiatric Mental Health Nurse Practitioner (PMHNP)**
- **Public Health Nurse**
- **Research Analyst**
- **Surgical RN**
- **Trauma Nurse**
- **Travel Nurse**
- **Women's Health Nurse**
- **School Nurse**

2-4 Overview of school nurse

School nursing, as a specialty area of health professions Practice, started in the U.S. In 1902. The first school nurse, Lina Rogers, was appointed in 1902 to tend to the health of 8671 students in 4 separate schools in New York City. Her early success in reducing absenteeism led to the hiring of 12 more nurses. Within 1 year, medical exclusions decreased by 99%.[9]. Today, school nurses continue In this tradition of assisting students in achieving academic success.[10]

The advent of the school nurse brought a radical change in methods of dealing with diseased children. Instead of excluding and neglecting them, they were treated by the school nurse. School nurses visited their homes to instruct parents and caregivers in care for the child's problems as well as how to protect the other children. As a school nurse Lina Rogers advocated for wellness and illness-prevention programs, and encouraged teachers to present lessons in hygiene, nutrition and physical development. She also implemented dental and hearing screenings in the schools. She developed formal protocols for individual diseases and rigorous documentation of nursing interventions to bolster evidence that school nurses were effective.[11]

The National Association of School Nurses (NASN) defines school nursing as:

A specialized practice of professional nursing that advances the well-being, academic success, And lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal Development; promote health and safety; intervene with actual and potential health problems; provide case Management services; and actively collaborate with others to build student and family capacity for adaptation, Self-management services, and actively collaborate

with others to build student and family capacity for Adaptation, self-management, self-advocacy, and learning .[12]

2-5 School Based Health Center (SBHC) – SBHCs are comprehensive primary care facilities located in or on the grounds of schools. They are licensed by DPH as outpatient or hospital satellite clinics. SBHCs assure that students, particularly those that are uninsured and under insured, have access to comprehensive health and preventative services needed to be healthy, in school, and ready to learn. SBHCs help schools do their job of educating by improving the health and well-being of students and addressing the health issues that interfere with learning. [13]

2-6 School based health alliance

Founded in 1995, the School-Based Health Alliance (SBHA) is a nonprofit organization that advances and informs more than 2,500 school-based health care programs, enabling them to provide high-quality care to the nation’s most vulnerable children. SBHA also supports a network of 22 state affiliates, collaborates with partner organizations in the school health field, and serves as a resource to policymakers in the education and health sectors.[14]

2-7 Role of the school nurse

Traditionally, the school nursing role was designed to support educational achievement by promoting student attendance.

Over the past century, the role of the school nurse has expanded to include critical components, such as surveillance, chronic disease management, emergency preparedness, behavioral health assessment, ongoing health education, extensive case management, and much more. Although the position has taken on a more comprehensive approach, the core focus of keeping students healthy and in school remains unchanged. School attendance is essential for academic success

- School nurses provide both individual and population health through their daily access to large numbers of students, making them well positioned to address and coordinate the health care needs of children and adolescents. The impact of social determinants of health are felt in the school setting and well known to school nurses. [15],[16]
- School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement and health of students. To that end, school nurses understand and educate about normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case-management services; and actively collaborate with physicians who work in schools, such as medical advisors and team physicians, families, community service providers, and health care providers, to build student and family capacity for adaptation, self-management, self-advocacy, and learning. [17],[18]
- School nurses and pediatricians, both community- and school-based, working together can be a great example of team-based care, defined as the provision of comprehensive health services to individuals,

families, and/or their communities by at least 2 health professionals who work collaboratively along with patients, family caregivers, and community service providers on shared goals within and across settings to achieve care that is safe, effective, patient-centered, timely, efficient, and equitable. The principles of team-based health care are as follows: shared goals, clear roles, mutual trust, effective communication, and measurable processes and outcomes.[19],[20].

- As a health care team member, school nurses connect students and their families to the medical home and can support coordination of care. [21],[22].
- As more children with special health care needs attend school, the school nurse plays a vital role in disease management, often working closely with children and their parents to reinforce the medical home's recommendations and provide treatment(s) during the school day.
- Feedback mechanisms regarding student response to the treatment plan in school are critical to timely medical management in areas such as attention-deficit/hyperactivity disorder, diabetes, life-threatening allergies, asthma, and seizures as well as for the growing population of children with behavioral health concerns. School nurses play an important role in interpreting medical recommendations within the educational environment and, for example, may participate in the development of action plans for epilepsy management and safe transportation of a child with special health care needs.[23],[24]. School nurses may also provide insight to a student's pediatrician when attendance concerns, parental noncompliance with medical home goals, or even neglect or abuse is suspected.
- In addition, with increased awareness recently about such issues as head injuries, the school nurse is poised to offer on-site assessment of

the student's postconcussion progress and adaptations required in the educational plan.[25]

- School nurses are also participants in public health arenas, such as immunization, obesity prevention, substance abuse assessment, tobacco control, and asthma education. Their daily presence in the school setting further augments and potentiates the pediatrician's professional interventions with individual children and adolescents.[26]
- Collaboration among pediatricians, families, school staff, school physicians, and school nurses is increasingly critical to optimal health care in both office and community settings. This policy statement describes the crucial aspects of the school nurse's role, its relationship to pediatric practice, and recommendations to facilitate productive working relationships benefiting all school-aged children and adolescents.

2-8 Impact of school nursing on student achievement:

Children who suffer from chronic illnesses or live below the poverty line are more likely to end up dropping out of school .[27] Two separate studies performed in 2017 looked at the way asthma medications were being managed in schools and found that nurses who assisted in daily corticosteroid usage resulted in less absences by children suffering from asthma.[28] Nurses in schools have the unique ability to create relationships with patients who they get to see frequently. Children spend nearly 40 hours a week in a school setting and need their health needs met just the same as if they are at home. If a child is able to receive their appropriate medications and services at school then they will be less likely to stay home and therefore achieve more academically then if their school lacks nursing services.[29]

2-9 Factors That Influence School Nurse Service

The scope of school nursing practice and the related competencies are well-defined. However, each school nurse position dictates which aspects of school nursing practice will be emphasized. School nursing practice can be impacted by many factors, including student needs and school health services models that are as diverse as the students and communities they serve. The care provided by the school nurse is student focused, but refined by the external influences of the school community, the department of education or the department of public health, the theoretical model/theory on which practice is based, the boundaries of the state Nurse Practice Act, the professional standards of school nursing, and the workload capacity of the nurse. The American Academy of Pediatrics (AAP) identified a core set of minimum services that should be provided in schools: [30]

1. Assessment of health complaints, medication administration, and care for students with special health-care needs
2. A system for managing emergent and urgent situations
3. Mandated health-screening programs, verification of immunizations, and infectious disease reporting: and
4. Identification and management of students' chronic healthcare needs that affect educational achievement

Additional services include emergency preparedness . health education , mental health assessment and support . and healthy environment promotion.[31] This list of core services coincides with current survey results of school nursing practice . School nurses spend 57.8 % of their time providing direct services and 19.4 % of their time in health education and teacher support . The report provided the following delineation of school nurse responsibilities:[32]

- Acute injuries and illness management (94.9 %)
- Medication administration (93.2 %)
- Communicable disease management (92.8 %)
- Development and coordination of individual student care plans (92.2 %)
- Health screenings provision (90.7 %) .

The survey also found that school nurses often provide or facilitate access to services for students . In communities with sparse medical resources , this service is critical in help ing students maintain or improve health .

2-10 Goals of school nurse:

- Reduce health-related barriers to learning and health related absenteeism thus improving student achievement
- Promote the health, safety, and wellness of all students and staff in Schools
- Promote a positive, collaborative relationship with students, families, colleagues, and the community
- Promote best practices in school health services through professional development and resources.
- School Nurses will respond to emergency medical situations when notified.
- The school nurse will be available for assessment, developing a health care plan, and ongoing evaluation of students with special health service needs in the school setting.
- Promote wellness awareness and activities among students and/or staff members.
- Coordinate with the Public Health Dental Hygienist to promote dental health services and to assist in follow-up of students referred for dental evaluations and care by follow-up letters, Phone calls, or home visits as necessary.

2-11 Future Of School Nursing

School nursing's history lies in meeting the ever - changing needs of the school - age child . The future lies herein , as well . the number of students with chronic conditions and specific health needs continues to increase , the need for a full - time school nurse in every school becomes even more Important . Healthy children are successful learners ; therefore , the school nurse will continue to have a multifaceted role . within the school setting , one that supports the physical . mental , emotional , and social health of students . The school's responsibility to address the healthcare needs of students is as compelling today as it was in 1902. Much of this work falls within the expanding role of the school nurse . Perhaps the Carnegie Corporation's (1989) conclusions can be rephrased for school nurses in this way : The school nurse cannot be responsible for every need of every student , staff , and community member : yet , when the need falls within the school nurse's scope of practice and directly . influences the learning ability of the student , meeting that need becomes the role of the school nurse .

Chapter three

3- Methodology

3-1 Design of the study

3-2 Setting of the project

3-3 Sample of the study

3-4 Project instrument

3-5 Rating and scoring of the study questionnaire

3-6 Validity of the Questionnaire and the Program

3-7 Evaluation of Questionnaire score

3-1 Design of the study:

A descriptive cross-sectional study was carried out on the education teams to determine and evaluate "The health and educational importance of the nursing unit in schools" in Basra city , and this study start from December 6,2021, to March 6,2022 .

3-2 Setting of the project:

The study was carried out at

1. Open Educational college
2. Schools of Basra city

3-3 Sample of the study:

The sample of the study consists (480)of Elementary teacher, Secondary teacher, Managers ,Assistants and Educational guide at Basra city , (325) female and (155) male, they were living in different region of the city, and occupy different job position.

3-4 Project instrument

The instrument of the project questionnaire format determined by (18) items to assessment the health and educational importance of the nursing unit in schools, Also include variables (age, sex,social status ,job ,job position,living).questionnaire was distributed to 480 of Elementary teacher, Secondary teacher, Managers ,Assistants and Educational guide , All participant answered about (18) question through direct interview and electronic questionnaire , and than we collected the score according to the right typical answer . The score for the items was as follows (Strongly Agree = 2, I agree = 1, Disagree= 0)

3-5 Rating and scoring of the study questionnaire

We use three (3) points Likert Scale which ranged from up to (3), as shown in the next

Table 3.1 : three (3) points Likert Scale			
Evaluation			
Likert Scale	Interval	Difference	Evaluation
1	1.66-1	0.66	Disagree
2	2.33-1.67	0.66	Agree
3	3-2.34	0.66	Strong agree

3-6 Questionnaire score

Study questionnaire includes two parts they are demographic information & Nursing unit

Table 3.2 Questionnaire 'score			
Questionnaire 'score	Number of questions	Max. Score per question	Min. Score per question
Nursing unit	18	3	1

3-7 Statistical Data Analysis

The data were analyzed using the Statistical Package for Social Sciences (SPSS), version 26

- 1.** Percentage (%). [33]
- 2.** Arithmetic mean
- 3.** Standard deviation.[34]
- 4.** T-test for independent samples
- 5.** One-way analysis of variance (abbreviated one-way ANOVA)

Chapter four

4-1 Distribution of the Variables Related Demographic Characteristics N=480 educational staff.

4-2 Results the Evaluation of accepting educational cadres for Nursing unit in schools, N=480 teaching staff.

4-3 Results the Evaluation of questions for Nursing unit, N=480 teaching staff.

4-4 Nursing unit results according to demographic factors

4-5 Discussion of results

4-1 Distribution of the Variables Related Demographic Characteristics N=480 educational staff.

Table 4.1.1 : descriptive statistics of Demographic Variables			
Demographic Variables	Variables Classes	F	Percent
Sex	Male	156	32.5 %
	Female	324	67.5 %
	Total	480	100 %
Age	20 – 30	61	13 %
	30 – 40	214	45%
	40 – 50	146	30 %
	50 – 60	59	12 %
	Total	480	100 %
Social status	Married	284	81 %
	Single	196	19 %
	Total	480	100 %
Living	Center	284	59 %
	out center	196	41 %
	Total	480	100 %
Job	Elementary teacher	386	80 %
	Secondary teacher	94	20 %
	Total	480	100 %
Job position	Without position	388	81 %
	Manager	29	6 %
	Assistant	43	9 %
	Guide	20	4 %
	Total	480	100 %

Table (4-1) shows the majority (67.5%) of participants (teaching staff) related to sex group were (female), regarding to the job the majority (80%) of sample were (elementary teacher), related to job position the majority (81%) of participants were (without position), regarding to Age the results indicate the majority of participants (45%) were (30-40), related to social status the majority (81%) of samples has (married), related to living the majority (59%) of participants were in (center).

4-2 Results the Evaluation of accepting educational cadres for Nursing unit in schools, N=480 teaching staff

Table 4.2.1: Mean score, frequency and percent			
Evaluation of accepting educational cadres			
Evaluation	Mean score	Frequency	Percent
Disagree	1 – 1.66	4	1 %
Agree	1.67 – 2.33	123	26 %
Strong agree	2.34 – 3	353	73 %
Total		480	100 %

Table (4.2.1) shows the evaluation of accepting educational cadres for Nursing unit in schools, the majority was (73%) (strong agree) as shown in the table and the minority was (1%) (disagree).

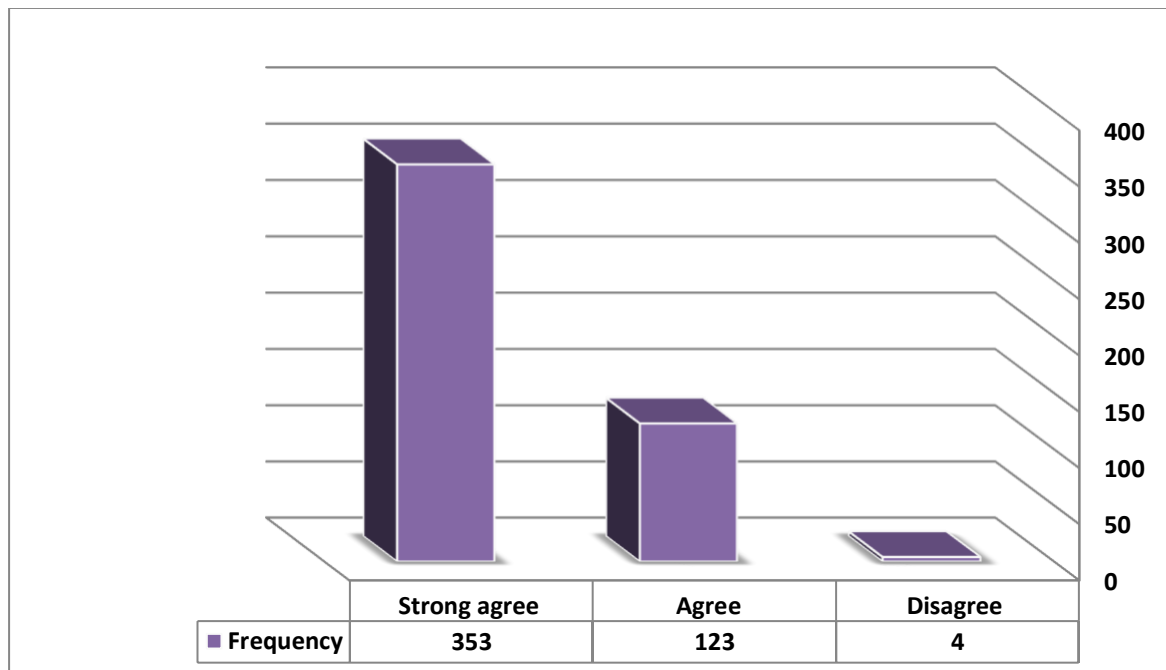


Figure 4.2.1 Evaluation of accepting educational cadres for Nursing unit in schools.

**4-3 Results the Evaluation of questions for Nursing unit,
N=480 teaching staff**

Table 4.3.1 : Descriptive Statistics for each questions

Questions	N	Mean score	Std. Deviation	Level
Q1	480	2.68	0.476	Strong agree
Q2	480	2.64	0.498	Strong agree
Q3	480	2.48	0.570	Strong agree
Q4	480	2.12	0.733	Agree
Q5	480	2.45	0.557	Strong agree
Q6	480	2.61	0.504	Strong agree
Q7	480	2.65	0.490	Strong agree
Q8	480	2.66	0.481	Strong agree
Q9	480	2.65	0.504	Strong agree
Q10	480	2.66	0.505	Strong agree
Q11	480	2.67	0.514	Strong agree
Q12	480	2.61	0.513	Strong agree
Q13	480	2.61	0.526	Strong agree
Q14	480	2.54	0.531	Strong agree
Q15	480	2.50	0.592	Strong agree
Q16	479	2.56	0.521	Strong agree
Q17	480	2.60	0.503	Strong agree
Q18	480	2.63	0.545	Strong agree

*Disagree = (1-1.66), Agree = (1.67 – 2.33), Strong agree = (2.34 – 3)

Table (4.3.1) display Descriptive Statistics for each questions ,level of Q4 (agree) and Q1, 2,3,5,6,7,8,9,10...Q18 is (strong agree)

4-4 Nursing unit results according to demographic factors

Table 4.4.1 : independent T-test for camper between male and female teachers						
Independent T-test						
Sex	N	Mean score	Sd	T – test	P – valve	Sig .
Male	156	2.62	0.359	2.06	0.043	S
Female	324	2.54	0.376			

***S = significant**

Table 4.4.1 shows the difference in mean between male and female teachers are statistically(significant) .

Table 4.4.2 : independent T-test for camper between Elementary and Secondary teachers						
Independent T-test						
Job	N	Mean score	Sd	T – test	P – valve	Sig .
Elementary teacher	386	2.5765	0.376	0.44	0.591	Ns
Secondary teacher	94	2.5573	0.355			

***NS = Non-Significant**

Table 4.4.2 shows the difference in mean between Elementary teachers and secondary teachers are statistically (non significant).

Table 4.4.3 : independent T-test for camper between Married and Single teachers						
Independent T-test						
Social status	N	Mean score	Sd	T – test	P – valve	Sig.
Married	387	2.57	0.373	0.331	0.537	Ns
Single	93	2.58	0.366			

***NS = Non-Significant**

Table 4.4.3 shows the difference in mean between Married and Single teachers are statistically (non significant)

Table 4.4.4 : independent T-test for camper between center and out center teachers						
Independent T-test						
Living	N	Mean score	Sd	T – test	P – valve	Sig.
Center	284	2.55	0.381	0.984	0.467	Ns
Out center	196	2.59	0.357			

***NS = Non-Significant**

Table 4.4.4 shows the difference in mean between center and out center teachers are statistically (non significant)

Table 4.4.5 : ANOVA test for camper for Teachers job position						
F – test model						
	N	Mean score	Sd.	F – test	P – value	Sig .
No position	388	2.56	0.375	0.742	0.527	Ns
Manager	29	2.63	0.398			
Assistant	43	2.62	0.321			
Educational guide	20	2.59	0.378			

***Ns= non significant**

Table 4.4.5 shows the analysis of variance in means of (teachers job position) are (non significant).

Table 4.4.6 : ANOVA test for camper for Teachers age classes						
F – test model						
age classes	N	Mean	Sd	F – test	P – value	Sig.
20 – 30	61	2.58	0.387	0.646	0.585	Ns
30 – 40	214	2.59	0.368			
40 – 50	146	2.56	0.377			
50 – 60	59	2.51	0.358			

***Ns=non significant**

Table 4.4.6 shows the analysis of variance in means of teachers age are (non significant)

4-5 Discussion of results

Table 4.1.1 descriptive statistics for demographic variables, the results of accepting educational cadres for Nursing unit was high (73% strong agree) and (26% agree) as shown in the table (4.2.1) This indicates the urgent need for the school and students to establish a nursing unit inside schools.

In table 4.3.1 display Descriptive Statistics for each questions, shows the level of Q1, 2,3,5,6,7,8,9,10...Q18 is (strong agree) and Q4 (agree) .

These results came because of intense need of schools to provide school nurse due to important of services that nursing school offered to students and staff of school which includes :

- 1- Assessment of health complaints, medication administration , and care for students with special health care needs
- 2- A system for managing emergent and situations
- 3- Mandated health - urgent screening programs, verification of immunizations, and infectious disease reporting
- 4- Identification and management of students' chronic healthcare needs that affect educational achievement .[35]

Chapter five

5 - Conclusion and Recommendation

5-1 Conclusion

5-2 Recommendation

5-1 Conclusion

- 1- The largest proportion of the research sample was (80 %) of Elementary teacher.*
- 2- The result of the Nursing Unit survey was a strong agree , with a rate of (73 %).*
- 3- All questions in the survey were rated strong agree, except for one question that was agree.*
- 4- the answers of elementary teacher and secondary teacher were strongly agree about nursing unit in schools.*
- 5- the answers of Elementary teacher, Secondary teacher, Managers ,Assistants and Educational guide were strongly agree about nursing unit in schools.*

5-2 Recommendation

- 1- Adopting the results of the study in opening a nursing unit inside schools in Iraq due to its health importance.
- 2- Consolidate efforts and strive to implement the proposal to open a nursing unit inside Iraqi schools
- 3- Work to add school nurse speciality in Iraq

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Appendices

Appendix[A]

قائمة الخبراء				
مكان العمل	التخصص	الشهادة	اسم الخبير	
كلية التمريض	طب اسرة	الدكتوراه	أ.م.د. سجاد سالم عيسى	1
كلية التمريض	فلسفه	الدكتوراه	أ.م.د.وصفي ظاهر عبد علي	2
كلية التمريض	تمريض - نسائية	الدكتوراه	م.د سندس باقر	3
كلية التمريض	علوم - احياءمجهرية	ماجستير	م. فرحان لايد	4
كلية التمريض	تمريض - بالغين	ماجستير	م.م. ماهر عبد الامير عطية	5
كلية التمريض	تمريض- نفسي وعقلي	ماجستير	م.م. دعاء محمد باجي	6
كلية التمريض	اللغة الانجليزية	ماجستير	م.م. محمد كاظم مطشر	7

Appendix[B]

The health and educational importance of the nursing unit in schools

Demographic information

1-Sex / male..... , female.....

2-Social status/ married....., single.....

3-Job/Elementary teacher....., Secondary teacher.....

4-Job position/ school manager....., Assistant....., Educational guide

5-Age/.....

6-Living/city center....., out center.....

	Question	Strong agree	I agree	Disagree
1	I agree to have a nursing unit inside Iraqi schools			
2	There is a need for the school and the student to provide such a service			
3	Have you ever been in a situation where you felt the need for a first aider to be present at school			
4	The presence of the health staff inside the school is within the teaching staff			
5	The idea of having a nursing unit inside schools is successful in Iraq			
6	It is preferable for the nursing unit to be permanently present inside the school			
7	The presence of the nursing unit inside the school is a life insurance for the student			
8	The presence of the nursing unit inside the school brings reassurance to the student himself and his family and the teaching staff			
9	The presence of the nursing unit inside the school will be a motivator for students who suffer from Chronic diseases to continue education			
10	Sudden injury cases require the presence of a nursing unit inside the school			
11	Do you think that having this service is a necessary need for low-income people			
12	The nursing unit inside the school contributes to improving the health situation			
13	The nursing unit inside the school contributes to improving the health situation			
14	The school's nursing unit helps reduce the threat of epidemics			
15	The nursing unit contributes to reducing bad habits in school, such as smoking			
16	The presence of the nursing unit in the school is considered to achieve equality among the members of society in receive health care			
17	The presence of the nursing unit inside the school promotes a healthy culture for students and staff teaching			
18	I would like to provide first aid courses for teachers and educators			

استبيان

اهمية وحدة التمريض داخل المدارس

المعلومات الديموغرافية

- 1-الجنس / ذكر..... , انثى
- 2-الحالة الاجتماعية/متزوج/ة..... , غير متزوج /ة
- 3-الوظيفة / معلم , مدرس
- 4-المنصب الاداري/مدير....., معاون ,مشرف تربوي
- 5-العمر /
- 6-السكن /مركز المدينة..... , الاطراف

السؤال	وافق بشدة	وافق	لا وافق
١			
٢			
٣			
٤			
٥			
٦			
٧			
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٩			
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١٦			
١٧			
١٨			

المخلص باللغة العربية

الأهمية الصحية والتعليمية لوحدّة التمريض في المدارس

الباحثين:

الاء عمران حبيب و فاطمة علي حسين

المشرف:

أ.د. محفوظ فالح حس

الخلفية: تقدم ممرضات المدارس خدمات شاملة ومستهدفة وتعمل عبر التعليم والصحة ، مما يوفر رابطاً بين المدرسة والمنزل والمجتمع. كما أنهم مسؤولون عن تقديم برامج لتحسين النتائج الصحية للأطفال والشباب في سن المدرسة (15-19 سنة)

اهداف المشروع:

1-تحديد مستوى القبول لوحدّة التمريض داخل المدارس.

2-التعرف على مستوى القبول لوحدّة التمريض داخل المدارس حسب الجنس والعمر والمعلم الوظيفي.

منهج الدراسة: اشتملت هذه الدراسة على عينة قوامها (480) من معلم ابتدائي ومعلم ثانوي ومدراء ومساعدون ومرشد تربوي ، و (325) أنثى و (155) ذكر ، وقد أجريت هذه الدراسة على الكادر التربوي في مدينة البصرة. تم استخدام أداة الاستبيان لجمع المعلومات المطلوبة وهي مكونة من (18) سؤالاً حول قبول الكوادر التعليمية لوحدّة التمريض في المدارس بخصوص الدرجة (أوافق بشدة = 2 ، أوافق = 1 ، لا أوافق = 0) حيث مجموع الدرجات (48) ويتضمن أيضاً متغيراً (العمر ، الجنس ، الحالة الاجتماعية ، الوظيفة ، الوظيفة ، المعيشة) واستخدام البرنامج الإحصائي (spss) لتحليل النتائج .

أهم النتائج:

- 1- كانت نتيجة مسح وحدة التمريض توافقاً قوياً بنسبة (73%).
- 2- تم تصنيف جميع الأسئلة في الاستطلاع بأنها موافق عليها بشدة ، باستثناء سؤال واحد تم الموافقة عليه.
- 3- اجابات معلم ابتدائي ومعلم ثانوي ومدراء ومساعدين ومرشد تربوي متفقون بشدة على وحدة التمريض في المدارس.

التوصيات:

- 1- اعتماد نتائج الدراسة في فتح وحدة تمريض داخل مدارس العراق لأهميتها الصحية.
- 2- العمل على اضافة تخصص تمريض مدرسي في العراق



الأهمية الصحية والتعليمية لوحدة التمريض في المدارس

مشروع بحث مقدم لنيل درجة البكالوريوس في علوم التمريض

من قبل

الاء عمران حبيب

فاطمة علي حسين

المشرف

الأستاذ الدكتور

محفوظ فالح حسن

2022-2021