

School-Based Health Centers: Seven Fundamental Principles

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Objectives

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1. Identify the seven fundamental principles for successful school-based health centers
2. Describe how the principles can be used for planning and needs assessment, implementation, evaluation, and continuous quality improvement
3. Identify strategies for implementing the principles in their own community

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SBHC Fundamental Principles

The School-Based Health Center:

1. Supports the school
2. Focuses on the community
3. Focuses on the student
4. Provides comprehensive care
5. Advances health promotion activities
6. Implements effective systems
7. Provides leadership in adolescent and child health

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SBHC Program Evaluation Tool

Tool Components:

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1. *Goals* for each principle
2. *Structures* needed to implement the goals - the physical and organizational properties of the environment
3. *Processes* to support the goals - what is done to achieve the desired outcome
4. *Outcomes* that can be attributed to a desirable performance

Examples of Goals

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- Serves as a resource in times of school crises and community disasters
- Assesses child and adolescent health care needs and available resources in the community through formal evaluation method
- Provides services and materials that are culturally sensitive and respectful of family values and diversity
- Adopts generally accepted guidelines for clinical practice.
- Serves as a resource to school administration on the selection, development and delivery of health education curricula.
- Develops all necessary policies and procedures, training manuals, and memoranda of agreement or understanding.
- Participates in national and local organizations that focus on adolescent and child health

Examples of Structures

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- Delineated role within the school's crisis intervention plan
- System for gathering data on key indicators
- Patient education materials in languages other than English, where appropriate
- Clinical protocols or practice guidelines consistent with nationally recognized best practices
- Partnership between the school's health education faculty and SBHC staff.
- Administrative policy and procedure manual
- National, State and Local Conferences

Examples of Processes

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- Training of SBHC staff on the school's crisis intervention plan and community's emergency preparedness plan and the SBHCs expected response
- Program development based on periodic review of data
- Provision of culturally sensitive anticipatory guidance and health and safety education
- Delivery of care consistent with best practices
- Delivery of classroom health education segments
- Licensing, Certification and/or Accreditation
- Medical professional training

Examples of Outcomes

COMMUNITY
HEALTH
BASED
SCHOOL
NURSING

- In the event of a school crisis or community disaster, SBHC performs effectively according to plan
- Improved access to primary care as measured by increased utilization of SBHC services
- High satisfaction among users.
- Increasing compliance rates as measured by follow-up visits completed, prescriptions filled, therapy attended, referrals completed. Increased student ability to access valid health information and health promoting products and services
- Increased student ability to access valid health information and health promoting products and services
- Staff knowledge of current laws and regulations affecting delivery of services
- Increased exposure of health professionals to the SBHC model

Supports the School

The school-based health center is built upon mutual respect and collaboration between the school and the health provider to promote the health and educational success of school-aged children.

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1. Supports the School

Principles/ Goals	Structures	Processes	Outcomes
<ul style="list-style-type: none"> • Understands and respects accountability within the educational system. • Works with the school administration to develop and achieve a shared vision. • Communicates the vision to all school constituencies including teachers, support staff, students and parents. • Builds collaborative and mutually respectful relationships with school personnel. • Identifies community resources that provide support to students and promote successful learning. • Serves as a resource in times of school crises and community disasters. 	<ul style="list-style-type: none"> • Mutually agreed upon vision statement for the SBHC • Mutually agreed upon roles and responsibilities of each party • Mutually agreed upon policies regarding appointment scheduling during school hours and information sharing • Delineated role within the school's crisis intervention plan 	<ul style="list-style-type: none"> • Communication with School Administration, School Nurse, Guidance Counselor, Social Worker, School Psychologist and Faculty • Attendance of SBHC personnel at school staff meetings • Presence of SBHC personnel at appropriate school functions • Partnership in identifying students with issues influencing educational performance • Training of SBHC staff on the school's crisis intervention plan and community's emergency preparedness plan and the SBHCs expected response 	<ul style="list-style-type: none"> • Recognition by school personnel of the value the SBHC provides in meeting educational mission • High satisfaction of school personnel with SBHC services • Increased number of appropriate referrals by school personnel • Reduced number of students who leave school during the day due to illness • In the event of a school crisis or community disaster, SBHC performs effectively according to plan

Responds to the Community

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The school-based health center is developed and operates based on continual assessment of local assets and needs.

2. Responds to the Community

Principles/ Goals	Structures	Processes	Outcomes
<ul style="list-style-type: none"> •Assesses child and adolescent health care needs and available resources in the community through formal evaluation methods. •Informs the community of student health needs and trends. •Solicits community input to address unmet health needs and support the operations of the program. 	<ul style="list-style-type: none"> •Definition of geographic service area •Identification of population to be served including demographic and socioeconomic characteristics •Identification of key health indicators •Continuous needs assessment •System for gathering data on key indicators •Resource manual •Advisory Committee with appropriate community representation •Communications plan 	<ul style="list-style-type: none"> •Program development based on periodic review of data •Advisory Committee meetings •Stakeholder meetings •Periodic communication with the general public 	<ul style="list-style-type: none"> •Improved access to primary care as measured by increased utilization of SBHC services •Recognition by community of the value of SBHC services in meeting the needs of students and responding to community values •High parent satisfaction •Improved utilization of other community resources through referrals and/or inter-program collaboration

Focuses on the Student

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Services involve students as responsible participants in their health care, encourage the role of parents and other family members, and are accessible, confidential, culturally sensitive, and developmentally appropriate.

3. Focuses on the Student

Principles/Goals	Structures	Processes	Outcomes
<ul style="list-style-type: none"> •Encourages the student's active, age appropriate participation in decisions regarding health care and prevention activities. •Involves the parents or other adult caregivers as supportive participants in the student's health care whenever appropriate and possible. •Ensures confidentiality of information whether transmitted through conversation, billing activity, telemedicine, or release of medical records. •Provides services and materials that are culturally sensitive and respectful of family values and diversity. 	<ul style="list-style-type: none"> •Parental consent and parental notification policies •Confidentiality and minor consent policy •Emancipated minor policy •Child abuse and neglect policy •Non-discrimination policy •Patient rights and responsibilities •Patient education materials in languages other than English, where appropriate •Methodology for identifying children with special health care needs •Methodology for identifying non-users 	<ul style="list-style-type: none"> •Provision of services in a manner consistent with established policies •Treatment of students with acute illness or injury •Counseling of students with behavioral issues •Management of students with chronic conditions •Provision of culturally sensitive anticipatory guidance and health and safety education •Student-centered risk assessment and follow-up •Family assessment and follow-up •Outreach to non-users 	<ul style="list-style-type: none"> •Increased enrollment for and utilization of SBHC services •High user and parent awareness of SBHC policy regarding access to confidential services •Improved user knowledge of how and when to utilize the health care system •Students with chronic disease or behavioral issues can demonstrate self-care skills •High satisfaction among users.

Delivers Comprehensive Care

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An interdisciplinary team provides access to high quality comprehensive physical and mental health services emphasizing prevention and early intervention.

Principles/Goals	Structures	Processes	Outcomes
<ul style="list-style-type: none"> •Provides a scope of services that is consistent with identified health care needs. •Promotes availability of on-site services whenever the school is open and facilitates after-hours care 24-hour-a-day, seven-days-a-week. •Adopts generally accepted guidelines for clinical practice. •Promotes the interdisciplinary role and functions of the school-based health care team. •Coordinates and integrates efforts with existing systems to optimize complementary programs, improve continuity of care, reduce fragmentation, prevent duplication, and maintain affordable services 	<ul style="list-style-type: none"> •Defined scope of services to be provided •Multidisciplinary team of caregivers •Posted hours of operation •Effective 24/7 on-call system •Staffing guidelines •Clinical protocols or practice guidelines consistent with nationally recognized best practices •Referral relationships with other providers in the community (including lab, radiology and pharmacy) •Standards for medical record keeping •Release of information policy 	<ul style="list-style-type: none"> •Population-based Screening •Early identification and treatment •Delivery of care consistent with best practices •Patient assessment •Patient education •Patient treatment •Patient referral •Management of chronic conditions •Anticipatory guidance, health promotion and prevention activities •Continuity of care •Quality assurance •Chart review 	<ul style="list-style-type: none"> •Patient perception that well-being has improved •Increasing number of students receiving comprehensive well exam including risk assessment •Increasing compliance rates as measured by follow-up visits completed, prescriptions filled, therapy attended, referrals completed. •Reduced number of students with disruptive behavior or discipline problems

Advances Health Promotion Activities

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The school-based health center takes advantage of its location to advance effective health promotion activities to students and community.

5. Advances Health Promotion Activities

Principles/Goals	Structures	Processes	Outcomes
<ul style="list-style-type: none"> •Serves as a resource to school administration on the selection, development and delivery of health education curricula. •Participates in classroom-based and school-wide health promotion activities responsive to the risk factors that are prevalent among students. •Promotes parent and community involvement in health promotion activities. 	<ul style="list-style-type: none"> •Partnership between the school's health education faculty and SBHC staff •Coordinated risk assessment and health promotion plan •Age appropriate health education materials 	<ul style="list-style-type: none"> •Delivery of classroom health education segments •Display and distribution of multilingual health education materials in SBHC (pamphlets, posters, models, videos, etc.) •School-wide health and safety promotional events 	<ul style="list-style-type: none"> •Increased student awareness of health threats and risk factors •Reduced high risk behaviors among students •Increased positive health and safety behaviors among students •Increased student understanding of important health and psychosocial issues •Increased student ability to access valid health information and health promoting products and services •Increased student knowledge of health care rights and responsibilities •Increased student ability to communicate about and advocate for improved personal health •Increased participation of parents in health promotion activities

Implements Effective Systems

Administrative and clinical systems are designed to support effective delivery of services incorporating accountability mechanisms and performance improvement practices.

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6. Implements Effective Systems

Principles/Goals	Structures	Processes	Outcomes
<ul style="list-style-type: none"> •Ensures compliance with all relevant laws and regulations. •Develops and measures annual program goals and objectives. •Maintains a physical plant which is adequate to deliver high quality services and assure patient comfort and privacy. •Develops all necessary policies and procedures, training manuals, and memoranda of agreement or understanding. •Develops a human resources system for hiring, credentialing, training and retaining high quality, competent staff. •Collects, evaluates and reports health outcomes and utilization data. •Establishes quality improvement practices including but not limited to assessment of patient and community satisfaction. •Develops strategies and systems to support long-term financial stability. 	<ul style="list-style-type: none"> •Organizational chart •Mission statement •Goals and objectives •Administrative policy and procedure manual •Clinical policy and procedure manual •Appointment system and scheduling standards •Tracking system for missed appointments, follow-up appointments and lab reports •Incident reports •Staff credentialing •Staff training •Personnel evaluation and salary review •Facility maintenance •Strategic business/ marketing/financial plan •Billing and collection system 	<ul style="list-style-type: none"> •Licensing, Certification and/or Accreditation •CLIA compliance •Medicaid EPSDT compliance •Medical record keeping according to accepted standards and demonstrating collaboration and communication among providers •Formal quality assurance monitoring of clinical and administrative functions •Financial audits 	<ul style="list-style-type: none"> •Staff knowledge of current laws and regulations affecting delivery of services •Treatment for high volume, high risk problems consistent with current professional knowledge •High SBHC provider and staff satisfaction •Low SBHC provider and staff turnover •Increased provider productivity •High patient and parent satisfaction with ease of appointment-making and waiting time •Operations within budget •Eligibility for reimbursement from public and private third-parties

Provides Leadership in Adolescent and Child Health

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The school-based health center model provides unique opportunities to increase expertise in adolescent and child health, and to inform and influence policy and practice.

7. Provides Leadership in Adolescent and Child Health

Principles/Goals	Structures	Processes	Outcomes
<ul style="list-style-type: none"> •Participates in national and local organizations that focus on adolescent and child health. •Contributes to the body of knowledge on the health care needs of adolescents and children. •Promotes the School-Based Health Center as a training site for health care professionals. •Advocates for the resources necessary to increase access to physical, mental and dental health services for adolescents and children. •Informs elected officials, policy-makers, health professionals, educators, and the community-at-large regarding the unique value, acceptability, efficiency and convenience of the school-based health center model of health care delivery. •Forms partnerships to develop stable, sustainable funding mechanisms for expanded services. 	<ul style="list-style-type: none"> •Local Conferences •National Conferences •Journal Articles •Annual Reports\ •Videotapes •Web sites •Vehicles to communicate with state and local health authorities 	<ul style="list-style-type: none"> •Precepting students in the health professions •Research •Outcome evaluation •Process evaluation •Clinical trials •Medical professional training •Curriculum development •Public education and advocacy •Use of student volunteers 	<ul style="list-style-type: none"> •Increased public awareness of the health care needs of children and adolescents •Greater number of children and adolescents with a medical home •Improved access to primary care •Increased exposure of health professionals to the SBHC model •Legislation and regulation supportive of the SBHC model •Increased investment in SBHCs by federal, state, local and private funding sources •Increased participation of SBHCs in Medicaid and Child Health Insurance Plans •Appropriate contracts with managed care organizations

National Training, CE, and Technical Assistance Offerings

NASBHC

- NASBHC website www.nasbhc.org:
 - Web-based tools and resources
 - Archived web-conferences
 - Archived presentations from previous conventions and trainings
- CD-Rom Toolkits

Examples of NASBHC Tools and Resources available to members

- Creative Financing of SBHCs
- SBHC Operations Tool Kit
- CQI Tool
- Mental Health Planning Tool
- Productivity Template
- Practice Management Improvement Tutorial
- Health Education Database
- Parent Engagement Tool Kit
- Advocacy Tool Kit

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