

Littler, Nadine ORCID: <https://orcid.org/0000-0002-1946-2761> (2014) Emotional health and wellbeing CPD for school nurses. *British Journal of School Nursing*, 9 (5). p. 258.

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/1683/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
 - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

Representation: National Forum of School Health Educators

June Edition

Title: Emotional Health & Wellbeing CPD for School Nurses

Author: Nadine Littler

Institutional Affiliation: University of Cumbria

Full Details:

Lecturer/Pathway Lead Specialist Community Public Health Nursing (School Nursing),

University of Cumbria,

Faculty of Health and Science,

Department of Lifelong and Inter-professional Learning,

Melling Room 04,

Bowerham Rd Campus

Lancaster

LA1 3JD

Office Tel: 01524 384572

email nadine.littler2@cumbria.ac.uk

Note: Due to working in practice part time – the best form of contact is via my email address above.

The emotional health and wellbeing of children and young people is a significant public health issue, if figures continue to rise at its current rate the World Health Organisation (WHO) indicates by 2020 it will be one of five leading causes of childhood illness, disability and death (WHO 2004). Whilst it is not definitive why this public health issue continues to rise, several triggers have been associated with the possible cause of deterioration in mental health for young people such as; pressure to achieve educationally, perfection relating to body image, consumerism, competition for jobs in a rising unemployment market, family breakdown and access to social media twenty fours a day (Young Minds 2014). Aligned to this is evidence that the adult brain does not fully develop until the age of 25 years thus creating a combination of factors which make young people susceptible to developing mental health issues during this formative stage.

Consequently this has seen a paradigm shift in the school nursing service over the last decade with an ever increasing focus on the emotional health of children and young people being central to their role. This is as a result of their involvement in a range of complex psychological and emotional disorders in children as young as five experiencing anxiety and displaying signs of conduct disorder through to adolescents suffering from eating disorders, deliberately self-harming and depression. Nonetheless school nurses are in a unique position to identify, support and manage children and young people with their emotional health through their public health role which involves early intervention, health prevention and education (Haddad et al 2010) across all

service levels from universal to universal partnership plus (Department of Health, DH 2012a).

However despite this being an extensive aspect of the school nursing role, practitioners report concerns relating to a lack of confidence, training and skills thus creating barriers to supporting children and young people with mental health issues confidently. Therefore the development of continuous professional development (CPD) mental health training for school nurses is an absolute necessity in the current healthcare landscape in order to sustain, improve and increase professional competence (Cooke & James 2009). As although school nurses complete mental health components throughout the Specialist Community Public Health (SCPHN) programme during their training to become Specialist Practitioners, there is still a commitment to lifelong learning through undertaking CPD in order to ensure skills, knowledge and training are up to date and correlate with the current service needs (NMC 2004).

The implementation of the emotional health and wellbeing care pathway (DH 2012a) and the recommendation from the Children and Young People's Forum (DH 2012) that a survey on mental health in children and young people should be commissioned and published annually are particularly encouraging. This will raise the profile of addressing the emotional health and wellbeing of children and young people through improving the evidence base and providing

a framework for local authorities and health and wellbeing boards to meet current and future need (DH 2012a).

Nonetheless in accordance local education training boards and commissioners will be required to support inter-professional learning and staff development to address the emotional health and wellbeing of children and young people needs locally through the establishment for CPD courses for school nurses. This will assist school nurses to develop the skills and confidence required to assess, manage and support young people experiencing psychological and emotional disorders as part of their challenging role on a day to day basis. Hence therefore the focus of any CPD courses should be based upon experiential learning which supports practice through reflection and the utilisation of teaching and learning strategies such as role play, problem based learning, case studies and training in cognitive behavioural and solution focussed psychological therapies (Cooke & James 2009) to ensure that training is fit for practice to enhance service delivery for all.

646 Words

References:

Cooke, E & James, V (2009) A self-harm training needs assessment of school nurses. *Journal of Child Health Care*. Vol 13, pp.260-274.

Department of Health (2012) Children and young people's health outcomes strategy: Report of the children and young people's health outcomes forum. London, The Stationary Office.

Department of Health (2012a) Getting it Right for Children, Young People and Families. Maximising the contribution of the school nursing team: vision and call to action. London, The Stationary Office.

Haddad, M, Butler, G & Tylee, A (2010) School nurses involvement, attitudes and training needs for mental health work: a UK wide cross-sectional study. *Journal of Advanced Nursing*, 66 (11), 2471-2480.

Nursing & Midwifery Council (NMC, 2004) Standards of Proficiency in Specialist Community Public Health Nursing London, NMC.

Prymachuk, S, Graham, T, Haddad, M & Tylee, A (2011) School nurses perspectives on managing mental health problems in children and young people. *Journal of Clinical Nursing*, Vol 21, pp.850-859.

World Health Organisation (2004) Global burden of disease: 2004 update.

http://www.who.int/healthinfo/global_burden_disease/2004_report_update/en/ (Accessed on 25 April 2014).

Young Minds (2014)

http://www.youngminds.org.uk/about/whats_the_problem (Accessed on 15 April 2014).