

L Case Study Template

Please complete the following table with brief details of the good practice/changes/intervention you wish to share. You do not need to answer all of the questions – they are just prompts for each section.

Title of case study Short descriptive title including linked HIA	HIA 1 5-19- supporting Emotional Health and Resilience. Student experiencing anxiety affecting school attendance
Author of case study Name, job title, locality	School Nurse
Abstract/Synopsis –(not essential but helpful) Short summary of the case study <i>Max 100 words</i>	Year 8 student sought support of school nurse as high levels of anxiety meant she struggled to enter her lessons. She had missed 2 days of school during the first week of term as felt physically unwell with stomach/headaches and nausea. A short and intense episode of support, including liaison with school staff and mother, use of Clear Fear app and calming strategies, enabled her to be able to attend school and go into lessons.
The starting point <ul style="list-style-type: none"> What was the issue/health need? What impact was this having? Who was affected? <i>Max 200 words</i>	Student B self-referred to school nurse as was aware from an assembly that she could access her via Drop In. Explained that she had a panic attack at the bus stop on second day of term and did not go into school. She missed 2 days during the second week due to feeling unwell and was very tearful. Identified her own anxiety and shared that she had some friendship issues and felt other girls were staring and laughing at her. She had asked her mother if she could be 'home schooled' as couldn't face school anymore. This was affecting her whole family as they did not know how to support her.
The solution/practice development <ul style="list-style-type: none"> How was the solution identified? Who was involved in this discussion? <i>Max 250 words</i>	Following initial meeting with B, I contacted her head of year with her consent, who had not appreciated how she was feeling. She was able to sit in the learning support centre and speak with a support worker to discuss the issues she was having with her peers and to outline some restorative work with them. I arranged to see her the next day to look at triggers and strategies. During the next appointment we completed a health review focussing on diet, sleep, routines, social activities as well as worries at home and school. This gave a clear picture of areas that could be improved for her to focus on. We also discussed triggers for her anxiety and strategies she could use to be in control of her feelings. We looked at the Stem 4 Clear Fear app which she downloaded for information and ideas. We practised some breathing techniques to calm her when she felt anxious. She agreed to use a notebook to write down any difficulties she was having and how she managed them. The restorative work with her friend was in progress and she felt happier that things were improving in such a short space of time.

	<p>I arranged to see her in 2 weeks to see how she was progressing. Following this appointment it was agreed that B would access the school nurse in drop in when she needed to, enabling her to be empowered in managing her feelings and confident to access support if necessary.</p>
<p>The action</p> <ul style="list-style-type: none"> • What process was followed/put in place? • Who was involved in implementing the action/care? • What resources were required? <p><i>Max 250 words</i></p>	<p>Plan was discussed with school support worker and head of year. B had spoken to her mother and sister, and they were both supporting her using the strategies identified</p>
<p>The outcome</p> <ul style="list-style-type: none"> • What had you hoped to achieve? • What did you achieve? • How was this measured? <p><i>Max 200 words</i></p>	<p>I hoped that a short intervention would resolve the immediate issues created by returning to school in a new year group. She was aware of the support I could give and by liaising with relevant school staff many of her fears were addressed. Her appointment with me in week 3 of term was positive and she had been in school every day. She felt she did not need another appointment but knew how to access me. Initially her Goal Based Outcome score was a 2. This had increased to an 8 at her 3rd appointment with the school nurse.</p>
<p>The impact</p> <ul style="list-style-type: none"> • Who was impacted by the changes? Staff? Service? Patients? Families? Other? • What was the short-term impact? • What was the long-term impact? • Did you get feedback from the family if appropriate – what was this? <p><i>Max 200 words</i></p>	<p>The short-term impact was positive as she no longer feared walking into school or class. She was able to integrate with peers following restorative work from school staff. She has not had any further time off school. She felt supported knowing she could access the school nurse if she felt she needed further support. The strategies she used could be used in the future as needed. As this was identified early and addressed within 3 weeks the long-term impact cannot yet be measured.</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • What were the benefits? And for whom 	<p>I am fortunate to be in my school 4 days a week so am well known to staff and students, who feel comfortable in coming to see me. I have the same office and am valued by the school.</p>

<ul style="list-style-type: none">• What were the challenges?• What did you learn?• Is there learning for the service?• What are your future plans/next steps? <p><i>Max 250 words</i></p>	<p>Challenges in other areas mean regular accessibility can be an issue.</p> <p>I feel that Bs issues may not have been addressed as early if I hadn't been there, when she came in a distressed state. This early intervention had a very positive outcome for her and her family.</p>
Any contact details for further info	