

**SECTION V:
INDIVIDUALIZED HEALTH CARE PLANS**

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DEVELOPING AND USING INDIVIDUALIZED HEALTH CARE PLANS

As the practice of school nursing expands in complexity, the need to communicate the outcomes of the care provided becomes more acute. The Individualized Healthcare Plan (IHP) is a variation of the time-honored nursing care plan adapted specifically to school nursing. It communicates nursing care needs to regular and special education administrators, teachers, health assistants and parents.

An IHP helps to ensure that all necessary information, needs and plans are considered to maximize the student's participation and performance in school. The Public Education Department licensed school nurse establishes the type, amount and intensity of nursing care required by a particular student. The IHP also covers other aspects of care such as a student's knowledge about their condition, self care abilities and any modifications needed to enhance learning and prevent emergencies.

Benefits of an IHP include: quality assurance of school nursing services, continuity of care and development of a safer delegation process of nursing in the school setting.

INDICATIONS: Students with any of (but not limited to) the following conditions may need an Individualized Healthcare Plan.

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Allergies ▪ Anorexia Nervosa ▪ Asthma ▪ ADHD ▪ Autism ▪ Bulimia ▪ Cerebral Palsy ▪ Congenital Heart Disease ▪ Cystic Fibrosis ▪ Depression | <ul style="list-style-type: none"> ▪ Diabetes Mellitus ▪ Down Syndrome ▪ Duchenne Muscular Dystrophy ▪ Hearing Impairment ▪ Hemophilia ▪ Illness - possibly terminal ▪ Obesity ▪ Seizure Disorder ▪ Spina Bifida ▪ Visual Impairment |
|---|--|

GUIDELINES: The first step should be an assessment of health needs that may indicate the need for an Individualized Healthcare Plan (IHP). The following is an assessment checklist.

Do Health Problems Require:	<u>YES</u>	<u>NO</u>
▪ Special training of school personnel	_____	_____
▪ Change in school environment	_____	_____
▪ Added safety measures	_____	_____
▪ Measures to relieve pain	_____	_____
▪ Self-care assistance	_____	_____
▪ Rehabilitation measures	_____	_____
▪ Medications	_____	_____
▪ Special diet	_____	_____
▪ The addition of health maintenance care	_____	_____
▪ Adaptation of health education program	_____	_____
▪ Adaptation of health screening procedures	_____	_____
▪ Special orders for care needed from doctor	_____	_____

When the certified licensed school nurse determines that an individualized healthcare plan is needed it must address the following identifiable parts:

- History
- Assessment data
- Nursing diagnosis
- Goal of care (including student/family/physician goals)
- Selected nursing actions or interventions
- Expected student outcomes
- Evaluation of the plan of care

HISTORY: This is the first step in the assessment process. Collecting data from the family, physician, and student when appropriate, is essential.

Assessment Data: It is essential for the school nurse to do a physical evaluation of the student. (See Screening/ Assessment section for detailed information).

Nursing Diagnosis: This is a method of organizing and summarizing nursing data to define the student's health. (See sample of nursing diagnoses at end of this section.)

Goal of Care: Goals are broad based statements that address the educational relevancy of the individualized healthcare plan. (See examples at end of section.)

Selected Nursing Actions or Interventions: These are actions taken to achieve a desired student outcome.

Expected Student Outcomes: These are statements that describe how a student's situation will be "different" or "healthier" as a result of the nursing interventions received.

Evaluation of the Plan of Care: The plan must be reviewed annually or whenever a change in status is noted.

The individualized healthcare plan (IHP) needs to be signed by the parent/guardian indicating their acknowledgement of the IHP. The nurse needs to keep a copy of the IHP in her working files. The IHP needs to be shared with pertinent school personnel. If the student has an individualized education program (IEP) the individualized healthcare plan must be included.

CARE/EDUCATIONAL GOALS

Student will:

- Maintain health, safety and well-being necessary for learning and consistent school attendance.
- Increase/maintain independence in a safe school environment.
- Cooperate with medical treatment plan during the school day.
- Increase independence and responsibility for management of own health care needs at school.
- Increase independence in safe and responsible self-administered medication/treatments ordered during the school day.
- Maintain health/state of wellness that enhances educational potential/school attendance.
- Participate in instruction/health education/health counseling to promote effective self health care management at school.
- Assist in reduction of risk of injury/medical emergency at school and during off campus school activities.
- Increase socialization skills/self-image/attention/alertness necessary for optimum participation in total school program.
- Increase availability to learning/instructional time necessary to meet educational objectives.
- Participate in collaborative health services to facilitate optimum health and safety necessary for educational progress.
- Cooperate with local district policy for control of communicable disease/collection of up to date medical information necessary for optimum health and well being at school.
- Provide current medical orders/medical reports for all health conditions/medications/treatments required during the school day.

REFERENCES

Haas, Mary Kay B. (Ed). "The School Nurse's Source Book of Individualized Healthcare Plans." Sunrise River Press, North Branch, Ma. 1993.

Walker, Kris; Crawford, Judie; Weaverling, Mary; Heckerman, Luanne; and Hatten, Helen. "Standardized Nursing Care Plan for School Health Services." Sunnyside Unified School District #12; Tucson, Az. 1992.

Goodner, Brenda and Skidmore-Roth, Linda. "The Nurse's Survival Guide." Skidmore-Roth Publishing, Inc., El Paso, Tx. 1992.

NANDA NURSING DIAGNOSES

NORTH AMERICAN NURSING DIAGNOSIS ASSOCIATION (NANDA)

2008-2009 Nursing Diagnosis

Activity Intolerance	Disuse Syndrome, Risk for
Activity Intolerance, Risk for	Diversional Activity, Deficient
Airway Clearance, Ineffective	Energy Field, Disturbed
Anxiety	Environmental Interpretation Syndrome, Impaired
Anxiety, Death	Failure to Thrive, Adult
Aspiration, Risk for	Falls, Risk for
Attachment, Parent/Infant/Child, Risk for Impaired	Family Processes, Dysfunctional: Alcoholism
Autonomic Dysreflexia	Family Processes, Interrupted
Autonomic Dysreflexia, Risk for	Family Processes, Readiness for Enhanced
Blood Glucose, Risk for Unstable	Fatigue
Body Image, Disturbed	Fear
Body Temperature: Imbalanced, Risk for	Fluid Balance, Readiness for Enhanced
Bowel Incontinence	Fluid Volume, Deficient
Breastfeeding, Effective	Fluid Volume, Deficient, Risk for
Breastfeeding, Ineffective	Fluid Volume, Imbalanced, Risk for
Breastfeeding, Interrupted	Gas Exchange, Impaired
Breathing Pattern, Ineffective	Grieving
Cardiac Output, Decreased	Grieving, Complicated
Caregiver Role Strain	Grieving, Risk for Complicated
Caregiver Role Strain, Risk for	Growth, Disproportionate, Risk for
Comfort, Readiness for Enhanced	Growth and Development, Delayed
Communication: Impaired, Verbal	Health Behavior, Risk-Prone
Communication, Readiness for Enhanced	Health Maintenance, Ineffective
Confusion, Acute	Health-Seeking Behaviors (Specify)
Confusion, Acute, Risk for	Home Maintenance, Impaired
Confusion, Chronic	Hope, Readiness for Enhanced
Constipation, Perceived	Hopelessness
Constipation, Risk for	Human Dignity, Risk for Compromised
Contamination	Hyperthermia
Contamination, Risk for	Hypothermia
Coping: Community, Ineffective	Infant Behavior, Disorganized
Coping: Community, Readiness for Enhanced	Infant Behavior: Disorganized, Risk for
Coping, Defensive	Infant Behavior: Organized, Readiness for Enhanced
Coping: Family, Compromised	Infant Feeding Pattern, Ineffective
Coping: Family, Disabled	Infection, Risk for
Coping: Family, Readiness for Enhanced	Injury, Risk for
Coping (Individual), Readiness for Enhanced	Insomnia
Coping, Ineffective Decisional Conflict	Intracranial Adaptive Capacity, Decreased
Decision Making, Readiness for Enhanced	Knowledge Deficient (Specify)
Denial, Ineffective	Knowledge (Specify), Readiness for Enhanced
Dentition, Impaired	Latex Allergy Response

Latex Allergy Response, Risk for
 Liver Function, Impaired, Risk for
 Loneliness, Risk for
 Memory, Impaired
 Mobility: Bed, Impaired
 Mobility: Physical, Impaired
 Mobility: Wheelchair, Impaired
 Nausea
 Neurovascular Dysfunction: Peripheral, Risk
 for
 Noncompliance (Specify)
 Nutrition, Imbalanced: Less than Body
 Requirements
 Nutrition, Imbalanced: More than Body
 Requirements
 Nutrition, Imbalanced: More than Body
 Requirements, Risk for
 Nutrition, Readiness for Enhanced
 Oral Mucous Membrane, Impaired
 Pain, Acute
 Pain, Chronic
 Parenting, Impaired
 Parenting, Readiness for Enhanced
 Parenting, Risk for Impaired
 Perioperative Positioning Injury, Risk for
 Personal Identity, Disturbed
 Poisoning, Risk for
 Post-Trauma Syndrome
 Post-Trauma Syndrome, Risk for
 Power, Readiness for Enhanced
 Powerlessness
 Powerlessness, Risk for
 Protection, Ineffective
 Rape-Trauma Syndrome
 Rape-Trauma Syndrome: Compound
 Reaction
 Rape-Trauma Syndrome: Silent Reaction
 Religiosity, Impaired
 Religiosity, Readiness for Enhanced
 Religiosity, Risk for Impaired
 Relocation Stress Syndrome
 Relocation Stress Syndrome, Risk for
 Role Conflict, Parental
 Role Performance, Ineffective
 Sedentary Lifestyle
 Self-Care, Readiness for Enhanced
 Self-Care Deficit: Bathing/Hygiene
 Self-Care Deficit: Dressing/Grooming
 Self-Care Deficit: Feeding
 Self-Care Deficit: Toileting

Self-Concept, Readiness for Enhanced
 Self-Esteem, Chronic Low
 Self-Esteem, Situational Low
 Self-Esteem, Risk for Situational Low
 Self-Mutilation
 Self-Mutilation, Risk for
 Sensory Perception, Disturbed (Specify:
 Auditory, Gustatory, Kinesthetic, Olfactory
 Tactile, Visual)
 Sexual Dysfunction
 Sexuality Pattern, Ineffective
 Skin Integrity, Impaired
 Skin Integrity, Risk for Impaired
 Sleep Deprivation
 Sleep, Readiness for Enhanced
 Social Interaction, Impaired
 Social Isolation
 Sorrow, Chronic
 Spiritual Distress
 Spiritual Distress, Risk for
 Spiritual Well-Being, Readiness for
 Enhanced
 Spontaneous Ventilation, Impaired
 Stress, Overload
 Sudden Infant Death Syndrome, Risk for
 Suffocation, Risk for
 Suicide, Risk for
 Surgical Recovery, Delayed
 Swallowing, Impaired
 Therapeutic Regimen Management:
 Community, Ineffective
 Therapeutic Regimen Management,
 Effective
 Therapeutic Regimen Management: Family,
 Ineffective
 Therapeutic Regimen Management,
 Ineffective
 Therapeutic Regimen Management,
 Readiness for Enhanced
 Thermoregulation, Ineffective
 Thought Processes, Disturbed
 Tissue Integrity, Impaired
 Tissue Perfusion, Ineffective (Specify:
 Cerebral, Cardiopulmonary,
 Gastrointestinal, Renal)
 Tissue Perfusion, Ineffective, Peripheral
 Transfer Ability, Impaired
 Trauma, Risk for
 Unilateral Neglect
 Urinary Elimination, Impaired

Urinary Elimination, Readiness for
Enhanced
Urinary Incontinence, Functional
Urinary Incontinence, Overflow
Urinary Incontinence, Reflex
Urinary Incontinence, Stress
Urinary Incontinence, Total
Urinary Incontinence, Urge
Urinary Incontinence, Risk for Urge
Urinary Retention
Ventilatory Weaning Response,
Dysfunctional
Violence: Other-Directed, Risk for
Violence: Self-Directed, Risk for
Walking, Impaired
Wandering

HEALTH CARE PLAN SAMPLES, FORMS AND WEB LINKS

Blank Individualized Health Plan (1 page)

Name: Address: Home Phone: Parent/Guardian: Day/Work Phone: Healthcare Provider: Provider's Phone: IHP Written By:	Birthdate: School: Teacher/Counselor: Grade: IHP Date: IEP Date: Review Dates: ICD-9 Codes:			
<i>The school nurse will provide periodic screening and emergency care as needed throughout the school year.</i>				
Assessment Data	Nursing Diagnosis	Goals	Nursing Interventions	Expected Outcomes

Individualized Health Plan for ADHD (Sample)

Name: Address: Home Phone: Parent/Guardian: Day/Work Phone: Healthcare Provider: Provider's Phone: IHP Written By:	Birthdate: School: Teacher/Counselor: Grade: IHP Date: IEP Date: Review Dates: ICD-9 Codes:
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The school nurse will provide periodic screening and emergency care as needed throughout the school year.

Assessment Data	Nursing Diagnosis	Goals	Nursing Interventions	Expected Outcomes
Review student's condition. Include assessment of developmental history, current status and management of diagnosis, student's psychosocial status and academic performance past and present. Talk with student, family, teacher, providers as appropriate	Nursing diagnosis to consider: Role performance: ineffective related to Inattention/distractio n Inability to follow directions Altered thought processes Inadequate social skills	The student will: Increase his/her appropriate social interactions and positive behavior at home and in the classroom. Improve ability to filter and process environmental stimuli and select an appropriate response.	Interventions to consider include: Collect data regarding student's academic progress and behavior annually and as needed Refer student to student assistance team as needed Provide healthcare provider with regular feedback regarding academic performance and behavior at school Obtain parent/guardian and physician authorization for medication to be given regularly at school Administer medication as ordered according to school policy Assess student regularly for side effects of medication	The student will: Demonstrate a decrease in (specific behavior) as reported by teacher or parent Demonstrate on task-attending behavior for (% of time) Completion and turning in of assignments (% of time)

	<p>Self esteem, risk for situational low related to</p> <p>Perceived inability to fulfill role expectations</p> <p>Perceived inability to control behaviors</p> <p>Inadequate support</p> <p>Feelings of restlessness or agitation</p>	<p>Identify and utilize resources at home and in school that provide support and assistance with problem solving and organization</p> <p>Identify roles and responsibilities with in classroom</p>	<p>Support and advocate for student</p> <p>Assist the student in identifying sources of support within school environment</p> <p>Collaborate with school staff to teach the student self-monitoring techniques</p>	<p>Choose appropriate responses to stimuli</p> <p>Positive appropriate social interaction with peers, teachers and staff</p>
	<p>Coping, ineffective</p> <p>Impulsivity</p> <p>Perceived lack of control of situation and behavior</p> <p>Developmental stage</p> <p>Knowledge deficit</p>			

Asthma Action Plan
(2 pages)

Link to Managing Asthma In New Mexico Schools
[http://www.health.state.nm.us/eheb/documents/ManagingAst
hmainNMschools2010.pdf](http://www.health.state.nm.us/eheb/documents/ManagingAst
hmainNMschools2010.pdf)

Link to Diabetes Manual
Helping Students With Diabetes Succeed
NM Supplement
[http://www.nmschoolhealthmanual.org/forms/sectionIV/Diabet
es_CD/NMSupplement_8_09.pdf](http://www.nmschoolhealthmanual.org/forms/sectionIV/Diabet
es_CD/NMSupplement_8_09.pdf)

Use daily controller medications.

Use quick relief inhaler before exercise as ordered.

*Peak flows may be obtained by the school RN in the health room.

Take Quick Relief Medication Now!

Add or change these medications:

Name of medication
How much How often

Parent/guardian-call medical provider if using quick relief medication more than twice a week or no symptom improvement.

Take Quick Relief Medication Now!

Call 911 & continue to give Quick Relief Medication every 20 minutes until EMS arrives!

Contact Parent & Provider-See Below

Student can self carry medication? Yes No **Student can self-administer medication?** Yes or No

Provider signature _____ **Date** _____

Provider printed name _____

Provider phone _____ **Provider fax** _____

Provider email _____

Parent/Guardian signature _____ Date _____

Home phone _____ Cell phone _____ Work phone _____

School Nurse signature _____ Date _____

Phone _____

Confidential Health Information

Feb/2008

IHP/EAP NANDA 00031

NIC-Periodically Assess the effectiveness of the IHP and AAP

NOC-Patent Airway