

Individualized Healthcare Plans: The voice and evidence of school nursing practice

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Objectives

- Experience a F*U*N* session!
- Describe the function of the IHP in delivering quality care to promote health and educational success for children with special health care needs.
- Inspire the experienced professional nurse to articulate and develop evidence of the role nursing plays in a child's educational experience.

Purposes of the IHP

- Identify the specialized health, medical, safety needs of the student at school
 - In language familiar and accessible to professionals in another field.
 - Specific/detailed for a sub to understand. And/or, instruct to go to HO.
 - Support inclusion and safety.
 - Encompass field trips, transportation, and extracurricular experiences.
- Specify emergency interventions.
- Identify the expectations and responsibilities of school personnel
 - Knowledge (recognition through observation)
 - Actions/responses (skills, responses, precautions)
 - Expected outcomes for student.
- Address normal/adapted psychosocial development in light of condition.
- Address knowledge issues/self-care progression related to life long management of condition.

Nurses' voices: How IHPs support student success

- Represents the whole student.
- Adds info not in action plan.
- Specifies what school personnel must **KNOW** and **DO** to support student access to FAPE.
- Shows a systematic way of helping a student; eliminates an episodic unprepared approach.
- Organizes important and essential student information.
- Brings health needs to the team in an organized way.

More nurses' voices:

- Makes us personalize the needs of an individual student.
- Brings forward nursing theory and knowledge about the condition(s).
- Increases awareness of assessment points.
- Functions with the IEP or 504 plan.
- Establishes the basis for needing a plan of care: describes the medical problems a student faces, and the implications during the school experience, in clear, functional, adaptive terms.

What an IHP is not:

- A model care plan found in references.
 - *While useful for reference to standards of care and best practices, these are not personalized... but think of efficient ways to make them so.*
- An action plan completed by the parent/guardian.
 - *The school nurse may deem this sufficient, but missing is the nurse's assessment and analysis of individual priority needs. An action plan does not describe staff responsibilities or student's psychological or learning needs.*
- A single document.
 - *A completed IHP will include: formatted documents, stand-alone emergency plans, written consents and current medical orders, procedures and guidelines, all accepted by the school nurse and determined complete.*

The Individualized Healthcare Plan

- Represents the unique contributions to the multidisciplinary team that only the Registered Nurse can make:
 - Reflects the nursing process.
 - Demonstrates the professional knowledge base of school nursing: health for learning.
 - Family-centered and holistic approaches to the child.
 - Evidence-based, theoretically-sound practice.
 - Goals for successful assisted functional and developmental adaptations in health arenas.

IHP Description, *cont.*

- Identifies impacts of school experience and environment on health and safety.
- Identifies how the medical plan will be carried out at school, i.e. *medical adherence*.
- Provides a vehicle to communicate with educators in multidisciplinary educational planning.
- Provides a means for families to contribute to, review, and validate the plan of care.
- Stimulates consideration of a range of possible interventions to support student success.
- Provides durable evidence of the contributions of the school nurse to educational progress, medical compliance, as well as health and safety at school.

Does this mean every student with a medical diagnosis needs an IHP?

- Not at all! But who better to decide than the Registered Nurse?
- A student who requires skilled nursing interventions during the school day.
- A student for whom staff are expected to assume specific responsibilities.
- Consider Judith Igoe's "Continuum of Diagnostic Conclusions".
- Triage methods.

"How To?" By applying the Nursing Process.

- Gather information.
- Analyze the information.
- Identify priority concerns.
 - Functional needs in activities of daily living: respiratory, nutrition and hydration, neurological, metabolic, mobility and positioning, elimination.
 - Potentially life-threatening situations.
 - Restrictions, precautions, avoidance events.
 - Modification of the environment.
 - Include social and emotional development.
 - Consider the development of self-management skills.

The Nursing Process, *cont.*

- Identify the specific objectives relevant for each concern or priority.
- Detail the interventions to support the objectives.
- Describe the desired outcome and measures or observations to verify the outcome is reached.
- Evaluation: keep current and revise as needed:
 - student status changes
 - new medical orders
 - parent or teacher concern
 - critical event evaluation
 - developmental ages and stages.

More on Assessment

- Gathering and analyzing information, identifying concerns and priorities.
- Approaches are systematic, organized, accurate, comprehensive, and continuous.
- Types of assessment: direct measurement; review of record and history; interview of parent, student, other providers; classroom observation; medical, psychosocial, family arenas.

More on Diagnosis

- Only the Registered Nurse is qualified to analyze assessment data and determining the nursing diagnosis.
- The diagnosis or problem statement represents the nurse's professional judgment of the primary issues of *actual or potential* health or developmental problems, *and* the relationship of the health issues to the student's ability to learn and function with peers in the school setting.
- Nursing diagnoses are validated with the student, family, school team, and medical providers.

More on writing a Plan

- Use language that is accurate and meaningful to the audience: teachers, specialists, and parents/guardians.
- Use functional, adaptive, developmental language and where possible relate to effective learning.
- Describe care consistent with reasonable standards, best practice, and school policy.
- Use a uniform format:
 - Statement of current assessment and diagnosis
 - Name 1 or 2 strengths.
 - Identify priority areas with goal statement(s)
 - Each followed by objectives, specific activities, expected outcomes and evaluation.

More on Evaluation

- The written IHP establishes the amount, type, and intensity of nursing care needed.
- The written IHP enables comparisons across students and settings.
- Evaluation builds skills in considering how to use or adapt methods in future situations.
- Incorporates input from team members and raises expectations for the process.

Resources

Buresh B. S Gordon. *From Silence to Voice: what nurses know and must communicate to the public.* Cornell University Press: New York. 2000.

Regulations governing the Provision of Nursing Care:

http://www.sos.ne.gov/rules-and-rules/regsearch/rules/Health_and_Human_Services_System/Title-172/Chapter-99.pdf

Emergency Severity Index <http://www.ahn.gov/research/esi/>

Lewis KD, B Bear. *Manual of School Health.* Saunders: St. Louis. 2009.

Sikworth C, M Arnold, J Harrington, D Shiple (eds.) *Individualized Health Care Plans for the School Nurse.* Sunrise River Press: North Bend MN. 2005.

School nurse listservs and discussion groups:
snconsult@answersfamilies.org

Closing Thoughts

- There is no right or wrong IHP.
- Every IHP is a process document.
- The IHP is your voice as a professional nurse and member of the multidisciplinary team.
- An IHP is durable evidence that you were there, helping the child, family, and school with your nursing knowledge.

Thank You for all you do to help every child succeed!!

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