1

## Managing Health Care Conditions in the School Setting



Kathy Barth BSN, RN, NCSN

### Slide

2

### We as school nurses need to be experts in everything

- Understand chronic illness and know how to manage them in an education setting, independent of a hospital, clinic, health care team, and parents.
- We need to use our nursing knowledge and expertise to provide care, and to
  educate teachers and staff on how to manage children with health care needs
  in the classroom.
- School nurses lead the coordination of care for all health issues in school.



### Slide

3

### Our Mission:



As registered professional school nurses, we provide comprehensive school health services to ensure that all students achieve their full education potential

### Our Goal:

Is the keep children in school every day, to optimize learning and to ensure academic success.


4

### School Nurse Care is based on the Nursing Process

- The cornerstone of nursing practice
- Based on Evidence Based Care
- NASN and ANA nursing process definition:

"A circular, continuous and dynamic critical-thinking process comprised of six steps and that is client-centered, interpersonal, collaborative, and universally applicable"

The Nursing Process is used to develop an *Individual Health Plan*.

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### Steps to the nursing process (See Scopes and standards)

5

- 1. Assessment: Identify health problems, physiological, psychological, emotional
- Diagnosis: Determine nursing diagnoses, or student health issues. Rather than a medical diagnosis (specific disease or ailment), a nursing diagnosis identifies a general cause of symptoms, a concern, ar a risk related to the medical diagnosis.
  - Example: medical diagnosis is Sickle Cell Anemia. One nursing diagnosis would be decreased tissue perfusion with fatigue.
- 3. Outcome Identification: What are your goals for the student?
  - a. ie.Student will stay hydrated, well rested and will participate fully in the classroom
- 4. Planning and Implementation: A plan that prescribes strategies to meeting the expected outcomes and goals for the child, and implementing the plan
  - ie.Assure that the student meeting daily fluid requirement and has access to water and the bathroom at all times
- $5. \ \ \ \text{Evaluation: Evaluate progress towards meeting outcomes and goals.}$ 
  - a. How many sickling events have occured? Are hydration needs being met during the school day?

### Slide

6

### An IHP, Individual Health Plan

- Documents the nursing process
- Provides Legal Documentation that demonstrates a professional standard of care
- Defines Clinical Practice by directing interventions, identifying and providing for a safe delegation of care, and provides a method to review and evaluate student outcomes
- Administratively, it validates the nurse's role in school, provides documentation for 3rd party reimbursement, provides legal evidence
- Serves as a foundation for the health portion of other school education plans (IEP's) and 504 Plans. (not all students with an IHP will have an IEP or 504 plan)

NASN 2015


7

### Individual Health Plans and Emergency Actions Plans

Where to start?

During the summer months, or when new students enter your school:

Dear Parents

Welcome to our school. I am looking forward to meeting your child. If your child has any special health needs or chronic health conditions, please *contact the health office* prior to the first day of school so we can establish a plan for keeping your child healthy and safe while in our care.

Kindly request the required record of physical within the last 12 months, as well as the most updated record of immunizations. Ask parent to complete a School Health Information form and submit it to the Health Office by the first day of school. Provide your contact information.

Sincerely

School Nurse

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- Identify student health needs by collecting School health information forms, physicals, immunization records, prior school records, direct notification from parents.
- 2. Once you identify a student with health issue, meet with the parents and student to do a more thorough assessment of particular health needs.
- 3. Review the school side of things: Building and classroom, the student's schedule. Who will be caring for this child during the school day? What is the child's transportation- bus? Does the child have an extended school day?




### 10

### A note on teachers, admin, coaches

They are not health care providers.

An IHP needs to be written in concise lay language, so it can be understood by everyone.







### Slide

### 11

### A note on Parents:



Parents are an important part of our healthcare team.

One the of most important roles we have is to build a trusting, working relationship with them.

- Demonstrate your expertise with parents by sharing your knowledge and plan with them.
- Assure them that you will keep them informed. Communicate with them on occasion to give updates in school
- Be supportive of parents regarding chronic health care issues.
- Be honest and reliable with the care of their child
- You don't need to do everything a parent asks, however try to find things you
  agree on.

### Slide

### From here you can develop your IHP

12

Nursing Diagnosis- What health issues and concerns are you managing or preventing in school?

List your expected outcomes and goals for each issue or concern

List interventions or actions based on the diagnosis and goals.\*\*\*Review your plan with the parents and student. Any changes? Ask them to sign it? school nurse signs it, Give parents a copy?

Share the plan with those who "need to know", or those who have the student in their care during the school day. Keep confidential, but accessible (depending on the child and the plan)

Provide education for teachers and staff who will be participating in the plan

Implement the plan at school

Evaluation- is the plan being implemented correctly? Are there questions? What is working for the child and the teachers, and what is not working? Is your plan for the child effective and are your interventions working


13

### Slide

14

### At the same time.....

Request Emergency Action Plans or other MD orders from parents.

- Food Allergy Action Plan
- Asthma Action Plan
- Bee Sting or other Allergy Action Plan
- Hypoglycemia Action Plan
- Hyperglycemia Action Plan
- Seizure Action Plan
- Sickle Cell Anemia Action Plan

Others?

Actions plans and medication orders should be renewed at the beginning of each new academic year.

### Slide

15

### Assess who needs the information at school

Share information as needed from here.

Emergency plans are shared widely- keep in an accessible location, on field trips, where it can be located quickly in an emergency. Maintain privacy while being sure the right amount of information is being given to adults who will be caring for the child.

Education must accompany the Actions Plans:

- How to read an action plan
- Annual Epipen training
- Annual Diabetic training with additional training if you are delegating Glucagon
- Seizure training- what to do if a child seizes in school- who gives the meds and how are they given?
- Asthma Action Plan- how to know if a child is using an inhaler properly?
- Delegation rules apply

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### **Electronic Documentation**



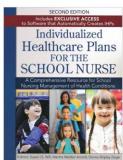
Tag your students who have health issues, actions plans

Or IHP's. (permission to share can be given with annual paperwork)

Share IHP's with teachers, coaches, other caregivers if appropriate

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Resources for Individual Health Plans



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19

# Some IHP may be simple and Standardized

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### Others will be more detailed and student specific

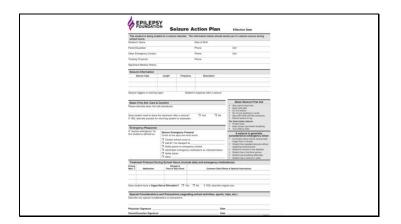
For Example, if you have a student with seizures....



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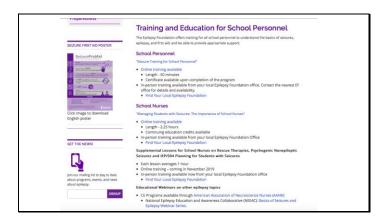



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23



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### 24

### Diabetes

DMMP: Diabetes Medical Management Plan (physician orders)

Emergency Action Plan for Hyperglycemia

Emergency Action Plan for Hypoglycemia

Individual Health Plan for Diabetes Management in School.



25

Diabetes Medical
Management Plan (DMMP)
This plan should be completed by the student's personal diabetes health care team, including the parents/guardians. It should be reviewed with relevant school staff and copies should be kept in a place that can be accessed easily by the school nurse, trained diabetes personnel, and other authorized personnel.
Date of plan: This plan is valid for the current school year:
Student information
Student's name: Date of birth:
Date of diabetes diagnosis:   Type 1 Type 2 Other:
School: School phone number:
Grade: Homeroom teacher:
School nurse: Phone:
Contact information
Parent/guardian 1:
Address:
Telephone: Home:         Work:         Cell:           Email address:
Parent/guardian 2:
Address:
Telephone: Home: Work: Cell:
Email address:
Student's physician/health care provider:
Address:
Telephone: Emergency number:
Email address:

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26

Hypoglycemia E Care Plan (For Lo	mergency Page 1 of 2, Hypoglycemia Emergency Care Pla pw Blood Glucose)
Student's Name:	
Grade/Teacher:	
Date of Plan:	
	Home Phone:
	Mobile:
Email Address:	Home Phone:
Work Phone:	Mobile:
Health Care Provider:	
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27

## Hyperglycemia Emergency Care Plan (For High Blood Glucose) Student's Name: Grade/Teacher: Date of Plan: Emergency contact information Parent 1/Guardian: Email Address: Work Phone: Parent 2/Guardian: Email Address: Home Phone: Work Phone: Mobile: Health Care Provider:

28

### Put it all together in an Individual Health Plan

Review your plan with the parents and student- signatures

Share appropriate documents with the appropriate people

Provide training to those who will be responsible for assisting with diabetic management at school

### Slide

29

### Assessment:

- History of diabetes, incidents of Hypogylcemia, range of A1C
  Current status and management- insulin regimen, review of DMMP, action plans
  Self-care- how much and how competent?

- Behavioral-emotional status-ability to cope with the disease and communicate around diabetic needs Academic issues- how much school has been missed, is 504 needed? What other accommodations are needed? After school programs?

- Nursing Diagnosis:

  Risk for Injury

  Deficient Knowledge related to diabetes

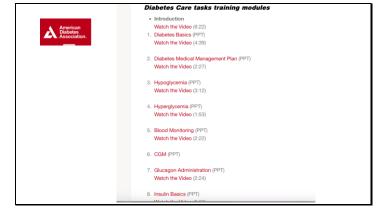
- Goals and expected outcome examples :

  Student will demonstrate increasing knowledge regarding diabetic self care
- Student will verbalize symptoms of hypo and hyperglycemia
   Student will be able to self administer insulin.

- List and describe management measures to follow in school for regular insulin administration, management of high and low blood sugars
   List "actions" or interventions for parents, teachers, school nurse, the student
   Keeping accurate record of diabetes management at school
   Provide inservice training for teachers See NHSNA website for Diabetes education tools
   Evaluation: Are the outcomes being met? What is going well and not going well?

(\*note: these are not complete lists, only examples)

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31



Slide 32

## Do you have an allergy management plan/protocol at your school?





fore information load alcyschiadry/touth/loadalesgesydf13,243135.4,7oed,Alloyy,Web,508.pd | www.zdc.gov/nfo

https://www.cdc.gov/healthyschools/foodallergies/pdf/13\_243135\_a\_food\_allergy\_web\_5 08.pdf

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33

### Food Allergies and Anaphylaxis

Start with a protocol for management of Allergies in your School From there, developing IHP's will go smoothly...



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34

### The Plan/Protocol is all about prevention!

- Manage the classroom environment to maximize safety for students with allergies. Instructions for the school nurse, teachers, parents, and the student:
  • Providing for nut-free spaces

  - avoiding baked goods from other homes
  - cleaning of surfaces
  - No food sharing
  - medical ID bracelet
  - how to handle classroom events
- Individual Health Plans /504's and Allergy Actions Plans for students who have risk of anaphylaxis
- Ask parents of students with listed "suspected allergies" to have their child tested or to get physician documentation for school
- Obtain medications and storing them properly, as well as having them available to students at all times during school activities

### Slide

35

- Make provisions for a storage area for a labeled fun snack (delivered from home for that particular student)

  Coordinate with food services to provide for a safe lunch room
- Letters to classroom parents educating them on how to manage allergies in the
- Screens on windows for students with insect allergies
- Protection for students with latex allergies.
- Educate students in the class at the beginning of the year- how to protect and respond to a friend who might be experiencing anaphylaxis (PAL Protect a Life)
- Training UAP's (unlicensed assistive personnel) to recognize anaphylaxis and administer epinephrine when needed

### Slide

36

The protocol can be used as a guide for the school nurse, your subs, and the community

- Give to parents of students who are new to your school and have questions about your allergy management plan
- Language can be used to develop your Individual Health Plans and 504 Plans.


37

## Individual Health Plans & Food Allergy Action Plans

- · Should be renewed annually
- Work with parents to have in place by first day of school (or asap)
- School nurse creates the IHP/504 with team, signed by parent
- Give copy of IHP and Action Plans to teachers who will be responsible for that student-homeroom, art, music, lunch monitors, bus drivers etc.

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### 38

### **Food Allergy Action Plans**

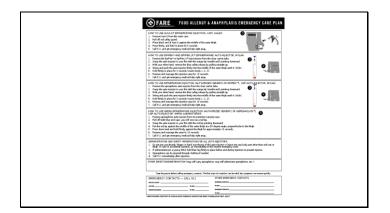
- From the Physician and signed by the parent
- Instructions on how to manage anaphylaxis for a particular student
- Include written "prescription" for Epinephrine to be given in school
- Good to include a photo of the student
- Many versions of Actions Plans available
- · Some specific to food allergies
- Others more universal for any type of allergy
- Widely given to adults who are responsible for child with allergies

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FARE. Food Allergy Research & Education	Food Allergy	Action Plan by F	ARE

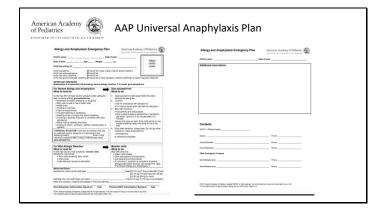


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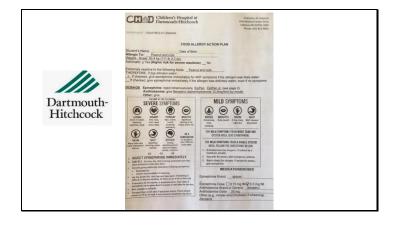


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41



Slide




43

Some children with food allergies also have asthma

- It should be noted in your IHP and on the Allergy Action Plans that the child also has Asthma
- Education for staff and teachers (as noted on your IHP) will include the fact that students with food allergies, who also have Asthma, are at Higher risk for anaphylaxis and for complications from a food allergen exposure

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44

### Education

From here, you use your IHP to educate your community





### Individual student Epi-pen in Health Office



46

## Store all Epi-pens in an accessible location:

- Clearly marked in the health office, in an accessible, unlocked location
- First Aid kits if you have multiple buildings or if the lunch room is not near the health office.



Slide 47

### New Hampshire State Law

- RSA 318.42 relative to Epinephrine
  - Allows schools to acquire and maintain a supply of epinephrine auto injectors with the intent of making them available to students showing symptoms of anaphylaxis

Slide

48

### Stock Epinephrine

- Epipen4Schools program by Mylan specialty Company
- Auvi-q.com. Kaleo, the Auvi-Q company offers a "Q Your School" program

Keep in key locations to use for ANY student, diagnosed or not, experiencing anaphylaxis.


49







Slide

### NH RSA 200:42

50

Allows students to carry and self administer Epinephrine with appropriate paperwork in place that Includes:

• written permission and prescription from physician, and parent, with verification that the student has the knowledge and skills to safely possess an Epi-pen in

Important for SN to review skills with the student as well, and to know where the student stores the Epi-pen

Slide

51

### Make sure Epi-pens are:

- Available for all field trips and outings (how do teachers notify the school nurse about upcoming field trips?)
- Temp controlled in school and on excursions: over 59 degrees and under 86 degrees.
- Are regularly checked for clarity of the medication.
- Keep track of expiration dates

52

Delegation and Training your Staff to respond in an anaphylaxis emergency



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53

Use resources to develop a training program for your staff

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54

## As well as a training verification checklist

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SNASA	
National Association of School Nurses	

- https://www.nasn.org/nasn/programs/skills-training/gettrained/training-tools
- "Get Trained" program. PPTs to use for training and for practice scenarios with your staff.
- · Staff training checklists
- Includes information from FARE and AAP
- District policy samples
- Various action plans
- · Refers you to state regulations for development of training policies.

### Slide

56

### NHSchoolnurses.org

### Senate Bill 25 FN-Relative to Epinephrine

HISTORY: This bill was introduced last spring by Senator D'Alessandro of the Education Committee and was referred to committee. This listlews schools to acquire and maintain a supply of epinephrine autotions and the committee of the committe

#### COMPleted Legislative

Spectrum: Partisan Bill (Democrat 1-0)
Status: Passed on May 4 2016 - 100% progression
Action: 2016-05-04 - Signed by the Governor on 05/03/2016: Chanter 0039:

Effective 07/02/2016

The activid incident has the authority to possess and administer epinophrine as a took medication to use in the event of rangiphysias, a severe and life threatening alterior reaction. There are students who experience their intitial altergic episodes during the school day and having access to epineprinte has prevented serious their intitial altergic episodes during the school day and having access to epineprinte has prevented serious by a uniformed printer. This models has been developed as a training tool of school staff and includes essential information about anapphysical and the use of an EgiPhn. Each school runner marintains a list of the school staff and includes casertain information about anapphysicals and the use of an EgiPhn. Each school runner marintains a list of the school staff and the contraction of the

Epinephrine Training Certificate

pinephrine Auto Injector Training Evaluation F pinephrine Auto Injector Training PPT

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57

## Delegation of emergency medications under NH nursing rules, 404.06

- The complexity of the delegated task of client care
- The condition of the client; stable?
- · The degree of the competency of the delegatee; and
- The familiarity of the delegatee with the environment in which the task is to be performed.
- · Is the UAP a willing and capable adult?


58

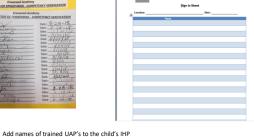
### NH RSA 200:44-a is specific to training UAP's on epinephrine administration in schools

- UAP's must complete a training program, by a school nurse, every two years.
- SN's providing training must use NASN, FARE, NHSNA resources to do the training.
- SN's must maintain a list of UAP's trained in schools
- The guidelines for students with life threatening allergies, developed by the NH Dept of Ed with NHSNA should be used by school nurses to train UAP's on anaphylaxis management in NH schools.

Slide 59

## When you are done!

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12- 0000	Date: SUITES HIS
Jerry mayer	Date: 6/12/118
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Slide 60

Include training for proper inhaler use in your care plan (for the student and UAP's)





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61

### Individual Health Plans:



- Developed and managed by the Registered Professional School nurse, who is the care coordinator for all health issues in school.
- Based on the Nursing Process and written for the layperson to understand and follow
- Include interventions or "actions" for the entire team.
- Go hand-in-hand with Emergency Action Plans
- Renewed Annually
- Shared on a need to know basis
- Usually require some education of teachers and staff by the school nurse leader in the school.
- Delegation rules are important to understand and follow
- Many resources for developing Individual Health Plans at school

### Slide

### 62

### **Bibliography**

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