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Managing Health Care Conditions in the School Setting




Kathy Barth BSN, RN, NCSN

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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.




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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.



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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)

1. Assessment: Identify health problems, physiological, psychological, emotional
2. 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, or a risk related to the medical diagnosis.
 - a. 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
 - a. ie. Assure that the student meeting daily fluid requirement and has access to water and the bathroom at all times
5. Evaluation: Evaluate progress towards meeting outcomes and goals.
 - a. How many sickling events have occurred? Are hydration needs being met during the school day?

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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

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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.



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A note on Parents:



Parents are an important part of our healthcare team.

One of the 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.

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From here you can develop your IHP

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?

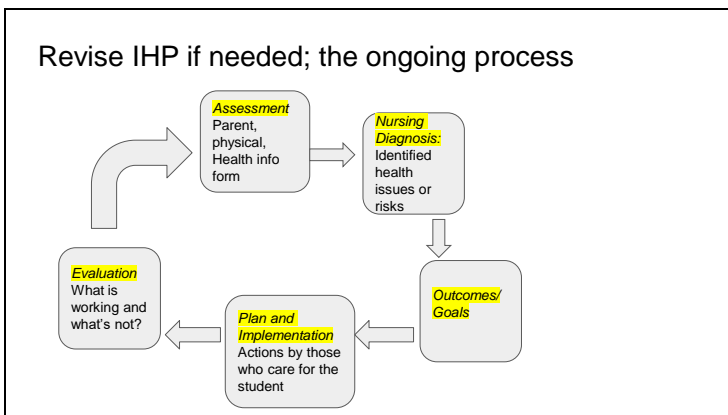
Share the plan with those who "need to know", or those who have the student in their care during the school day. Keep confidential, but accessible (depending on the child and the plan)

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

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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.

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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

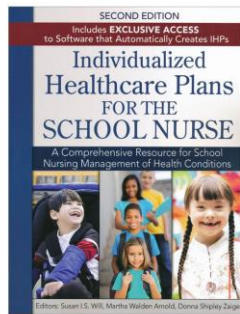


Tag your students who have health issues, actions plans
Or IHP's. (permission to share can be given with annual paperwork)

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

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Resources for Individual Health Plans



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A collection of logos for various health organizations. On the left, there is the NIH logo (National Institute of Diabetes and Digestive and Kidney Diseases), the CDC logo (Centers for Disease Control and Prevention), a green box with the word "Asthma", the American Diabetes Association logo, the NH School Nurses Association logo, and the NHSNA logo. In the center, there is the NASN logo (National Association of School Nurses) and the FARE logo (Food Allergy Research & Education). On the right, there is the Breathe NH logo (Breathe New Hampshire), the Aafa logo (Asthma and Allergy Foundation of America), the CDC logo (Centers for Disease Control and Prevention), and a purple box with the word "Epilepsy".

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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

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Assessment:

- History of diabetes, incidents of Hypoglycemia, 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.

Interventions

- 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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Diabetes Care tasks training modules


- Introduction
Watch the Video (6:22)
- 1. Diabetes Basics (PPT)
Watch the Video (4:39)
- 2. Diabetes Medical Management Plan (PPT)
Watch the Video (2:27)
- 3. Hypoglycemia (PPT)
Watch the Video (3:12)
- 4. Hyperglycemia (PPT)
Watch the Video (1:53)
- 5. Blood Monitoring (PPT)
Watch the Video (2:22)
- 6. CGM (PPT)
- 7. Glucagon Administration (PPT)
Watch the Video (2:24)
- 8. Insulin Basics (PPT)

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Glucagon Administration Training for Non-Medical School Personnel


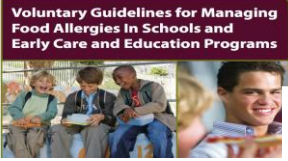
{ Celine Boutin, Alexa Gilmore, Amanda Mazola, and Kaeleigh Molloy
Partner: Linda Compton, MS RN



www.kitglucagon.com

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



**Voluntary Guidelines for Managing
Food Allergies in Schools and
Early Care and Education Programs**

For More Information
Download:
www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_a_Food_Allergy_Web_08.pdf
E-mail:
hsa@cdc.gov
Call:
1-800-CDC-INFO (Health) 1-888-232-6348


https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_a_food_allergy_web_508.pdf

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Food Allergies and Anaphylaxis

Start with a protocol for management of Allergies in your School

From there, developing IHP's will go smoothly...



SMOOTH SAILING

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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

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- 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 classroom
- 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

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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.

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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.



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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

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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.

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- <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.

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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 bill allows schools to acquire and maintain a supply of epinephrine auto-injectors with the intent of making them available to ANY student showing symptoms of anaphylaxis, and for the school nurse to train designated school personnel to receive training in the administration of an epinephrine auto-injector to any student with symptoms of anaphylaxis. [FULL BILL FOUND HERE](#)

CURRENT STATUS:
Completed Legislative Action
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; Chapter 0039;
Effective 07/02/2016
Text: [Latest Bill \(SAS, Chaptered\)](#) [HTML](#)

Epinephrine and Severe Allergic Episodes
The school nurse has the authority to possess and administer epinephrine as a stock medication to use in the event of anaphylaxis, a severe and life-threatening allergic reaction. There are students who experience their initial allergic episode during the school day and having access to epinephrine has prevented serious life threatening results. An EpiPen provides a safe and easy delivery system of epinephrine that can be used by an unlicensed person. This module has been developed as a training tool for school staff and includes essential information about anaphylaxis and the use of an EpiPen. Each school nurse maintains a list of those staff members trained. We would like to thank the senior nursing students from the University of New Hampshire for participating in this project.

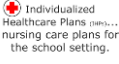
[Epinephrine Training Certificate](#)
[Epinephrine Auto Injector Training Evaluation Form](#)
[Epinephrine Auto Injector Training PPT](#)

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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?

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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

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Bibliography

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- www.waldenu.edu/programs/nursing/resource/the-five-steps-in-the-adple-nursing-process
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- <https://www.foodallergy.org/sites/default/files/migrated-files/file/emergency-care-plan.pdf>
- <https://www.cdc.gov/healthyschools/foodallergies/>
- <https://www.cdc.gov/epilepsy/groups/professionals.htm#school>
- <https://www.epilepsy.com/learn/managing-your-epilepsy/seizure-response-plans-101>
- <https://www.diabetes.org/resources/known-your-rights/safe-at-school-state-laws/help-for-schools>
- Breathenh.org
- <http://aafa.org>
- <https://www.niddk.nih.gov>
