### Building an Individualized Healthcare Plan and Creating Documentation to Support School Nursing Practice Annie Wallace, MSN, RN KSNO President Nurse Manager, KS School for the Deaf

### Objectives:

- This session will organize and prioritize the information needed to construct Individual Healthcare Plans (IHP) for students with health concerns.
- 2. Attendees will gain rationale, knowledge and tools to build relevant, effective IHP and supporting documentation that demonstrates compliance.

### Documentation

### Why

- > High standards of clinical care and continuity of care
- >Evidence that you have understood and honored your "duty of care"
- >Better communication and dissemination of information between members of the team.
- The ability to detect problems at an early stage

### Documentation:

### What

A full account of your assessment and the care you have <u>planned</u> and provided

Relevant information about the condition of the patient, at any given time and the measures you have taken to respond to their needs

That you have taken all reasonable steps to care for the patient and any action or omission on your part has not compromised their safety

### Documentation:

### Who

All involved in care, directly, or indirectly, should be reflected in documentation.

### Delegation:

Licensed Nurse documentation of delegation expectations and delivery should be clearly written.

Delegated tasks are ultimately the nurses responsibility and must be reflected in the documentation

### Documentation:

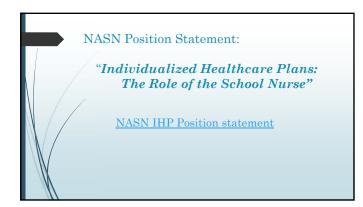
### Where:

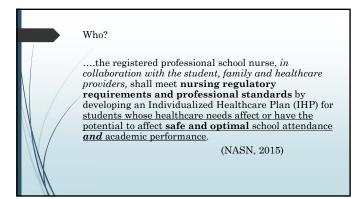
EMR or paper chart system

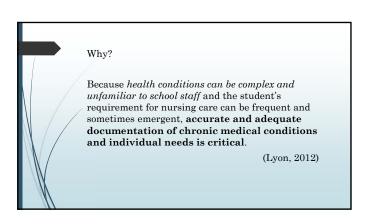
IHP as shared document

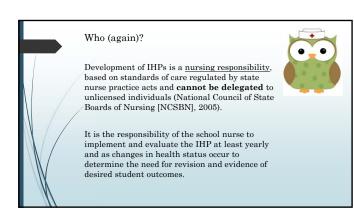
Should be accessible in students health file for reference and audit

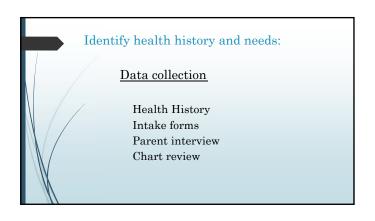
Access for substitute nurses, administrators, "back up plan" if primary nurse is absent.



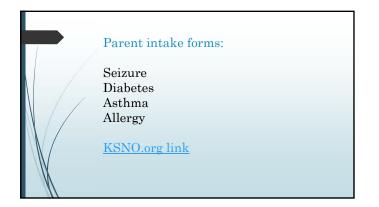


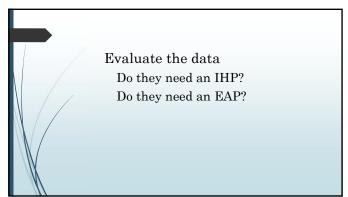




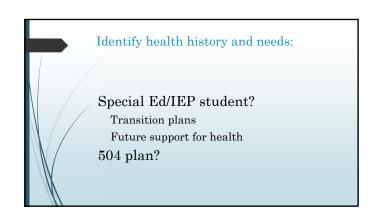


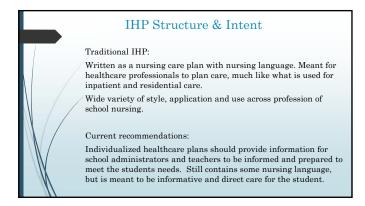


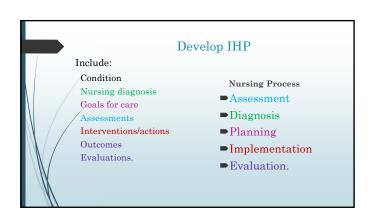


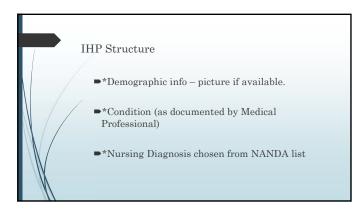


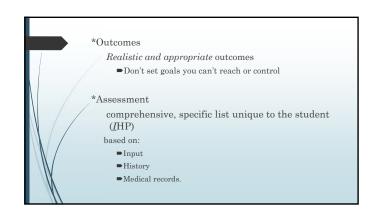
# Identify health history and needs: Consent forms To Evaluate and Treat at school Emergency consent to treat & transport Get consent to obtain info (HIPPA) Collect related medical records, documentation. Physician orders for any meds, treatments, restrictions, etc. Medication consent should include parent consent for: scheduled and/or delegated meds – should include verbiage that parent agrees to update & inform nurse of any changes.











\*Plan/Interventions
Accommodations and interventions unique for the student

When, how, where, how often and who will perform the procedure.

Step-by-step instructions should be listed.

Clear, layperson wording

Identify who is responsible for each & training plan.

Include plan for field trips/delegation

Respect family/cultural requests

Allow as much independence as appropriate for each student.

Meds —

• Plan for scheduled meds- where/when/with staff?/prn

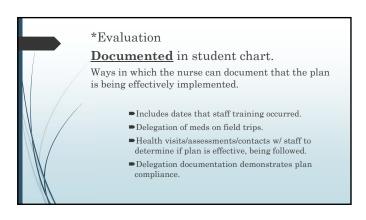
• If meds are frequently delegated, include schedule and documentation plan.

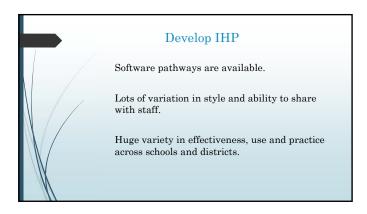
• If meds are given at home, or infrequently delegated: Consider writing "meds admin as ordered by physician.

• Meds change frequently. How will you update?

• Identify any equipment needs

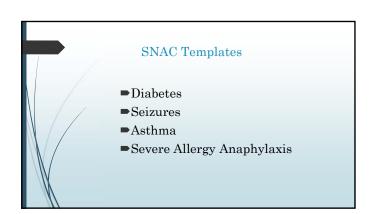
• Feeding or nutritional needs

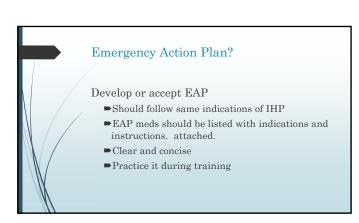




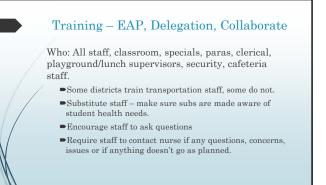
## Software or District Templates Example SNAP – based on condition(s) chosen, the software will populate a modifiable IHP that can be updated as needed. Districts may have a template or Word Document that can be modified Be careful: The IHP must be written to meet the needs of that specific student. Do not include any intervention or modification that you cannot control Review annually or more often if changes in treatment or plan occur. If you include medications/dosages in IHP, any changes must be reflected in documentation and an updated IHP.

### Develop IHP SNAC Templates these are templates designed to be a tool for school nurses. These templates should be revised and edited with discretion based on each individual student's health needs and interventions needed. They are evidenced based tools to assist them with educating other staff members who are seeing and working with our students each day.







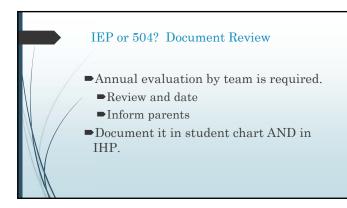


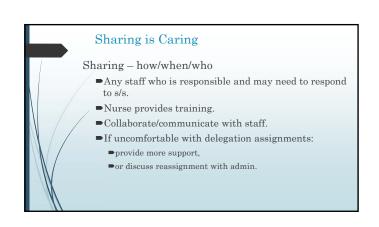












### Legal Issues:

Administrative/District/Legal reviews often ask the question "If a plan was developed, was it followed?" Training – do it, document it, review it. Document, document, document....

### Evaluation = Documentation

Ways in which the nurse can document that the plan is being effectively implemented.

- ulletInclude staff training dates, details in your EMR
- ■Screenings/measurements relevant to the health condition - bmi, peak flow, vision, bp, etc - with evaluation of impact
- health visits/assessments/contacts w/ staff to determine if plan is effective, being followed.
- ■Delegation documentation demonstrates plan compliance.

### Summary

- **■**Collect the information
- ▶Plan the care
- **■**Use the Nursing Process
- ■Train/Delegate/Prepare/Collaborate with Staff
- ► Review Evaluate Modify
- **■**Document all activities

### Sources

National Association of School Nurses. (2015). Individualized healthcare plans: The role of the school nurse (Position Statement). Silver Spring, MD: Author.

Lyon, L. (2012). School assessment form for students with special health care needs. NASN School Nurse, 27 (6), 288. doi: 10.1177/1942602X12446782

National Council of State Boards of Nursing (NCSBN). (2005). Working with others: A position paper. Retrieved from http://www.ncsbn.org/pdfs/Working\_with\_Others.pdf Kansas School Nurse Advisory Committee.

US Department of Education

Family Educational Rights and Privacy Act (FERPA)

http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

The Individuals with Disabilities Education Improvement Act (IDEIA) http://idea.ed.gov

ction 504:

US Department of Education, Office of Civil Rights

http://www2.ed.gov/about/offices/list/ocr/504faq.html

http://www.wrightslaw.com/info/sec504.index.htm