

How to Create and Use Meaningful IHP's for Students with Chronic Conditions.

Nursing Diagnosis and Development
of Individual Health Plans

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Objective

- To be able to explain the importance of the IHP as the foundation for planning care for students with chronic conditions.



It's all about the Care Plan

What is an IHP?

- It is a document that:
 - Is developed in response to the healthcare needs of a student that affect or have the potential to affect safe & optimal school attendance and academic performance (NASN 2013)
 - Utilizes the nursing process
 - Includes student goals and expected outcomes to promote health, prevent disease or injury, & enhance academic achievement

“IHPs are the raw data
for our evidence base.
They are the voice of
school nursing”

(Kathy Karsting, 2012: NASN School Nurse)

Why are IHP's Important?

- Offers quality assurance documentation
- Serves as source or foundation of health information needed to develop other school plans
- Enables essential, coordinated care and evaluation
- Promotes communication
- Provides quantifiable data about the outcomes that school nurses contribute to student success.
- Documents evidence of our practice in accordance with professional standards

Who Needs an IHP?

- Students whose healthcare needs affect or have the potential to affect safe & optimal school attendance & academic performance (NASN, 2013)
- Students with whom the nurse has multiple interactions (usually complex)
- Students with multiple health related absences

IHP Development: It is just a care plan!

- Document baseline assessment necessary to measure outcomes (evaluation)
- Incorporate cultural and social perspectives
- Utilize the nursing process. The sections of an IHP typically include:
 - Assessment
 - Nursing Diagnosis
 - Goals
 - Interventions
 - Expected outcomes

Nursing Diagnosis: The Definition

- “A clinical judgment about individual, family, or community experiences/responses to actual or potential health problems/life processes” and “provides the basis for selection of nursing interventions to achieve outcomes for which the nurse has accountability.” *NANDA-I 2012*
- “A judgment made by an RN following a nursing assessment of a patient’s actual or potential health needs for the purpose of establishing a nursing care plan. *WI Admin. Code; Chapter N6*

Why Use Nursing Diagnoses?

- Expresses professional judgment of the patient's clinical status, response to treatment, and nursing care needs
- Develops from the interpretation of the assessment data that indicate an actual or potential health problem that you identify and **that your care can resolve or impact**
- Provides the basis for selection of nursing interventions to achieve outcomes for which the nurse is accountable
- Enables a common database

Writing a Nursing Diagnosis

- If possible, use terminology recommended by NANDA-I (NASN supports the use of standard language).
- A nursing diagnosis includes a diagnosis label, related factors and defining characteristics.
- Can be Actual, Risk, Health Promotion

Actual (Problem-Focused) Nursing Diagnosis

- Addresses an issue pertaining to the human response within the student (or family) to a health or life situation
- Examples: pain, anxiety
- Must be followed by related factors or defining characteristics.
- *Problem-Focused Diagnosis* related to.....as evidenced by....

Risk Diagnosis

- Identifies vulnerabilities or potential/likely risks
- No related factors since this is a potential problem.
- Instead, identify the risk factors
- Example: Risk for as evidenced by

Health Promotion Diagnosis

- Clinical judgment of a student's desire/motivation for a readiness for enhanced state of health.
- No related to...
- Include defining characteristics as evidence of the desire to improve current state of health
- Readiness for.....as evidenced by.....

Student Goals/Expected Outcomes

Goals

The **desired results** a person plans and commits to achieve the end toward which effort is establishing specific, realistic time-targeted objectives.

- Realistic
- Measurable; in terms of student behavior
- Clear & Concise
- Long-term or Short-term

Examples of Goals

- For a student with Asthma
 - Student participates fully in all school activities
- For a student with Diabetes
 - Student increases understanding of pathophysiology of diabetes & develop or improve the skill necessary for management
- For a student with ADHD
 - Student improves interactions with classmates and have at least one friend in class
- For a student with Cerebral Palsy
 - Student maintains adequate nutrition and fluid intake
- For a student with Sickle Cell
 - Student participates in regular school/class activities, including P.E., with modifications as necessary



Final Thoughts

- An IHP is evidence of thoughtful, inclusive, respectful, professional practice
- Documents school nurse accountability
- Allows application of knowledge & skills in an organized & goal-oriented manner
- Contributes to practice through measureable outcomes
- Promotes concrete connection and teaming between home, school and health care

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Small Groups

- What is the first thing that comes to mind when you think about outcomes for school nursing practice?
- How do you know that you are having an impact?