

**Emergency and  
Individual Health Plans  
SNSI July 2016**

**Teresa Merrill, R.N.**

# Data Collection

- Medical orders
- Parent history
- Health record review
- Teacher input
- Child Find
- Outside agencies...

# Child Find

chapter101.pdf 1 / 263



**05-071 Chapter 101**

**Maine Unified Special Education Regulation  
Birth to Age Twenty**

**Finally Adopted  
July 19, 2015**

Navigation icons: back, forward, refresh, download, print, bookmark, zoom in, zoom out

# Link

- <https://www1.maine.gov/doe/specialed/laws/chapter101.pdf>

# When do you need a plan?

- MD orders reflect direct care
- Chronic health condition
- Frequent visitor related to a known diagnosis
- Nursing Diagnosis

# NASN

new tab  
www.nasn.org/Portals/0/positions/2015psihp.pdf

2015psihp.pdf 1 / 4

## Individualized Healthcare Plans: The Role of the School Nurse



### Position Statement

#### SUMMARY

It is the position of the National Association of School Nurses (NASN) that the registered professional school nurse (hereinafter referred to as school nurse), in collaboration with the student, family and healthcare providers, shall meet nursing regulatory requirements and professional standards by developing an Individualized Healthcare Plan (IHP) for students whose healthcare needs affect or have the potential to affect safe and optimal school attendance and academic performance. Because health conditions can be complex and unfamiliar to school staff and the student's requirement for nursing care can be frequent and sometimes emergent, accurate and adequate documentation of chronic medical conditions and individual needs is critical (Lyon, 2012). Development of IHPs is a nursing responsibility, based on standards of care regulated by state nurse practice acts and cannot be delegated to unlicensed individuals (National Council of State Boards of Nursing [NCSBN], 2005). It is the responsibility of the school nurse to implement and evaluate the IHP at least yearly and as changes in health status occur to determine the need for revision and evidence of desired student outcomes.

#### BACKGROUND

The IHP is a document based on the nursing process. Since emerging in the 1970s, the nursing process is the cornerstone of nursing practice, using a scientific approach in the identification and solution of health problems in nursing practice (Hermann, 2005). The American Nurses Association (ANA) and NASN define the nursing process as a "circular, continuous and dynamic critical-thinking process comprised of six steps and that is client-centered, interpersonal, collaborative, and universally applicable" (American Nurses Association [ANA] & NASN, 2011, p. 76). Documentation of these steps for individual students who have healthcare issues results in the development of an IHP, a variation of the nursing care plan. The term IHP refers to all care plans developed by the school nurse, especially those for students who require complex health services on a daily basis or have an illness that could result in a health crisis. These students may also have an Individualized Education Plan (IEP), a 504 Student

# Emergency Care Plan

- Target audience staff-UAP's
- BRIEF
- Clear
- Steps
- “if you see this \_\_\_\_\_
- You do this” \_\_\_\_\_
- Lay terms-no medical words

# Individual Care Plan

- Written in medical terms
- Nursing Process
- The ECP is mentioned in the IHP
- More about the direct care the nurse provides
- Based on Medical orders
- Examples :asthma, allergy, diabetes, seizures

# Student Demographics

- I use Infinite Campus picture and emergency contact page and copy to back of plan
- Date of plan
- Brief overview of medical concern
- Highlight the important
- Sub packets
- Share with who needs to know

# Protocols

- Not policy
- Written procedures to support the plans you write for the common health conditions
  - Allergy
  - Asthma
  - Diabetes
  - Any condition is a potential plan

Template development

# The Unexpected

- PLAN FOR IT!
- Field trips
- Lockdowns
- Fire drills
- Sub staff
- Volunteers
- Emergency preparedness

# Sample

The image shows a Microsoft Word document in Print Layout View. The document is titled "DRAFT EMERGENCY CARE PLAN" and contains a form for collecting emergency information. The form includes fields for Name, Date, Grade, and Class Room, followed by a section for Health Problems and Child-Specific Emergencies. A table is provided for recording emergency responses, with columns for "IF YOU SEE THIS" and "DO THIS". The document also includes a section for Emergency Contact Information, specifically for the Parent/Guardian. The Word interface shows the ribbon with tabs for Home, Layout, Document Elements, Tables, Charts, SmartArt, and Review. The status bar at the bottom indicates the document is on page 1 of 2, with 0 words.

**DRAFT  
EMERGENCY CARE PLAN**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

GRADE: \_\_\_\_\_ CLASS ROOM: \_\_\_\_\_

HEALTH PROBLEM: \_\_\_\_\_

CHILD-SPECIFIC EMERGENCIES:

IF YOU SEE THIS	DO THIS

EMERGENCY CONTACT INFORMATION:  
PARENT/GUARDIAN: \_\_\_\_\_

Print Layout View    Sec 1    Pages: 1 of 2    Words: 0 of 114    97%

# ECP Allergy

- **Emergency Care Plan**
- **Student Name**
- **D.O.B. 00/00/2016**
- 
- **Medical Diagnosis:**
- **Anaphylaxis allergy to specified foods. Student is allergic to :**
- Anaphylaxis history to Peanuts, Tree nuts, Eggs,
- 
- Environmental allergies include: Dust, Trees, Weeds, Grass, Pollen, Dogs, Cats
- Student only eats food provided from home
- 
- **See Attached emergency contact information**
- **Preferred hospital is MMC**
- 
- 
- **Student also has asthma and is a non-verbal child with autism**

# ECP Allergy

- 
- **IF YOU SEE THIS:**
- Student ingest a food (or lick) from his allergy list
- and
- **If you see ANY symptoms of anaphylaxis:**
- Mouth Itching, swelling of lips, tongue, mouth
- Skin-Hives, itchy rash, swelling of the face, or extremities
- Gut-nausea, vomiting, diarrhea, abdominal cramps
- Throat tightening of throat, hoarseness, hacking cough
- Lung- shortness of breath, repetitive coughing, wheezing
- Heart-weak or thready pulse, low blood pressure, fainting, pale, blueness
- If the symptoms are progressing-many of the above
- **YOU DO THIS:**
- **Administer an EpiPen Jr. .15 mg into the outer aspect of his thigh-hold the student 's leg tightly**
- **Administer Benadryl 25 mg if he is able to swallow-they are chewable tabs**
- **Administer his Pro-air inhaler**

# ECP Diabetes

The image is a screenshot of a Microsoft Word document titled "Emergency Care Plan". The document is displayed in Print Layout View. The ribbon shows the Home tab, with Font, Paragraph, and Styles groups visible. The font is Cambria (Body) size 12. The document content is centered and includes the following text:

**Emergency Care Plan**  
**Student Name**  
**D.O.B. 00/00/2016**

**Medical Diagnosis:** Type 1 Diabetes-Insulin Dependent  
Date of Diagnosis- 02/03/2016

**Date of care plan-**02/04/2016

**If you see** signs of low blood glucose (shakiness, paleness, irritability, sweating, drowsy, inability to concentrate, headache, blurry visions, slurred speech:  
Or of the student states she does not feel well

**You will:**

- Have an **adult** escort the student to the nurse's office immediately (NEVER send a child with symptoms to the office alone or with another child)
- Use the elevator if possible
- If the nurse is not immediately present the secretary will call the nurse for guidance
- The nurse will assist the student to check the blood glucose level and administer juice or other 15 gram carbohydrate and wait 15 minutes and re-check the blood glucose (per medical orders).
- If the low blood glucose becomes severe-seizure or loss of consciousness,

The status bar at the bottom indicates "Print Layout View", "Sec 1", "Pages: 1 of 2", "Words: 21 of 310", and a zoom level of "150%".

# ECP Diabetes

position the student on side if possible, do not put anything in the mouth, call the nurse to bring glucagon, call 911, call the parents, stay with the student.

**Extra juice and snacks will be carried with the student to each classroom (suggest fanny or binder pouch).**

**If you see:**  
Student asking to go to the bathroom frequently or complaining of excessive thirst, has a fruity breath, flushed skin, or fatigue, contact the nurse and send the student to the clinic. These may be signs of high blood glucose.

Notify the nurse prior to all physical activity, if you leave the inside of the building, or if you have any questions or concerns

**The student must go to the nurse prior to all snacks, lunch, PE class, recess, and before any bus rides.**

See the attached emergency contact list to call parents in an emergency.

This plan will be stored in the teacher sub packet so subs are aware of the student's medical needs.  
00/00/2016 Teresa Merrill, R.N.

Print Layout View    Sec 1    Pages: 1 of 2    Words: 21 of 310    150%

# Sample IHP

Sample  
(SCHOOL NAME)  
INDIVIDUAL HEALTH PLAN

DATE:  
STUDENT:  
RELEVANT DIAGNOSIS:.....

DATE OF BIRTH:.....

PHYSICIAN:

ALLERGIES:

SECONDARY HEALTH ISSUE:.....

DIET: MOBILITY: EQUIPMENT:

MEDICAL HISTORY:  
MEDICATIONS:  
TREATMENTS:  
SIGNATURE:

HEALTH PROBLEM	GOAL	PLAN OF ACTION	PERSON RESPONSIBLE/LOC
#1.....	#1		

Draft View    Sec 1    Pages: 1 of 2    Words: 0 of 46    100%

# Practice

- ECP seizure
- IHP seizure

# Questions?

- Work in progress
- Template development
- NASN anaphylaxis Webinar last November explaining the difference between the two