## INDIVIDUALIZED HEALTHCARE PLAN FOR A STUDENT WITH CYSTIC FIBROSIS

<table>
<thead>
<tr>
<th>Name:</th>
<th>Medical Diagnosis: Cystic fibrosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher &amp; Grade:</td>
<td>Physicians:</td>
</tr>
<tr>
<td>D.O.B.:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>Parents:</td>
<td>Nursing Services:</td>
</tr>
<tr>
<td>Address:</td>
<td>Telephone:</td>
</tr>
</tbody>
</table>

### Biographical Data:

#### NURSING DIAGNOSIS

Potential for ineffective airway clearance related to:
- Excessive mucus production
- Retained secretions
- Chronic infection
- Refusal to use CPT
- Inadequate fluid intake
- Pulmonary exacerbation

#### GOALS

Student will maintain optimal respiratory function and airway clearance.

#### NURSING INTERVENTIONS

1. Nurse, student, parent, and physician will set guidelines for seeking assistance with occurrence of symptoms of airway blocked: frequent or lingering cough, excessive sputum, wheezing, difficulty breathing, difficulty exercising, repeated lung infections.
2. Auscultate lungs to obtain normal baseline and PRN to determine effectiveness of ACTs.
3. Encourage cough to help loosen mucus and clear airway.
4. After appropriate consent, in-service teachers and other appropriate staff of the importance of coughing and management of the disruption in the classroom.
5. Report any symptoms that may indicate airway blockage (see EAP).
6. Encourage adequate fluid intake to keep secretions less viscous.
7. Allow tissues to be readily available.
8. Assist student to administer her prescribed management measures, assess for correct technique for:
   - Inhaled medications (mucolytics, bronchodilators)
   - Coughing technique
   - Chest physical therapy

#### EVALUATION

- Student will describe symptoms that may indicate that airways are becoming blocked and seek treatment for signs of pulmonary exacerbation.
- Student will demonstrate improved airway clearance.

(continued)
**Box 22.3 (Continued)**

<table>
<thead>
<tr>
<th>NURSING DIAGNOSIS</th>
<th>GOALS</th>
<th>NURSING INTERVENTIONS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential for nutritional imbalance related to:</td>
<td>Maintain adequate growth and weight gain pattern.</td>
<td>1. Discuss with parent/physician nutritional requirements for student.</td>
<td>Student will achieve or exceed expected gains in height and weight.</td>
</tr>
<tr>
<td>• Inadequate intake</td>
<td></td>
<td>2. Encourage student to eat regular, balanced meals with pancreatic enzyme supplements as ordered.</td>
<td>Student will follow prescribed management of diet/meals and enzymes ordered in collaboration with physician/parents.</td>
</tr>
<tr>
<td>• Increased caloric demands</td>
<td></td>
<td>3. Allow snacks to be eaten in class or hallway.</td>
<td></td>
</tr>
<tr>
<td>• Decreased absorption of nutrients</td>
<td></td>
<td>4. Keep extra supply of snacks in nurse’s office.</td>
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<tr>
<td></td>
<td></td>
<td>5. Allow use of water fountain or water bottle as she feels a need.</td>
<td></td>
</tr>
<tr>
<td>Risk for acute infection related to:</td>
<td>Student will comply with infection-control measures.</td>
<td>6. Assist student to administer prescribed medications and have medications accessible when needed.</td>
<td></td>
</tr>
<tr>
<td>• Ineffective airway clearance</td>
<td></td>
<td>7. Monitor height/weight at specific interval times (q3mo).</td>
<td>Student will be free from infections.</td>
</tr>
<tr>
<td>• Chronic inflammation of airways</td>
<td></td>
<td>8. Enzymes capsules must NOT be crushed or chewed.</td>
<td>Student will demonstrate proper hand washing.</td>
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<tr>
<td>• Introduction of new pathogen</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Antibiotic resistance</td>
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<td></td>
<td></td>
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<tr>
<td>Risk for activity intolerance related to:</td>
<td>Student will demonstrate improved physical activity tolerance in the school setting.</td>
<td>1. Encourage physical activity.</td>
<td>Student will participate in exercise/physical activities at school with minimal pulmonary exacerbations or fatigue.</td>
</tr>
<tr>
<td>• Impaired gas exchange</td>
<td></td>
<td>2. Allow extra fluids and salt when exercising strenuously or during hot weather.</td>
<td></td>
</tr>
<tr>
<td>• Pulmonary exacerbation</td>
<td></td>
<td>3. Monitor the student for symptoms of salt depletion: fatigue, weakness, fever, muscle cramps, abdominal pain, vomiting, dehydration, heat stroke.</td>
<td></td>
</tr>
<tr>
<td>• Inability to acknowledge early signs of fatigue</td>
<td></td>
<td>4. Permit to self-limit activity.</td>
<td></td>
</tr>
</tbody>
</table>

This Individualized Health Plan was prepared by ____________________________ *(School Nurse)* and will be shared as needed to promote the health of ____________________________ while in school.

Reviewed by *(Parent) ____________________________ and *(Physician) ____________________________.

Date _____________________
**Potential Alternate Diagnoses:**
- Risk for fluid volume deficit
- Risk for noncompliance with prescribed treatment
- Ineffective coping
- Disturbed body image

**Emergency Action Plan**

**Student:**

**Grade/Room:**

**Parent:**

**Contact Numbers:**

**IF YOU SEE THIS:**
- Difficulty breathing
- Short of breath
- Continuous coughing, cannot clear mucus
- Complains of tightness of chest
- Wheezing
- Noisy breathing-more than usual
- Cannot talk to you
- Bluish color around mouth lasting more than 5 minutes
- Above symptoms and student responsive, not choking, and not in immediate distress

**DO THIS:**
- Check for choking.
- Call 911.
- Notify school nurse.
- Call parents.
- Call nurse.
- Stop student’s activity.
- Assist with respiratory treatment as ordered (if trained by RN).
- Assist with coughing technique.
- Notify parents.
- If student worsens, call 911.