Skill-Based Approach to Managing Chronic Health Conditions in Schools

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Learning Outcome

Identify 3 evidence-based skills to apply to 21st century school nurse led approach to managing chronic health conditions in schools.

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Setting the Stage

1st Period

- Scope of the problem
- NASN’s Framework™
- The WSCC Model
- Strategy to Action Roundtable
- Meet Korbin

Setting the Stage: Scope of the Problem

- Chronic health condition
- Terminology
- Characteristics
  - Persists over time
  - Impacts everyday life
  - Requires special care

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Setting the Stage: Scope of the Problem

- Prevalence

https://www.focusforhealth.org/infographics/

Setting the Stage: The NASN Framework™

- Care Coordination
- Client-Provider Management
- Communication
- Direct Care
- Education
- Interdisciplinary
- Interventions
- Monitoring/Guidance
- Nursing Management
- Patient Care Plans
- Student-Centered Care
- Student-Centered Care
- Empowerment
- Translation/Planning

Setting the Stage: School Nurses Support the Whole Child

(ASCD & CDC, 2014)

Setting the Stage: Strategy to Action Roundtable

Translating Strategies into Actions to Improve Care Coordination for Students with Chronic Health Conditions

https://www.nasn.org/nasn/nasn-resources/practice-topics/collaboration-chronic-health/

Setting the Stage

- Introduce Korbin

Let’s Engage
1st Period Take-Away Skills
- Begin development of a NASN Framework mindset.
- Integrate health and education.
- Generate an understanding by others of the role the school nurse plays in schools.

Case Finding & Nursing Assessment
2nd Period

Nursing Process
- **Assessment**
  - Subjective & objective data
  - HCP orders
  - Equipment/supplies
- **Nursing Diagnosis**
  - Clinical judgment to analyze assessment
  - Focus on responses to actual or potential health problems
  - Basis for the selection of outcomes
- **Goals**
  - Set achievable long-term goals for each ND
  - Create collaboratively
  - SMART format
- **Outcomes**
  - Evidence-based activities to reach stated outcomes
- **Interventions**
  - Determine effectiveness of the interventions
  - Outcome, process & impact
  - Document
- **Evaluation**
  - Continuous improvement of the interventions
  - Outcome, process & impact
  - Document

Case Finding
- Focus: Any student with a chronic health condition
- Sources of information:
  - Nursing assessment
  - Attendance reports
  - Academic issue reports
  - ‘Frequent flyers’
  - Referrals
  - School health forms
  - Healthcare provider orders

Questions to Ask When Case Finding
- Does the student have an identified or suspected health condition?
- Is the health condition managed or controlled?
- How is the condition impacting the student?
- Is it minor or life threatening?
- What is the estimated amount of nursing intervention needed?
- How significant are the student’s academic issues?

Case Finding: The Washington Example
- **Criteria**
  - Acute or chronic health condition
  - Unmet health need
  - High absence rate
- **Prioritized**
  - Social-emotional factors
  - Other comorbidities
  - High absence rates
  - Disengaged from learning
  - Increased risk
  - Conditions that require minimal attention

(Make & Drexler, 2014)
Case Finding: North Carolina Example

- Needs improvement in some aspect of their chronic health condition.
- Needs improvement in some aspect of their educational process.
- Requires frequent school nursing interaction.

Nursing Assessment

- "...The comprehensive assessment is the initial and ongoing, extensive collection, analysis and interpretation of data... Based upon the comprehensive assessment the RN determines the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families using evidence-based health data and a synthesis of knowledge...” (Texas Board of Nursing, 2019)
- "The first step of the nursing process in which data about the student is systematically & comprehensively collected & analyzed to formulate a nursing diagnosis or diagnoses.” (ANA & NASN, 2017, p. 87)

Nursing Assessment

- Subjective data
  - Health history
  - Review of systems
- Objective data
- Healthcare provider information
- Equipment & supplies
- Communication preferences

Social Needs

<table>
<thead>
<tr>
<th>Family structure</th>
<th>Culture</th>
<th>Health literacy</th>
<th>Social support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Transportation</td>
<td>Access to care</td>
<td>Community</td>
</tr>
</tbody>
</table>

School Environment

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Class schedule</th>
<th>School-sponsored events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field trips</td>
<td>Education plans</td>
<td>Academic indicators</td>
</tr>
</tbody>
</table>

Individual Factors

<table>
<thead>
<tr>
<th>Developmental level</th>
<th>Accommodations</th>
<th>Social/Emotional status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health knowledge</td>
<td>Self-management</td>
<td>Independence</td>
</tr>
</tbody>
</table>

Application to Korbin

2nd Period Take-Away Skills

- Develop criteria to identify students that would benefit from case management.
- Collaborate in case finding.
- Conduct a thorough nursing assessment to guide planning care.
- Generate an understanding by others of what a nursing assessment includes.
### Planning & Implementing Care

3rd Period

### Individualized Healthcare Plans (IHP)

<table>
<thead>
<tr>
<th>Based on:</th>
<th>Key components:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nursing assessment</td>
<td>• Nursing diagnosis</td>
</tr>
<tr>
<td>• Student need</td>
<td>• Student-centered goal</td>
</tr>
<tr>
<td>• Parent/family recommendations</td>
<td>• Outcomes</td>
</tr>
<tr>
<td>• Healthcare provider orders</td>
<td>• Evidence-based interventions</td>
</tr>
<tr>
<td>• School schedule</td>
<td>• Evaluation plan</td>
</tr>
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<td></td>
<td>• Communication plan</td>
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(ANA & NASN, 2017; NASN, 2017a & 2014a)

### NASN IHP Template

### Types of Nursing Diagnosis

- **Actual Diagnosis**
  - Real & present health issue

- **Risk Diagnosis**
  - Vulnerability exists for potential issue

- **Health Promotion Diagnosis**
  - Desire to increase well being & actualize health potential – self-management skills

(Herdman, 2012; ANA & NASN, 2017)

### Sample Nursing Diagnosis

- Ineffective breathing pattern
- Knowledge deficit related to asthma
- Anxiety
- Impaired social interaction
- Readiness for enhanced self-health management
- Disturbed body image

### SMART Goals & Outcomes

**S** - Specific/Strategic
- What is specific about the outcome?
- What do you want to do?

**M** - Measurable
- Is the outcome measurable? How will you know when the outcome is achieved?
- Is it feasible?

**A** - Attainable
- Is it in your power to accomplish? Is it feasible?
- Can you realistically achieve it? Are sufficient resources available?

**R** - Relevant/Realistic
- Can you realistically achieve it? Are sufficient resources available?

**T** - Time-Framed
- What is the timeline? Deadline date?
Sample Goal for Asthma

- For the current school year, the student will have no more than 3 asthma related school absences.

Sample Outcomes to Reach the Goal

- Student will:
  - Provide accurate return demonstration of inhaler use 3 out of 4 tries by end of September.
  - Consistently identify 3 asthma triggers by the end of the grading period.
  - Fully participate in P.E. & recess 4 out of 5 days per week by the end of the 1st grading period.
  - Exhibit improved peer relationships by the end of the school year evidenced by teacher reported observations during classroom activities.

Evidence-Based Interventions

- Practice components of Care Coordination
- State guidelines
- The evidence-base
  - Literature
  - Clinical guidelines
  - Professional organizations
  - Government agencies
- Other

Evidence-based Asthma Intervention Examples

- Expert Panel Report 3 (EPR-3) (NIH, 2007)
- CDC (CDC, 2017)
- SAMPRO™ (AAAAI, 2016)
- NASN
- American Lung Association
- National Environmental Education Foundation

NASN IHP Template

Application to Korbin

Let's Engage
IHP Support for Other Plans

- Emergency care plan
- Disaster plan
- 504 plan
- IEP
- Other education plans
- Transition planning

(NASN, 2014a & 2017a)

3rd Period Take-Away Skills

- Develop & implement an IHP & ECP for a student with a chronic health condition.
- Invite yourself to educational planning teams.
- Identify and address school policy gaps.

Nursing Process

- **Assessment**: Subjective & objective data, HCP orders, Equipment/supplies, Communication plan.
- **Nursing Diagnosis**: Clinical judgment to analyze assessment, Focus on responses to actual or potential health problems, Basis for the selection of outcomes.
- **Goals**: SMART format, Set achievable long-term goals for each ND.
- **Outcomes**: SMART format, Evidence-based activities to reach stated outcomes.
- **Interventions**: Steps to reach each long term goal, Outcome, process & impact, Document, Done continually.
- **Evaluation**: Revisit the learning outcome.

Reflection

Revisit the learning outcome: Identify 3 evidence-based skills to apply to 21st century school nurse led approach to managing chronic health conditions in schools.

Call to Action – Before Dismissal

- What change in practice do you plan to make?
- What 1 skill will you apply this coming month?
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INDIVIDUALIZED HEALTHCARE PLAN (IHP)
ASTHMA

STUDENT NAME: ____________________________ DOB ____________________________

Student Address: ____________________________
Home Phone: ____________________________
Parent/Guardian: ____________________________
Parental/Guardian statement: I/We have read this plan and agree to its implementation.
Signature: ____________________________ Date: ____________________________
School: ____________________________
Teacher/Counselor: ____________________________
Grade: ____________________________
IHP Date: ____________________________
IEP Date: ____________________________
Review Date(s): ____________________________
ICD-9 Codes: ____________________________

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<tr>
<th>Assessment Data</th>
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<th>Goals</th>
<th>Nursing Interventions</th>
<th>Expected Outcome</th>
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<tbody>
<tr>
<td></td>
<td>Ineffective airway clearance associated with chronic inflammation causing bronchoconstriction and excessive mucus production.</td>
<td>The student will assist in the development of an Asthma Action Plan with the parent and healthcare provider.</td>
<td>Obtain an Asthma Action Plan from the parents/guardians and the healthcare provider.</td>
<td>The student will have an Asthma Action Plan on file in the school health office to be used in developing an IHP and ECP.</td>
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<td></td>
<td>The student will have his/her needed asthma medication available and easily accessible at school.</td>
<td>Identify the student’s level of asthma severity by monitoring peak flows and asthma signs and symptoms to help in establishing priority for intervention.</td>
<td>The student will demonstrate proper technique for using asthma medications and medication delivery devices</td>
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<tr>
<td></td>
<td></td>
<td>The student will increase his/her ability to identify and manage environmental triggers.</td>
<td>Ensure that quick-relief medication is easily and quickly available to the student.</td>
<td>The student will assist in making sure that necessary medication is easily accessible and available.</td>
</tr>
</tbody>
</table>
REFERENCES & RESOURCES


Texas Health and Human Services. *School Health Services*. Available at https://www.dshs.texas.gov/schoolhealth/schnurs.shtm

Texas Health and Human Services. *School Health Services - Nursing Practice Resources* Available at https://www.dshs.texas.gov/schoolhealth/School-Health-Services---Nursing-Practice-Resources/

Texas School Nurses Organization. *IHP Templates*. Available at http://www.txsno.org/tsnoresources/ihptemplates

**ASTHMA EVIDENCE-BASED RESOURCES**

American Academy of Allergy, Asthma & Immunology (AAAAI) – School-based Asthma Management Program (SAMPRO™). Available at https://www.aaaai.org/conditions-and-treatments/school-tools/SMAPRO


American Lung Association – Improve Asthma Management in Schools. Available at https://airnow.gov/index.cfm?action=flag_program.index

AIRNow – Air Quality Flag Program. Available at https://airnow.gov/index.cfm?action=flag_program.index

Centers for Disease Control and Prevention – Strategies for Addressing Asthma in Schools. Available at https://www.cdc.gov/asthma/pdfs/strategies_for_addressing_asthma_in_schools_508.pdf

National Association of School Nurses – Practice Topic – Asthma. Available at https://www.nasn.org/nasn/nasn-resources/practice-topics/asthma


U.S. Environmental Protection Agency – Creating Healthy Indoor Air Quality in Schools. Available at https://www.epa.gov/iaq-schools
### Individualized Health Care Plan

#### Assessment Data

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<td>Deficient knowledge about asthma and asthma self-care</td>
<td>The student will increase his/her knowledge about asthma and skills in asthma self-management, including the importance of adherence to the Asthma Action Plan and IHP to avoid asthma episodes and possible long-term harm to airways.</td>
<td>Educate teachers and other school personnel about the student’s asthma, monitoring of student’s symptoms, and means to implement the asthma management plan.</td>
<td>The student will identify symptoms of asthma. The student will identify early indications of an asthma exacerbation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educate the student and family about: -characteristics of good control of asthma; -early recognition of signs and symptoms of an asthma exacerbation, interpretation of peak flow meter results, and actions to take to manage asthma symptoms; -student’s asthma triggers and specific strategies to avoid or control exposure to -rights and responsibilities for self-carrying of inhaler medication</td>
<td>The student will identify his/her asthma triggers and list strategies for how to avoid these or how to control exposure to them. The student will identify and describe responsibilities for self-carrying of medication and demonstrate safe use of self-carry medications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student will periodically review with the school nurse and parent the effectiveness of his/her asthma management.</td>
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