Skill-Based Approach to Managing Chronic Health Conditions in Schools

17th Annual TSNO Conference
San Antonio, TX
November 3, 2019
Learning Outcome

Identify 3 evidence-based skills to apply to 21\textsuperscript{st} century school nurse led approach to managing chronic health conditions in schools.
Nichole Bobo, MSN, RN

nbobo@nasn.org

Director of Nursing Education, NASN

Project Director, Collaboration to Support Students with Chronic Health Conditions
Funding was made possible (in part) by Cooperative Agreement Number, DP16-1601 NU1ADP003090 & DP18-1801 NU58DP006437, from the Centers for Disease Control & Prevention. The views expressed do not necessarily reflect the official policies of the Department of Health & Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S.
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
Setting the Stage: Scope of the Problem

- Prevalence

https://www.focusforhealth.org/infographics/
Setting the Stage: The NASN Framework™

- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/ Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning
Setting the Stage: The NASN Framework™

Framework for 21st Century School Nursing Practice™

NASN's Framework for 21st Century School Nursing Practice (the Framework) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the Framework is student-centered nursing care that occurs within the context of the students’ family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of Care Coordination, Leadership, Quality Improvement, and Community/Public Health. These principles are surrounded by the fifth principle, Standards of Practice, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Setting the Stage: School Nurses Support the Whole Child

(ASCD & CDC, 2014)
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
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
- 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**
- Set achievable long-term goals for each ND
- Create collaboratively
- SMART format

**Outcomes**
- Steps to reach each long term goal
- SMART format
- Monitor progress

**Interventions**
- Evidence-based activities to reach stated outcomes

**Evaluation**
- Determine effectiveness of the interventions
- Outcome, process & impact
- Done continually
- 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

(Maike & Drevdahl, 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

(NASN, 2017a)
## Nursing Assessment

### 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>

(U.S. Department of Health & Humans Services, 2018; NASN, 2017a)
Application to Korbin

Let’s Engage
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.
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>
<tr>
<td></td>
<td>• Communication plan</td>
</tr>
</tbody>
</table>

(ANA & NASN, 2017; NASN, 2017a & 2014a)
# NASN IHP Template

**Student Name:** [Name]

**Grade:** [Grade]

**Teacher/Staff Contact Person:** [Contact Person]

**Date of IHP:** [Date]

**Review Date:** [Date]

**Individualized Healthcare Plan written by:** [Name]

## INDIVIDUALIZED HEALTHCARE PLAN

**Nursing Diagnosis:**

**Student-centered Goal:**

*Long-term, SMART format*

<table>
<thead>
<tr>
<th>OUTCOMES (SMART format)</th>
<th>EVIDENCE-BASED INTERVENTIONS (Implementation date &amp; initial)</th>
<th>EVALUATION (Date &amp; Initial)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal</td>
</tr>
</tbody>
</table>

**Outcomes**

**Process**

**Goal**

**Progress**
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

**SPECIFIC/STRATEGIC**
What is specific about the outcome? What do you want to do?

**MEASURABLE**
Is the outcome measurable? How will you know when the outcome is achieved?

**ATTAINABLE**
Is it in your power to accomplish it? Is it feasible?

**RELEVANT/REALISTIC**
Can you realistically achieve it? Are sufficient resources available?

**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

Care Coordination
- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/ Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning
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

Sample Individualized Healthcare Plan – Severe Allergy Management

**Student Name:**

**Grade:**

**Teacher/Staff Contact Person:**

**Date of IHP:**

**Review Date:**

**Individualized Healthcare Plan written by:**

---

**Nursing Diagnosis:** Risk for severe allergy response at school related to exposure to allergen

**Student-centered Goal:**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Evidence-Based Interventions</th>
<th>Evaluation (Date &amp; Initial)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student will 1) accurately identify personal allergy risks and 2) describe personal symptoms of an allergy that requires interventions by the end of the first week of school.</strong></td>
<td>Thorough nursing assessment with student and family to determine the student’s personal allergy risk and symptoms of a reaction (ANA &amp; NASN, 2017; NASN, 2016). Incorporate findings into Anaphylaxis Emergency Action Plan (AAAAI, 2017b; AAP 2017).</td>
<td></td>
</tr>
<tr>
<td>Accidental exposure to known allergens at school and school-sponsored events will be avoided throughout the school year.</td>
<td>Provide a safe school environment (i.e. in the classroom, lunch room, school-sponsored events) to be aware of and avoid known student allergens (CDC, 2013; NASN, 2014).</td>
<td></td>
</tr>
<tr>
<td>All (100%) school personnel and students will understand their role in identifying and reacting to signs and symptoms of a severe allergic reaction by the end of the first week of school.</td>
<td>Tier/Level 1 education for all school personnel and students, at least annually, about symptoms of and what to do for a severe allergic reaction (CDC, 2013; NIDDK, 2016; Every Moment Counts, 2018).</td>
<td></td>
</tr>
<tr>
<td>School personnel who have responsibility for the student will understand how to respond to a student with a severe allergic reaction by the end of the 1st month of school.</td>
<td>All school personnel will have a copy of the student’s Emergency Care Plan (NASN, 2015; AAAAI, 2017). Educate school personnel on how to give epinephrine and call 911 (AAP, 2017; CDC, 2013; AAAAI, 2017).</td>
<td></td>
</tr>
</tbody>
</table>
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
- Set achievable long-term goals for each ND
- Create collaboratively
- SMART format

Outcomes
- Steps to reach each long-term goal
- SMART format
- Monitor progress

Interventions
- Evidence-based activities to reach stated outcomes

Evaluation
- Determine effectiveness of the interventions
- Outcome, process & impact
- Done continually
- Document
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?
Nichole Bobo, MSN, RN

nbobo@nasn.org

Director of Nursing Education, NASN

Project Director, Collaboration to Support Students with Chronic Health Conditions