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| **SAMPLE: Individualized Healthcare Plan** |
| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_D.O.B.\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell ph \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hm phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parents/guardians \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Healthcare provider(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Insurance provider\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ICD-10-CM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IEP Date\_\_\_\_\_\_\_\_\_\_\_ 504 Date\_\_\_\_\_\_\_\_\_\_\_ EAP Date\_\_\_\_\_\_\_\_\_\_\_\_ EEP Date\_\_\_\_\_\_\_\_\_\_\_ |
| **Medical Diagnosis**: Attention Deficit Hyperactivity Disorder SAMPLE ONLY |
| **Nursing Assessment SAMPLE FOR ADHD** See the master list in this chapter and *Chapter One: IHP Basics and Using IHPs with Other Educational, Health and Home Care Agency Plans* for additional assessment points. ❏ Medical or mental health diagnosis of ADHDInstructions for using this sample (in MS Word format) template 1) save to your files as SAMPLE Template IHP. 2) Save template with new name or Diagnosis. 3)Replace language in each block with language specific to the medical diagnosis you are addressing (see Recommended Resources at the bottom). 4) Remove this Instruction box. 5) Complete form. [saving each step of the way].❏ Other comorbid conditions❏ Management plan, including medication❏ Adherence to medication therapy ❏ Agencies or organization involved in care❏ Past or current IEP or 504❏ School staff awareness and education implications❏ Body systems review❏ Past and current academic functioning Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Nursing Diagnoses: SAMPLE FOR ADHD**❏ Ineffective impulse control ❏ Deficient knowledge ❏ Ineffective coping Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Nursing Interventions: SAMPLE FOR ADHD**The school nurse will: ❏ implement a medication program at school, if needed. Obtain parent/guardian and physician authorization for medication to be given at school, and administer medication as prescribed and according to school policy and procedure. ❏ assess the student regularly for side effects of prescribed medications.❏ collect data regarding student’s academic progress and behavior in school—initial and ongoing.❏ refer to child study or pupil assistance team, if appropriate.❏ collaborate with student, parents/guardians, teachers, and other school staff to develop a plan for maintaining academic progress and achievement through special education services or 504 accommodations.❏ identify problem behaviors and help parents/guardians and teachers develop a behavior plan to encourage appropriate behaviors and decrease inappropriate behaviors.Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Expected Student Outcomes: SAMPLE FOR ADHD**The student will:❏ demonstrate increased knowledge about ADHD and his/her treatment and management plan. ❏ explain his or her condition, treatment plan, medication, and school resources available.❏ participate in management plan that includes taking medication on time without argument and regularly attending therapeutic counseling sessions and follow-up appointments.❏ demonstrate effective problem-solving skills and coping strategies (i.e., breaking problems into smaller parts, responding less impulsively, identifying pros and cons of action, and asking for breaks if fatigued or stressed).Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Plan initiated by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ |

This is a SAMPLE only: for adaptation by the School Nurse to the specific needs of students with a specific medical diagnosis. The SN/ASN must identify Assessment, Nursing Diagnosis, Nursing Interventions, and Expected Student Outcomes specific to each student who may benefit from an IHP.

*Recommended Resources:* 1)IHP paperback -Principles for Practice: The Role of IHPs in Care Coordination (2017) NASN. 2)IHP book - Individualized Healthcare Plans for the School Nurse (2 Ed.) 2017. Zaiger, Arnold, & Will. Sunrise River Press, Forest Lake, MN