



Texas Department of State
Health Services



DSHS-School Nurse Notes | August 2017 Individualized Healthcare Plan (IHP)

To address the needs of school nurses, the Texas Department of State Health Services (DSHS)–School Health Program has developed this repository of information. With each issue of *DSHS-School Nurse Notes* (DSHS-SNN), professionals receive the latest research, evidence-based practices, and resources in school nursing related to a topic of interest. The School Health Program wishes to thank the Texas Board of Nursing for their collaboration on this publication, in particular Stacey Cropley, D.N.P., R.N., L.N.C.C. for her contributions. If you have any questions or comments about this issue of DSHS-SNN, please contact School Nurse Consultant Anita Wheeler, M.S.N., R.N. at (512) 776-2909 or at anita.wheeler@DSHS.texas.gov.

Background

An Array of Terms

In this document, the term Individualized Healthcare Plan (IHP) is used to document the nursing process that school nurses use to care for students with health care needs. In the scientific and professional literature, there are a variety of terms and associated acronyms for this same document: nursing care plan, action plan, individual health plan, case management program, etc.

An IHP is composed of the following nursing-process components. ^{1, 2, 3, 4}

1. Assessment (begins with HISTORY)
2. Nursing Diagnosis
3. Identify Goals of Care
4. Planning and Implementation (Nursing Intervention Classifications)
5. Document Student Outcomes (Nursing Outcome Classifications)
6. Evaluation of Student Response and Nursing Care

Finally, the **IHP should be reviewed** either annually or when there is a change in status.

Nursing Standards and License Considerations

The next section addresses federal and state statutes and professional guidelines that affect IHP development.

Texas Board of Nursing (BON)

The [Nursing Practice Act Sec.301.002](#)(5) (NPA) defines the licensed vocational nurse (LVN) scope of practice as a directed scope of nursing practice and specifically states that LVNs **participate in** the development and modification of the nursing care plan, whereas the registered nurse (RN) **is responsible for** the development of the nursing care plan.

Nursing care plans are created based on nursing diagnoses, which are made by the RN after an RN comprehensive assessment. LVNs cannot perform comprehensive assessments because these require RN educational preparation and independent nursing judgment. Likewise, RNs cannot assign to the LVN, or supervise the LVN, in the completion of the comprehensive assessment. The NPA and Board Rules and Regulations prevent LVNs from practicing in a completely independent manner [[301.353](#), Supervision of Vocational Nurse]. The LVN collects data and information, recognizing changes in condition based upon a focused assessment and reports to the RN supervisor or another appropriate clinical supervisor to assist in the development of nursing diagnoses and the formulation of goal-oriented, patient-centered plans of care. To be consistent with the NPA and Board Rules and Regulations, LVNs cannot make nursing diagnoses or develop/initiate care plans. This stance is reiterated under [Board Rule 217.11](#) in sections (2)(A)(ii and iii) and (3)(A)(ii and iii).

In addition to the statute and rule, the following frequently asked question (FAQ) provides further clarity: [Can an LVN initiate/develop a nursing care plan?](#) This FAQ states that only the RN may develop the initial nursing care plan and make nursing diagnoses, with the rationale for this founded in the differences in educational preparation between the LVN and the RN.

1. [Nursing Practice Act](#), Nursing Peer Review & Nurse Licensure Compact: Texas Occupations Code and Statutes Regulating the Practice of Nursing. As Amended September 2013.
2. [Rules & Regulations](#) relating to Nurse Education, Licensure and Practice. Published October 2016.
3. [Position Statements](#):
 - *15.13 Role of LVNs and RNs in School Health*
 - *15.27 The Licensed Vocational Nurse Scope of Practice*

National Association of School Nurses (NASN)

- [Code of Ethics](#)

- Position Statement (2015): [Individualized Healthcare Plans: The Role of the School Nurse](#)
- Position Statement (2013): [Section 504 and Individuals with Disabilities Education Improvement Act – The Role of the School Nurse](#)
- Position Statement (2012): [Chronic Health Conditions Managed by School Nurses](#)

Texas School Nurses Organization (TSNO)
 School Nursing: [Scope and Standards of Practice](#)

Research

The following articles have been compiled from a review of the scientific literature. For assistance in obtaining an article, please contact the DSHS Library at library@DSHS.texas.gov and mention inclusion of the requested article in the *DSHS-School Nurse Notes*. Following each citation is a portion of the article’s abstract or a summary of the article.

1. Kortsha M. **An essential school supply: The IHP.** *Exceptional Parent*. 2014;44(9):26-27.
 Discussing an individualized healthcare plan (IHP) with your child’s school nurse is one way you can prepare for the school year and make sure their special needs are addressed accordingly. An IHP clearly identifies a child’s current healthcare needs and the best way to manage them during school related activities, such as after school events and on the school bus. The plan sets clear care expectations, assigns care responsibilities and establishes a line of communication between the child, parents, school nurses and outside healthcare providers.
2. Dychkowski, L. **The Individualized healthcare plan—the IHP. Tool or toil?** *School Nurse News*. 2002;19(4):24-28.
 School nurses are open to strategies that will maximize their time and energy, while those tasks that take away from student contact are usually perceived as intrusive and unwelcome. Is this what comes to mind as you read articles on IHPs? Most of us first heard of the Nursing Care Plan (NCP) in nursing school. Do you remember what a NCP entailed? Hours and hours of work and study as you prepared it for the scrutiny of your instructor. It’s understandable that nurses might emit a collective groan at the thought of the IHP—a NCP in a school setting. A great deal has changed since then.
3. Karsting K. **How can individualized healthcare plans be used most effectively?** *NASN Sch Nurse*. 2012;27(4):189-191.
 IHPs represent an underutilized “voice” of school nursing. . . . Using reliable and valid data measures that are relevant not only to school nursing practice

but also to the greater U.S. health care and educational systems, school nurses have a compelling message to tell about the state of children today and challenges children face in arriving at future success. Equally compelling, we have at our fingertips in our IHPs the substance of evidence of the work we do and the contributions we make in helping every child succeed and be well.

4. Galemore CA, Sheetz AH. **IEP, IHP, and Section 504 Primer for school nurses.** *NASN Sch Nurse.* 2015;30(2):85-88.

Three types of documents and their frequently used acronyms play a vital role in ensuring that students with disabilities have the planning, services, and accommodations necessary to facilitate attendance and success in the school setting. Federal and state laws, as well as state nurse practice acts, govern the process and eligibility of students for these services. School nurses play a vital role in these processes, and new school nurses benefit from a comparison of the terms along with a historical explanation of the acronyms.

5. Lion KC, Mangione-Smith R, Britto MT. **Individualized plans of care to improve outcomes among children and adults with chronic illness: A systematic review.** *Care Manage J.* 2014;15(1):11-25.

Adults and children with chronic illness often require services from multiple providers. Individualized plans of care (IPCs) are sometimes developed to improve care coordination. However, their association with improved outcomes is unknown. Methods: We searched literature published between January 2001 and October 2011 . . . Eligible studies involved an IPC with input from the patient and/or family of individuals with chronic illness, evaluated outcomes, and were conducted in the United States. . . . Current evidence supporting an association between IPC use and improved outcomes, particularly among children, is sparse. Well-designed evaluations of clearly described IPCs are needed to examine who should be involved in their development, what they should include, and how often they should be updated to improve outcomes of care for this vulnerable population.

6. Heller KW, Tumlin J. **Using expanded individualized health care plans to assist teachers of students with complex health care needs.** *J Sch Nurs.* 2004;20(3):150-160.

As special education teachers have increasing numbers of students requiring health care procedures in their classrooms, school nurses need to help these teachers maintain a safe, healthy environment for their students. . . . This article examines the receptivity of using an expanded version of an IHP to provide critical information to address health care problems, as well as having individualized education program (IEP) objectives for instructional targets identified in the IHP. The findings of this study indicate that a high

percentage of school nurses and special education teachers were in favor of an expanded version of the IHP (Includes Sample Expanded IHP.)

7. Denehy J, Poulton S. **The use of standardized language in individualized healthcare plans.** *J Sch Nurs.* 1999;15(1):38-45.
The need to develop a standardized language to describe nursing practice has become increasingly important in delineating the scope of nursing practice and communicating with other professionals through computerized information systems. . . . The efforts of the North American Nursing Diagnosis Association (NANDA), the Nursing Interventions Classification (NIC), and the Nursing Outcomes Classification (NOC) have contributed to the development of a standardized nomenclature for the profession, which is recognized by the American Nurses Association. Linkages among these classifications now facilitate their use in the practice setting. (Includes Sample IHP.)
8. Engelke MK, Guttu M, Warren MB. **Defining, delivering, and documenting the outcomes of case management by school nurses.** *J Sch Nurs.* 2009;25(6):417-426.
Case management is a component of school nurse practice that provides an opportunity to demonstrate the contribution that school nurses make to the health and academic success of children, particularly children with chronic health conditions. However, case management programs vary in their mission and scope Many programs acknowledge the difficulty in tracking outcomes and sustaining results. Using a capacity-building approach, the Case Management Project (CMP) developed a definition of case management and a set of baseline and outcome measures to assist school nurses to become effective case managers and track their outcomes.
9. Keehner Engelke M, Guttu M, et al. **School nurse case management for children with chronic illness: health, academic, and quality of life outcomes.** *J Sch Nurs.* 2008;24(4):205-214.
More children with chronic illnesses are attending school, and some of them struggle academically because of issues related to their health. School-based case management has been suggested as one strategy to improve the academic success of these children. This study tracked the academic, health, and quality of life outcomes for 114 children with asthma, diabetes, severe allergies, seizures, or sickle-cell anemia in 5 different school districts who were provided case management by school nurses. . . . At the end of the school year, children experienced an improvement in quality of life and gained skills and knowledge to manage their illness more effectively. . . . This study provides evidence of the positive impact school nurses have on children with chronic illness and suggests ways they can measure the outcomes of their interventions.

10. Bonaiuto MM. **School nurse case management: achieving health and educational outcomes.** *J Sch Nurs.* 2007;23(4):202-209.

This article describes the outcomes of a 4-year process improvement project designed to show the impact of school nurse case management on attendance, behavior, academic performance, quality of life, and health compliance in a large southeastern urban school district. Recognizing a need for standardized practice, the School Health Leadership Team created a case management policy The policy enabled school nurses to select students with health and learning needs, target specific outcomes, implement interventions, and document the gains made. In the 4 years of this project, 84 percent of the students case managed improved in 1 or more of the 5 target areas. (Includes Individual Student Health Record template.)
11. Kaufman FR, Jackson C, Bobo N, National Nursing Education Program. **Health care plans to manage diabetes at school.** *NASN Sch Nurse.* 2010;25(6):276-278.

Comprehensive, individualized diabetes care at school begins with having the appropriate plans in place. The Diabetes Medical Management Plan (DMMP) provides the medical orders from a student's health care provider(s) that guide all care provided at school. The content of the DMMP is used by the school nurse to develop a student's IHP and provides critical information when participating in a 504 or Individualized Education Program (IEP) planning team.
12. Boisclair-Fahey A. **Can individualized health care plans help increase continence in children with dysfunctional elimination syndrome?** *J Sch Nurs.* 2009;25(5):333-341.

School-age children with dysfunctional elimination syndrome (DES) do not always have school support for their treatment plans, including an every 2-hour voiding schedule. The objective of this study was to increase school support of treatment plans by allowing access to bathrooms, thereby improving continence. . . . The author contacted school nurses requesting that treatment plans be incorporated into IHPs with teacher support of the IHP. Six weeks later, school nurses were contacted and parents completed a post-intervention survey to determine whether IHPs were supported by teachers. . . . After the intervention, 100 percent of the children had IHPs and teacher support of treatment plans. Ninety-two percent had increased continence. IHPs improved teacher support of children's treatment plans and improved their continence.

Resources and Tools

General Information

- CDC Healthy Schools webpage: [Managing Chronic Health Conditions in Schools](#)
 - [Fact Sheet: The Role of the School Nurse](#)
- Colorado Department of Education: [School Health and Wellness webpage](#)
 - Discussion of the IHP process
 - Hyperlinks to several types of resources
- Iowa Student Individual Health Plan: [School Nurse Interpretive Statement](#)
- New Mexico School Health Manual—[Section V](#): Individualized Health Care Plans
 - Indications and guidelines for developing an IHP
 - Sample IHP for student with ADHD
 - Listing of Care/Educational Goals
- [Illinois Emergency Medical Services for Children \(EMSC\)](#): *Guidelines for the Nurse in the School Setting—3rd Edition*
 - Assessment and Triage
 - ✓ Primary Assessment
 - ✓ Secondary Assessment
 - ✓ History
 - School Nurse Protocols for a variety of conditions
 - ✓ For each triage category, lists interventions

Sample IHP Documents

- Texas School Nurses Organization (TSNO): [IHP Templates](#) webpage (Includes the following.)
 - Blank IHP template
 - 8 condition-specific IHP templates
 - 3-page Individual Health Plan guide
- South Carolina Department of Education: [FAQ for Individual Healthcare Plans](#) (Includes samples for the following.)
 - IHP Tracking Sheet
 - IHP Form
 - IHP Work Sheet
 - Emergency Action Plan Form

Condition-Specific Resources

- Nurseslabs.com: [Nursing Care Plans webpage](#)

- Includes individualized nursing care plans for numerous diagnoses
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) webpage: [Actions for School Nurse](#)
 - Individualized Health Care Plan (IHP) [template for diabetes](#)
- American Academy of Pediatrics (AAP)
 - [Guidance on Completing a Written Allergy and Anaphylaxis Emergency Plan](#)
 - Allergy and Anaphylaxis Emergency Plan [template](#)

Books for Purchase

- National Association of School Nurses (NASN) and American Nurses Association (ANA) (2017): [School Nursing: Scope and Standards of Practice, 3rd Edition](#)
- NASN (2017): [Principles for Practice: The Role of IHPs in Care Coordination for Students with Chronic Health Conditions](#)
- Johnson M, Bulechek GM, Moorhead S, et al. (2011): [NOC and NIC Linkages to NANDA-I and Clinical Conditions: Supporting Critical Thinking and Quality Care, Third Edition](#)
- Will SI, Arnold MJ, Zaiger DS. [Individualized Healthcare Plans for the School Nurse – Second Edition](#)

References

For assistance in obtaining any resources, please contact the DSHS Library at library@DSHS.texas.gov and mention inclusion of the requested resource in the *DSHS-School Nurse Notes*.

1. National Association of School Nurses (NASN). Position Statement: *Individualized Health Care Plans: The Role of the School Nurse*. <https://schoolnursenet.nasn.org/blogs/nasn-profile/2017/03/13/individualized-healthcare-plans-the-role-of-the-school-nurse>. (Accessed on 7/26/17)
2. Iowa Department of Education. Iowa Student Individual Health Plan: School Nurse Interpretive Statement. <https://www.educateiowa.gov/documents/school-nurse/2013/05/iowa-student-individual-health-plan-school-nurse-interpretive>. (Accessed on 7/26/17)
3. New Mexico Department of Health. New Mexico School Health Manual, Section V: Individual Health Care Plans. <http://www.nmschoolhealthmanual.org/>. (Accessed on 7/26/17)

4. Johnson M, Bulechek GM, Moorhead S, et al. *NOC and NIC Linkages to NANDA-I and Clinical Conditions: Supporting Critical Thinking and Quality Care, Third Edition*.
https://books.google.com/books?id=64zE7pXQPzEC&source=gbs_similar_books. (Accessed on 7/26/17)

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