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| **TYPE 1 DIABETES Detailed Individualized Healthcare Plan (IHP) Template**Utah Department of Health & Human Services | School Year:504 Date:IEP Date (if applicable): | Picture |
| **STUDENT INFORMATION** |
| **Student:** | **DOB:** | **Grade:** | **School:** |
| **Parent:** | **Phone:** | **Email:** |
| **Physician:** | **Phone:** | **Fax or Email:** |
| **School Nurse:** | **School Phone:** | **Fax or Email:** |
| **Medical Diagnosis:** Diabetes, Type 1 | **Age at Diagnosis:** | **DMMO**: 🞏 Yes 🞏 No |
| **Plan Initiated by:** | **Date:** |

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| **NURSING ASSESSMENT** |
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|  🞏Medical diagnosis, DMMP, and current health status  🞏Student’s knowledge/understanding of health condition/acceptance of diagnosis   🞏Student’s self-management skills, decision making and problem-solving skills, motivation, participation, self-advocacy, and motivators/barriers to self-care   🞏Student’s ability for age-appropriate reaction to the diagnosis of diabetes and ability to perform age-appropriate dia­betes care tasks  🞏School and classroom modifications/accommodations needed to help the student achieve academic goals  |

🞏 Other (specify): |

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| **NURSING DIAGNOSES** |
| 🞏 Risk for unstable blood glucose level related to:* Average daily physical activity is less than recommended for gender and age
* Does not accept diagnosis
* Inadequate blood glucose monitoring
* Ineffective medication management
* Insufficient diabetes management
* Insufficient dietary intake
* Nonadherence to diabetes management plan
* Rapid growth
* Other (specify):

🞏 Deficient knowledge related to:* Insufficient information
* Insufficient interest in learning
* Insufficient knowledge of resources
* Insulin administration
* Blood glucose monitoring
* Meal planning
* Exercise effect on blood glucose
* Other (specify):

🞏 Ineffective coping related to:* Inadequate confidence in ability to deal with a situation
* Inadequate resources
* Insufficient social support
* Situational crisis
* Knowledge deficit
* Lack of resources
* Normal developmental issues
* Other (specify):

🞏 Risk for delayed development related to:* Chronic illness
* Inadequate nutrition
* Treatment regimen
* Other (specify):

🞏 Powerlessness related to:* Complex treatment regimen
* Insufficient interpersonal interactions
* Other:

🞏 Other (specify): |

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| **NURSING INTERVENTIONS** |
| The school nurse will:🞏 Coordinate and implement the DMMP in collaboration with student, parent/guardian, and healthcare team and obtain release of information for medical records for medications or other interventions needed at school for ongoing diabe tes management and management of hypoglycemia or hyperglycemia.🞏 Collaborate with student, family, and other school personnel to explore the need for 504 plan development and imple mentation and give student and family support group information for children with diabetes or other chronic illnesses.🞏 Keep accurate records of diabetes management at school, including time at onset of symptoms of hypoglycemia and hyperglycemia, description of presenting symptoms, action taken, effectiveness of interventions used, name/position of person notified of the event, time of notification, name/position of school personnel making the contact, and response or further instructions.🞏 Provide in-service training and delegation of care, as permitted by state nurse practice act, for teachers and other appropriate school personnel that includes: diabetes overview; common causes, effects, and appropriate responses to unstable blood glucose levels; early warning symptoms; preventive measures needed at school; importance of prompt management; and effects of variable blood glucose levels on school performance.🞏 Facilitate arrangements, such as unrestricted access to fluids and restroom facilities and easy access to medications and carbohydrate food sources, to encourage student to take responsibility and practice self-care and initiate plan for student to be escorted to health office when needed for treatment of low blood glucose.🞏 Provide health education opportunities for individual instruction, skill building, technique demonstration, and discus sion related to diabetes management, psychosocial issues related to having a chronic disease, growth and development issues, self-management skills based on developmental abilities, and problem-solving.🞏 Establish guidelines for school/support personnel, including what to do with early warning signs, medications that may be used, symptom status after treatment, when to notify parent/guardian and/or healthcare provider, including phone numbers, and provide guidance for field trips, class parties, and other extracurricular school activities. 🞏 Develop EAP for high or low blood glucose and provide plan and train essential school personnel.🞏 Discuss with student responsible self-management, reportable symptoms, notifying appropriate adult at first sign of symptoms, maintaining adequate school supply of medication and other needed items, and the overarching goal of managing diabetes at school to promote school performance and prevent increased missed time from classroom. 🞏 Acknowledge that diabetes can be overwhelming and that many individuals with diabetes experience depression; encourage student to express feelings, successes and challenges in diabetes management, and help student identify resources that may help with overcoming barriers or become motivators for diabetes management. 🞏 Help student develop appropriate decision-making skills by encouraging student to actively participate in his or her DMMP and acknowledging changes and pressures that may affect decision-making. 🞏 Monitor academic performance, attendance patterns, and reasons for absences, in collaboration with teacher(s), other school personnel, parents, and student. 🞏 Other (specify):  |

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| **EXPECTED STUDENT OUTCOMES** |
| The student will:🞏 Participate in classroom/school activities with modifications as needed.🞏 Recognize the symptoms of high or low blood glucose and take appropriate action.🞏 List his or her symptoms related to high or low blood glucose.🞏 Inform teacher when having symptoms of high or low blood glucose.🞏 󠄀Describe how he or she participates in his/her diabetes management considering (developmental level, demonstrated knowledge, skill, school district policy, and legal mandates).🞏 󠄀List motivators and barriers to compliance with prescribed medications, blood glucose monitoring, and interventions.🞏 󠄀Verbalize confidence in self-management of diabetes and feelings about new diabetes diagnosis to the school nurse.🞏 󠄀Demonstrate compliance with his or her DMMP.🞏 󠄀Have minimal disruptions in his or her educational program, attendance, and academic progress due to diabetes.🞏 󠄀Demonstrate age- appropriate proper use of blood glucose testing equipment.🞏 󠄀Demonstrate age- appropriate proper use of medication administration equipment (insulin-using pen, syringe, or pump).🞏 List motivators and barriers to compliance with prescribed medications, blood glucose monitoring, and interventions. have minimal disruptions in his or her educational program due to diabetes.🞏 Other (specify):  |

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| **PLAN** |
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| **EVALUATION** |
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