

Individualized Healthcare Plan

Name_____ DOB_____ Allergies:___Peanut_____
School_____ Grade/Teacher_____
Parents/guardians_____ Phone number(s)_____
Parents/guardians_____ Phone number(s)_____
Physician_____ Phone number_____
Emergency Contact (#1)_____ Phone number_____
Emergency Contact (#2)_____ Phone number_____

Medical Diagnosis: Depression

Patient Health Questionnaire-9 Score:___13____

Date last assessed:___10/30/19

List of Current Medications:

Fluoxetine 20mg PO daily

Nursing Assessment:

- | | |
|--|--|
| <input type="checkbox"/> Neurological impairments | <input type="checkbox"/> Safety concerns |
| <input type="checkbox"/> Cardiac impairments | <input type="checkbox"/> Skin problems |
| <input type="checkbox"/> Respiratory concerns | <input type="checkbox"/> Pain |
| <input type="checkbox"/> Hearing deficits | <input type="checkbox"/> Learning Disabilities |
| <input type="checkbox"/> Speech/language deficits | <input type="checkbox"/> Intellectual Disabilities |
| <input type="checkbox"/> Bowel/bladder problems | <input checked="" type="checkbox"/> Social impairments |
| <input checked="" type="checkbox"/> Behavior Impairments | |

Additional Notes: Here I would give a brief depiction of the student and address the marked boxed into further detail. There may be no boxes marked. This is here to address if the depression stands alone or is part of other issues.

Lilly is a 15 year old female and a sophomore in high school. She has been under the care of her pediatrician and a psychologist for the past 5 years for depression. (See current medication list). She suffers from poor and risky behavior choices and difficulty making friendships. No safety concerns at this time. She has one close friend that, when together, they often get into trouble. Student's mood is very irritable. Mother says "Lilly never sleeps."

Current Health status: **Poor, fair, good, excellent and why? # of absences**

Fair. No other existing medical complications. Able to attend school most days. Father will keep her home when she says she is “not feeling well.” Has missed a total of 20 days so far this year. Her general appearance is excessively thin and with sunken eyes.

Pertinent Past Medical History: **surgeries/hospitalizations/birth circumstances/trauma**
Appendicitis at 6 years of age.

Social and Cultural Contexts: **Family dynamics, religious/cultural concerns, access to care, financial concerns?**

Parents have been divorced for several years now. Lilly splits her time 50/50. Her father does not feel she has depression. “She is just a normal teenager with normal feelings.”

Current Academic and School Function: **requiring special education or not? Grades? Participation outside of school in activities?**

Poor. Does not meet the need for special education, but is behind due to missed class time/absences. Her GPA is 2.8. She is enrolled in tutoring during her study hall. She was in marching band, but decided “it was not worth the time.”

Nursing Diagnosis:

Knowledge deficit related to depression as evident by her continuing to miss school.

Goal: Student will miss no more than 2 days of classes this quarter

Nursing Interventions:

1. Nurse will obtain a family’s baseline understanding of depression, noting how they perceive the symptoms and what interventions are in place for student to feeling better (problem solving and cognitive-behavior strategies, medications, and adaptive coping methods).
2. Nurse will contact MD and psychologist, with the permission of parents, to discuss progress of student and areas in which student still struggles.
3. Nurse will continue to provide support and encouragement to the student in an environment free of judgement and stress.
4. Staff will be educated on depression and the impact it has on students.

5. As a collaborative team (administration, counselors, and SN), discuss with parents the negative impact missing school time has caused student, ways to support student through her depression and further resources available to them.

Evaluation:

- Absences will only be excused if note from MD verifying illness.
- Parents will verbalize understanding of the need for student to attend school regularly
- Missed school days will decrease this quarter

Nursing Diagnosis: Impaired Social interaction related to depression as evident by difficulty making friendships and feeling withdrawn.

Goal: Student will participate in an extracurricular activity by the end of this school year.

Nursing Interventions:

1. Nurse will assist the student in recognizing the benefits of peer engagement.
2. Collaborate with teachers and counselors to help identify clubs and activities that may interest the student
3. Facilitate support groups and adult-child mentoring programs available to the student.
4. Speak with parents about student's outside interests that could be a positive outlet for student (ie. ice skating, running, drawing, etc)

Evaluation:

- Student will participate in an extracurricular activity
- Student will report feeling more confident in her interactions with her peers.

Nursing Diagnosis: Chronic self-esteem disturbances related to depression as evident by risky behavior choices and peer isolation.

Goal: Student will express a positive self-image

Interventions:

1. Nurse will monitor and assess students for maladaptive behaviors, ineffective coping mechanisms, and signs of depression. Develop with student tools and strategies for dealing with behaviors. Thus establishing positive coping behaviors.
2. Health Services team will encourage normal life events. Encourage adequate rest, nutrition, physical activity, and activities of daily living.
3. Collaborate with family and counselors to promote positive self-esteem

Evaluation

- The student will express feelings and concerns
- Student will develop positive relationships with peers
- Student will show improvement in school as evidenced by attendance, grades, and other school achievements.

Nursing Diagnosis: Ineffective family coping related to depression as evident by the student seeking the father's assistance in staying home.

Goal: The student will express feelings and concerns openly with her father. Student's father will address her feelings and concerns related to depression.

Interventions:

1. Nurse will communicate honestly with child and parents thus building an ongoing trusting relationship.
2. Health Services team will assist families to identify support systems, counseling, and resources.

Evaluation:

- Student will have an increase in attendance
- Father verbalizes the need for student to come to school

Nursing Diagnosis: Nutrition, Imbalanced: Less than Body Requirements

Goal: Student will maintain adequate nutrition

Interventions:

1. Nurse will monitor weight weekly in the office.

2. Nurse will educate the student on calorie intake and healthy eating habits with the guidance of a dietitian.
3. Speak with parents about healthy eating at home and incorporate dietitian's recommendations at home
4. Collaborate with MD to develop appropriate nutrition plan for healthy weight management

Evaluation:

- Consult with student's healthcare provider for assessment of growth patterns.
- Student gains weight appropriately
- Student and parents verbalized understanding of healthy eating habits

Nursing Diagnosis:

Disturbed sleep pattern related to depression as evident by her mother's findings and her irritability.

Goal: Student obtains 8 hours of sleep a night.

Interventions:

1. Nurse evaluates the student's knowledge of healthy sleep patterns and potential relief measures to deal with poor sleep habits.
2. Nurse educates student on proper diet, activity, and bedtime routine that promote sleep.
3. Collaborate with student's MD for further recommendations to promote rest. (ie. medications, therapy, etc)
4. Nurse will relay information back to parents to promote sleep.

Evaluation:

- Student appears rested and less irritable
- Student verbalizes feeling rested, and improvement in sleep pattern.

Nursing Diagnosis:

Risk for Suicide related to depression as evident by risk taking behaviors.

Goal: Student will remain safe.

Interventions:

1. Nurse will establish a healthy caring relationship with student and parents.
2. Health Services team (nurse, staff, and counselors) will discuss with parents the relationship between depression and suicide. Will discuss assessment tools, monitoring and strategies to help student express feelings openly.
3. Staff will be educated on suicide, risk factors, and prevention, thus being more attune to the student's feeling and concerns.
4. MD and psychologist will remain in close communication with all the above individuals with any concerns or condition changes of the student.

Evaluation:

- Student will verbalize feelings of hopelessness and reports all feelings of harming oneself to a caring adult.
- Parents will verbalize understanding and awareness of potential diagnosis, risk factors, monitoring, and strategies to cope.

Parent/Guardian: This Individualized Health Care Plan will be reviewed annually by the school nurse, or more frequently as needed with the guardian and appropriate staff members. It will be revised as needed. The school nurse will collaborate with the guardian, arrange training, and supervise all non medically licensed staff who are assigned responsibility for implementing any part of this health plan.

Parent Signature:_____ Date:_____

Student Signature:_____ Date:_____

IHP prepared by:_____ Date:_____

PATIENT HEALTH QUESTIONNAIRE -9												
Over the <u>last 2 weeks</u> , how often have you been bothered by any of the following problems?	Not at all	Several days	More than half the days	Nearly every day								
1. Little interest or pleasure in doing things	0	1	2	3								
2. Feeling down, depressed, or hopeless	0	1	2	3								
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3								
4. Feeling tired or having little energy	0	1	2	3								
5. Poor appetite or overeating	0	1	2	3								
6. Feeling bad about yourself — or that you are a failure or have let yourself or your family down	0	1	2	3								
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3								
8. Moving or speaking so slowly that other people could have noticed? Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3								
9. Thoughts that you would be better off dead or of hurting yourself in some way	0	1	2	3								
<p style="text-align: right;"><i>FOR OFFICE CODING</i></p> <p style="text-align: right;"> <u>0</u> + <u> </u> + <u> </u> + <u> </u> =Total Score: <u> </u> </p>												
<p>If you checked off <u>any</u> problems, how <u>difficult</u> have these problems made it for you to do your work, take care of things at home, or get along with other people?</p> <table style="width: 100%; text-align: center;"> <tr> <td>Not difficult at all</td> <td>Somewhat difficult</td> <td>Very difficult</td> <td>Extremely difficult</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>					Not difficult at all	Somewhat difficult	Very difficult	Extremely difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not difficult at all	Somewhat difficult	Very difficult	Extremely difficult									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Copyright © 2010 Pfizer, Inc. All rights reserved.												

Interpretation of Total Score	
Total Score	Depression Severity
1-4	Minimal depression
5-9	Mild depression
10-14	Moderate depression
15-19	Moderately severe depression
20-27	Severe depression

Online resources to offer students and families:

1. <https://www.nami.org/learn-more/mental-health-conditions/depression>

Provides information and support to student and families.

2. <https://www.mayoclinic.org/diseases-conditions/depression/symptoms-causes/s-c-20356007>

Great resource, provides very detailed information - but more medical based. May be difficult for lay individuals to digest.

3. <http://teenmentalhealth.org/learn/mental-disorders/depression/>

All around great resources.

4. <https://kidshealth.org/en/teens/depression.html>

Have informational sections for the teen, parents and educators

5. <https://www.cdc.gov/mentalhealth/>

Contains information, resources and tools, recent data and evidence-based articles, and interactive quizzes

References:

National Association of School Nurses. (2015). *Individualized healthcare plans: The role of the school nurse* (Position Statement). Silver Spring, MD: Author. -
Outlined the nursing process and the development of IHP

Selekman, J., Shannon, R. A., & Yonkaitis, C. F. (2019). *School nursing: a comprehensive text*. Philadelphia, PA: F. A. Davis Company.
utilized in the development of assessment process

IHP Templates. (n.d.). Retrieved from
<http://www.txsno.org/tsnoresources/ihptemplates>
did not pertain to my health concerns, but developed an idea of how the template
should flow

Martin, P., (2019, November 4). Major Depression Nursing Care Plans - 9 Nursing
Diagnosis. Retrieved November 11, 2019, from
<https://nurseslabs.com/major-depression-nursing-care-plans/>

Silkworth, C., Arnold, M., Harrigan, J., Zaiger, D., (n.d.) Individualized Healthcare
Plans for the School Nurse. Retrieved November 4, 2019 from
https://www.schoolhealth.com/media/pdf/IHP_GUIDE.pdf

Wayne, G. (2019, January 29). Risk for Suicide – Nursing Diagnosis and Care Plan.
Retrieved November 8, 2019, from <https://nurseslabs.com/risk-for-suicide/>.

Pfizer Inc. (1999). The Patient Health Questionnaire - Overview. Retrieved from
http://www.cqaimh.org/pdf/tool_phq9.pdf
