**Individualized
Health Care Plan (IHP)**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHP Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IHP Review Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nursing Assessment Review Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nursing Assessment Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Nursing Diagnosis** | **Sample Interventions and Activities** | **Date Implemented** | **Sample Outcome Indicator** | **Date Evaluated** |
| **Managing Potential Diabetes Emergencies** (risk for unstable blood glucose) | Establish and document student’s routine for maintaining blood glucose within goal range including while at school:* Where to check blood glucose:
* Classroom
* Health room
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* When to check blood glucose:
* Before breakfast
* Mid-morning
* Before lunch
* After lunch
* Before snack
* Before PE
* After PE
* 2 hours after correction dose
* Before dismissal
* As needed
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Student’s self-care skills:
* Independent
* Supervision
* Full assistance
* Brand/model of BG meter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Brand/model of CGM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |  | **Blood glucose remains in goal range** Percentage of time0% 25% 50% 75% 100% |  |

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| **Nursing Diagnosis**(continued) | **Sample Interventions and Activities**(continued) | **Date Implemented**(continued) | **Sample Outcome Indicator**(continued) | **Date Evaluated**(continued) |
| **Supporting the Independent Student** (effective therapeutic regimen management) | **Hypoglycemia Management STUDENT WILL:*** Check blood glucose when hypoglycemia suspected
* Treat hypoglycemia (follow Emergency Care Plans for Hypoglycemia and Hyperglycemia)
* Take action following a hypoglycemia episode
* Keep quick-acting glucose product to treat on the spot
* Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Routinely monitor hypoglycemia trends r/t class schedule (e.g., time of PE, scheduled lunch, recess) and insulin dosing
* Report to and consult with parents/ guardians, school nurse, HCP, and school personnel as appropriate
 |  | **Monitors blood glucose and appropriately responds to results**Percentage of time0% 25% 50% 75% 100% |  |
| **Supporting Positive Coping Skills** (readiness for enhanced coping) | **Create Positive School Environment*** Ensure confidentiality
* Discuss with parents/guardians and student preferences about how the school can support student’s coping skills
* Collaborate with parents/guardians and school personnel to meet student’s coping needs
* Collaborate with school personnel to create an accepting and understanding environment
 |  | **Demonstrates positive coping**Percentage of time0% 25% 50% 75% 100% |  |