Care of children with chronic illness
Objectives

• Define childhood chronic illness.
• Enlist the common chronic diseases in children.
• List the differences between acute and chronic conditions.
• Understand the HAAD policy for school health.
• Explain the chronic care models.
• Describe how to prevent chronic illness.
• Enumerate the role of school nurse.
Outline

• Introduction
• Define chronic childhood illness.
• Effects of chronic illness on schooling.
• List common chronic illness in children.
• Difference between acute and chronic Conditions.
• Chronic care model.
• Policy of HAAD school health services.
• Teamwork is the key to success.
• Prevention of chronic illness.
• Screening for the children
• Conclusion
Introduction

The links between health and education are well established. Healthy children are better able to learn, and strong health is highly associated with higher educational achievement. **HAAD** therefore work very closely with education and healthcare professionals to improve the health and learning outcomes for children and young people and make schools a healthy place to learn, work and play.
Introduction

- Chronic condition is an "umbrella" term. Children with chronic illnesses may be ill or well at any given time, but they are always living with their condition.
- Chronic illnesses affect at least 10 to 15 percent of American children. Responding to the needs of students with chronic conditions such as asthma, allergies, diabetes, and epilepsy (also known as seizure disorders...
Continuation...

• All children have different health problems during infancy and childhood, but for most children these problems are mild, they come and go, and they do not interfere with their daily life and development. For some children, however, *chronic health conditions* affect everyday life.

• Children with chronic illnesses attend school, and some of them struggle academically because of issues related to their health.
What is a chronic condition?

- Chronic illness is defined as an illness that is long term and is either not curable or has residual features that result in limitations in daily living requiring special assistance or adaptation in function

(Jessup and Stein)
What is a chronic childhood illness?

- A chronic childhood illness can be defined as a medical condition that is long term or permanent, and is rarely able to be completely cured.
- A child with a chronic illness may be ill or well at any given time, but he is always living with the condition. Examples include asthma, epilepsy, diabetes, Crohn's disease and cystic fibrosis.
Such chronic illnesses affect the child's lifestyle, and parents will be required to deal with the child's health needs on a daily basis.

Chronic illness usually requires regular medical treatment, and sometimes long hospital stays.

Once the illness is routinely managed, most children can function well and live relatively normal lives.
Chronic Illness in America

• More than 125 million Americans suffer from one or more chronic illnesses and 40 million limited by them.
• Despite annual spending of well over $1 trillion and significant advances in care, one-half or more of patients still don’t receive appropriate care.
• Gaps in quality care lead to thousands of avoidable deaths each year.
• Patients and families increasingly recognize the defects in their care.
In a classroom of 30 children,

2 or more children are likely to have chronic illness
Common chronic childhood diseases

- Asthma (the most common)
- Diabetes
- Cerebral palsy
- Sickle cell anemia
- Cystic fibrosis
- Cancer.
- AIDS.
- Epilepsy.
- Spina bifida.
- Congenital heart problems.
How do kids adjust to and cope with chronic illnesses?

- Children’s reaction to diagnosis depends on several factors, which includes the child’s personality, the specific illness, and their family. One big factor is the child’s developmental stage.
- Children's understandings of illness and their coping strategies change as they grow older.
- Students with chronic health conditions can function to their maximum potential if their needs are met.
Effects of chronic illness on schooling

When a child is away from school because they have been in hospital, or at home recovering, or going to medical appointments, they may find it difficult to:

- Complete learning activities or sit exams
- Maintain academic performance
- Take part in school activities such as sports or excursions
- Maintain school friendships
- Stay confident, positive and motivated
Effect on the Child

The effect of chronic illness, on your child will depend on a number of things, which includes:
- type of illness
- what support you have
- child's age
- level of maturity, and
- individual temperament.

How you as a family cope with the situation, and your attitude toward the illness, can make a big difference in helping your child to manage the emotional impact.
## Differences Between Acute and Chronic Conditions

<table>
<thead>
<tr>
<th></th>
<th>ACUTE</th>
<th>CHRONIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Rapid</td>
<td>Gradual</td>
</tr>
<tr>
<td>Cause</td>
<td>Usually one</td>
<td>Many</td>
</tr>
<tr>
<td>Duration</td>
<td>Short</td>
<td>Indefinite</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>Commonly accurate</td>
<td>Often uncertain</td>
</tr>
<tr>
<td>Diagnostic tests</td>
<td>Often decisive</td>
<td>Often limited value</td>
</tr>
<tr>
<td>Treatment</td>
<td>Cure common</td>
<td>Cure rare</td>
</tr>
</tbody>
</table>
## Differences Between Acute and Chronic Care Roles

<table>
<thead>
<tr>
<th></th>
<th>ACUTE</th>
<th>CHRONIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Professional</td>
<td>Select and conduct therapy</td>
<td>Teacher/coach and partner</td>
</tr>
<tr>
<td>Role of Patient</td>
<td>Follow orders</td>
<td>Partner/ Daily manager</td>
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</table>
Necessary functions for chronic care

Be organized by patient; not disease, but responsive to disease

Populations contain data relevant to clinical practice

Assist with internal and external performance reporting

Guide clinical care \textbf{first}, measurement \textbf{second}!
Healthy Learner Model

• The Healthy Learner Model for Chronic Condition Management provides a framework to eliminate the disjointed approach to diabetes management at school, replacing it with a consistent, evidence-based approach. A diabetes resource nurse provides support for the school nurse and collaborates between the school, community, family, and health care providers.
Chronic Care Model

Community
- Resources and Policies
- Self-Management Support

Health System
- Health Care Organization
- Delivery System Design
- Decision Support
- Clinical Information Systems

Informed, Activated Patient

Productive Interactions

Prepared, Proactive Practice Team

Improved Outcomes
Self-management Support

• Emphasize the patient's central role.
• Use effective self-management support strategies that include assessment, goal-setting, action planning, problem-solving and follow-up
• Organize resources to provide support
Delivery System Design

- Define roles and distribute tasks amongst team members.
- Use planned interactions to support evidence-based care.
- Provide clinical case management services.
- Ensure regular follow-up.
- Give care that patients understand and that fits their culture.
Features of case management

• Regularly assess disease control, adherence, and self-management status
• Either adjust treatment or communicate need to primary care immediately
• Provide self-management support
• Provide more intense follow-up
• Provide navigation through the health care process
Decision Support

- Embed evidence-based guidelines into daily clinical practice.
- Integrate specialist expertise and primary care.
- Use proven provider education methods.
- Share guidelines and information with patients.
Clinical Information System

- Provide reminders for providers and patients.
- Identify relevant patient subpopulations for proactive care.
- Facilitate individual patient care planning.
- Share information with providers and patients.
- Monitor performance of team and system.
Health Care Organization

• Visibly support improvement at all levels, starting with senior leaders.
• Promote effective improvement strategies aimed at comprehensive system change.
• Encourage open and systematic handling of problems.
• Provide incentives based on quality of care.
• Develop agreements for care coordination.
Community Resources and Policies

- Encourage patients to participate in effective programs.
- Form partnerships with community organizations to support or develop programs.
- Advocate for policies to improve care.
Partnering Relationships

- Networking
- Coordinating
  - Commitment
  - Resources
- Cooperating
  - Involvement
- Collaborating
Teamwork is the key to success

Student

Parents

Medical Care

SCHOOL NURSE

Classroom teacher, PE teacher, coach, principal, after-school staff
Teamwork is the key to success

**Most** children and their families adapt well to chronic illnesses over time (Lewis & Vitulano, 2003). However, frequent hospitalizations, fatigue, anxiety, pain, and other symptoms can put children at risk for academic problems and health complications, particularly when they are first diagnosed.

**School-based** interventions play an important role in ensuring that students with chronic illness have the same educational opportunities as other students.
Continuation...

- **School personnel**, particularly school nurses, must partner with parents and health care providers to help children to manage their illness and participate fully in academic and extracurricular activities. They can implement strategies that reduce disruption to the school day, ensuring the school environment is safe, and providing case management when indicated ([Special Report, 2003](#)).
Policy of HAAD school health services

- Promote the health & well-being of children and adolescents;
- Improve access to appropriate school health services; and
- Enable children and adolescents develop healthy behaviors to prepare them for all life stages.
Role of School nurse

• School nurses do more than just sticking a Band-Aid. They serve as someone special when kids becomes ill and things get tough.

• "It's almost like being in an ER; you never know what's going to come in," Gloria Reynolds said.

• Screening is conducted by the School Nurse at the school on an annual basis. Medical History, Body Mass Index (BMI percentile), Vision Screening (Eyesight test).
Role of School nurse

- The “glue” and the liaison between the family, hospital and school.
- Help educate staff, students and others about the child’s health care needs.
- Monitor blood sugars, medication administration, peak flow meters and rest time during the school day.
Continuation...

- Maintains the screening details in BMI & Waist Circumference, History, Measurements, Sensory Screening, Physical Examination (HAAD School Health)
- Ensure the planning of potential emergencies or special circumstances in advance
Prevention

- **Screening**
  The latest global school surveys conducted by WHO show that a third of the adolescent population (11 to 13 years old), across the emirate of Abu Dhabi are either overweight, or are border line overweight.

- **HAAD school nurse** conduct screening for all students from Grade 1-12 are required to receive the following screening tests on an annual basis Medical History, Body Mass Index (BMI percentile), Vision Screening (Eyesight test).
Continuation...

• **Screening** can identify carriers of SCD and genetic counseling can help to make ‘couples at risk’ aware of the disease.
• **Early diagnosis**, education, prevention and early intervention in childhood help reduce the risk of death from complications of SCD.

_These aims the prevention from diseases_
Prevention

- Ensure early and comprehensive prenatal nutrition & health care.
- Encourage healthy eating habits beginning at an early age.
- Incorporate physical activity into daily to prevent the sedentary lifestyle associated with obesity.
- Enable early diagnosis of developmental delays or mental illness to improve access to programs designed to help children with these conditions.
- Importance of regular medical care
Together we can make a difference

- Disease-friendly policies and procedures
- Healthy school environment
- Chronic illness education for students and staff (eg. Asthma)
- Open communication (school, parent, health care provider)
Conclusion

- Coordination of care for children with special healthcare needs can be realized using existing resources. Using cystic fibrosis as an example, implementation methods within pediatric primary care practices are presented and discussed.
- Prevention better than cure,
- School health nurse is a role model for caring children with childhood illness.
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Continuation...

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- **The Journal of School Nursing, 1059840510394190, first published on December 28, 2010.**
- **http://haad.aspgulf.net/school-clinics/school-clinic-licensing.aspx**