

**N441 Adult Health III  
TEACHING PLAN**

Student Name: Trevor Davis

Subject: Alcoholism related issues

Nursing Diagnosis: Potential for further injury related to excessive alcohol use and dependence as evidenced by a broken ankle related to alcohol intoxication (Swearingen & Wright, 2019).

<b>Relevant Assessment Data</b> (see instructions)	<b>Patient Outcomes</b> (see instructions re: 3 domains of learning)	<b>Teaching Outline</b> (be specific and use a logical sequence)	<b>Teaching Tools</b> (see instructions)	<b>Evaluation</b> (see instructions)
<p>AS is a 61-year-old male with a history of alcohol abuse. He presented to the ED for severe ankle pain and a fall related to ankle surgery combined with being intoxicated. He arrived by ambulance in tattered and filthy clothing. He had a pint of vodka in his possession. His BAC was 0.24 at admission. He lives alone in his apartment in Charleston, and his developmental level is age appropriate. He was A&amp;OX4 upon my assessment. AS is a high school graduate and no cognitive impairments are evident. He is proficient in the English language and can read the information provided. His only physical limitation is his injured ankle. No other injuries occurred from his fall. AS is interested in hearing about how he could stop drinking. He was not opposed to learning about resources that could help him. He hopes that he can "straighten up so his kids would want to be around him."</p>	<p><b>Cognitive Objective:</b> AS will remember, understand, and apply the information taught about alcohol cessation and steps to improve his quality of life.</p> <p><b>Cognitive Outcome:</b> AS showed some interest in learning about what may be involved in alcohol cessation. He was a little agitated likely because he was starting to sober up.</p> <p><b>Affective Objective:</b> AS will listen and value the information provided to him and understand he is not being reprimanded or judged. He will respect the education provided is for his well-being.</p> <p><b>Affective Outcome:</b> I explained that I only wanted to talk with him about what happened and if he thought alcohol had anything to do with his fall, he was receptive and respectful. I He was appreciative that I did not "hound him" about his drinking.</p> <p><b>Psychomotor Objective:</b> AS will need to be more cautious when walking, he should have proper footwear to prevent from slipping. He will not drink alcohol with prescribed pain medication.</p> <p><b>Psychomotor Outcome:</b> AS showed up to the ED with no shoes on. He was provided with non-slip socks to prevent a fall. He knows that he should not drink when taking pain medication.</p>	<p>-AS admitted that he has a problem with alcohol. He scored a 4 on the CAGE assessment. He has tried alcoholics anonymous but has relapsed several times. He is open to continuing the program.</p> <p>Long term effects of alcohol education</p> <ul style="list-style-type: none"> <li>• Weakness of heart muscle</li> <li>• High blood pressure</li> <li>• Anemia</li> <li>• Impaired blood clotting</li> <li>• Heart failure</li> <li>• Cancer</li> <li>• Memory loss</li> <li>• Liver damage</li> <li>• Pancreatitis</li> <li>• Aggressive and irrational behavior</li> <li>• Depression</li> </ul> <p>It is unlikely that AS will quit drinking "cold turkey". So, here is a list of tips to reduce alcohol consumption.</p> <p><b>Measure and Count</b></p> <ul style="list-style-type: none"> <li>• Measure drinks per standard drink size and count how much you drink on your phone, a card in your wallet, or calendar.</li> </ul> <p><b>Set Goals</b></p> <ul style="list-style-type: none"> <li>• Decide how many days a week you want to drink, and how many drinks to have on those days.</li> </ul> <p><b>Pace and Space</b></p> <ul style="list-style-type: none"> <li>• Pace yourself. Sip slowly. Have no more than one drink per hour. Alternate "drink spacers"—non-alcohol drinks (water, soda, or juice).</li> </ul> <p><b>Include Food</b></p>	<p>Casual conversation with questions and answers, combined with informative handouts helped guide the education for AS.</p> <p><a href="https://www.sbird.care/pdfs/education/Alcohol%20Effects_Dec%202016.pdf">https://www.sbird.care/pdfs/education/Alcohol%20Effects_Dec%202016.pdf</a></p> <p><a href="https://www.sober.com/meetings/state/city/aa?state=Illinois&amp;city=Charleston">https://www.sober.com/meetings/state/city/aa?state=Illinois&amp;city=Charleston</a></p>	<p>I believe AS knows that he needs help, and he wants to better his life. He needs a support system to help him through the hard times ahead. Hopefully, with regularly attended meetings, he will find a sponsor to support him. He has motivating factors to push him through. He misses his kids and wants to see his grandchildren.</p> <p>I think I did well in developing a good report with AS, despite warnings that he is a "hand full." I related to him as a person and talked about similar interests to establish trust. As a result, he was willing to respect and listen to what I was saying. I was not disregarded as a stranger that was telling him what to do.</p> <p>I could have improved my patient teaching by trying to get more feedback from the patient. He was not in the best mood for a lecture. Overall, I hope the education I provide the patient will aid in improving his life.</p>

- Don't drink on an empty stomach.

**Avoid "Triggers"**

- What triggers you to drink? Avoid people, places, and activities that trigger the urge to drink.

**Plan to Handle Urges**

- When an urge hits: remind yourself of reasons for changing, talk it through with someone, do a healthy, distracting activity and accept the feeling and ride it out, knowing it will pass.

**Know your "no."**

- Have a polite, convincing "no" ready for times when you don't want a drink.

(University of Missouri- Kansas City School of Nursing and Health Studies, 2016).

AS lives in Charleston, IL. I looked up places that offer AA meetings. The list is attached to this teaching plan. (Sober Network, 2018).

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**Reference(s):**

Sober Network. (2018). *AA meetings in Charleston Illinois*. <https://www.sober.com/meetings/state/city/aa?state=Illinois&city=Charleston>

Swearingen, P., & Wright, J. (2019). *All-in-one nursing care planning resource: Medical-surgical, pediatric, maternity, and psychiatric-mental health*. (5 ed.). Elsevier.

University of Missouri- Kansas City School of Nursing and Health Studies. (2016). *Alcohol: Is your health at risk?*  
[https://www.sbirt.care/pdfs/education/Alcohol%20Effects\\_Dec%202016.pdf](https://www.sbirt.care/pdfs/education/Alcohol%20Effects_Dec%202016.pdf)