

Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
<p>Level of motivation for learning: This patient was motivated to learn and made good eye contact while teaching. The patient was a great active listener.</p> <p>Barriers to effective learning: This patient was alert and oriented times four leading to no barriers to effective learning.</p> <p>Health beliefs/values: When asked what his health beliefs or values were, the patient stated, “I believe that I am healthy overall and need little care.”</p> <p>Psychosocial development: The patient is in Erikson’s seventh stage of psychosocial</p>	<p>Nursing Diagnosis: . Risk for decreased cardiac tissue perfusion related to hypertension as evidence by ejection fraction of 20%.</p> <p>Goal of Teaching: The goal for this patient is to teach a heart healthy diet to improve cardiac symptoms.</p>	<p>Intervention 1: Evaluate the patient’s eating habits at home</p> <p>Intervention 2: Educate the patient on heart healthy foods such as leafy green vegetables, berries, fatty fish, and nuts.</p> <p>Intervention 3: Give the patient recourses such as meals to prepare and places to shop for heart healthy foods.</p>	<p>Method 1: Discussion- When evaluating the patient on his eating habits we conversed about what a normal day of eating looks like to him. When also discussed healthier food options and ways he could substitute good foods into his diet.</p> <p>Method 2: Resources- When the discussion was over, I gave the patient lists of different heart healthy meals as well as easy recipes to follow and stores that provide such foods.</p>	<p>Discuss how the client/family received the teaching: The teaching only included the patient as family was not available. The patient was responsive to the teaching and stated, “I will try to incorporate this food into my everyday meals.” The patient however was distracted by his cell phone during some of the conversation.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The clients’ strengths include being able to listen and the ability to follow along in a discussion. The patient weakness was the lack of understanding why A change in his diet is important. Another</p>

<p>development. This stage is called generativity vs. stagnation which accompanies ages 26-64. This stage is about caring for others and the need to provide something of value (Orenstein, 2020).</p> <p>Cognitive development: This patient was alert and oriented to person, place, and time which made it easy to communicate with him. The patient was, however a little inappropriate and the conversation had to stay professional.</p>				<p>weakness was the patients lack focus. The patient's phone was ringing during most of the teaching making it hard for him to focus on the conversation and leading to more interruptions.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): To improve the plan I would have a dietitian go over the food groups and importance they have on the client. I would also try and find better resources for the client to better understand how to prepare heart healthy meals.</p>
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References (2) (APA):

Orenstein GA, Lewis L. *Eriksons Stages of Psychosocial Development*. [Updated 2020 Nov 22]. In: StatPearls [Internet]. Treasure Island (FL):

StatPearls Publishing; 2021 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK556096/>

Hinkle, J.L., & Cheever, K. H. (2018). *Brunner & suddarth's textbook of medical-surgical Nursing* (14th ed.). Wolters Kluwer Health Lippincott Williams & Wilkins