

**N441 Teaching Plan**

**Student Name: Whitney Miller**

<b>Assessment of Client/Family (5 points)</b>	<b>Nursing Diagnosis &amp; Goal of Teaching (5 points)</b>	<b>Interventions (5 points)</b>	<b>Methods/Teaching Tools (2 points)</b>	<b>Evaluation (3 points)</b>
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<p><b>Level of motivation for learning:</b></p> <p>Patient not eager to learn. Patient has been noncompliant with prescribed diet regimen.</p> <p><b>Barriers to effective learning:</b></p> <p>No barriers to learning.</p> <p><b>Health beliefs/values:</b></p> <p>Traditional beliefs and values.</p> <p><b>Psychosocial development:</b></p> <p>Integrity vs Despair of Erikson’s stages of psychosocial development</p>	<p><b>Nursing Diagnosis:</b></p> <p>Deficient knowledge related to diabetes and diabetic diet as evidenced by non-compliance and patient stating, “I am unsure what foods I should even be eating”.</p> <p><b>Goal of Teaching:</b></p> <p>Patient will have a thorough understanding of why compliance with a diabetic diet is important</p>	<p><b>Intervention 1:</b></p> <p>Encourage the patient to be diligent and educated about preventing complications of her type II diabetes such as cardiovascular disease, kidney disease, and eye disease (Capriotti, 2020).</p> <p><b>Intervention 2:</b></p> <p>Educate the patient on identifying appropriate food choices that correlate with her diet plan such as fruits, vegetables, whole grains, lean protein, and low-fat dairy (Mayo Foundation for Medical Education and Research, 2021)</p>	<p><b>Method 1:</b></p> <p>Discussion: The nurse discussed with the patient the importance of following a diabetic diet, potential complications of uncontrolled type II diabetes, and food options that fit her diet.</p> <p><b>Method 2:</b></p> <p>Teach back: The nurse asked the patient to repeat back what potential complications may result from</p>	<p><b>Discuss how the client/family received the teaching:</b></p> <p>Patient was willing to listen and learn about her diabetic diet plan and complications of her disease. Patient participated by asking questions and was receptive to the teach back method.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <p>The patient had a weakness in the beginning of seeming unready to learn, however, the client did listen to the teaching and was receptive.</p> <p><b>Suggest</b></p>
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**References (2) (APA):**

Capriotti, T. (2020). *Davis advantage for pathophysiology: Introductory concepts and clinical perspectives* (2 nd ed.) F.A. Davis Company.

Mayo Foundation for Medical Education and Research. (2021, March 25). *Diabetes diet: Create your healthy-eating plan*. Mayo Clinic. Retrieved April 11, 2022, from <https://www.mayoclinic.org/diseases-conditions/diabetes/in-depth/diabetes-diet/art-20044295>