

Teaching Plan

Student Name: Mariah Flores

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: Patient was interested, approachable, and receptive to learning.</p> <p>Barriers to effective learning: A lot of commotion was going on outside of the room due to an unstable patient and the patient was also fatigued due to her chemotherapy and excessive vomiting.</p> <p>Health beliefs/values: Patient wants to better her health and avoid the same complications in the future.</p> <p>Psychosocial development: Patient was accepting, observant, calm, and attentive.</p> <p>Cognitive development: Patient was conscious, responsive, and alert/oriented to person, place, time, and situation.</p>	<p>Nursing Diagnosis: Deficient knowledge related to poor dietary habits and lack of exercise as evidence by hgb A1c of 9.5% and glucose level of 299 mg/dL (Phelps, 2020)</p> <p>Goal of Teaching: To lower the patient’s glucose levels & keep it in a healthy range consistently, and to prevent any further complications from developing</p>	<p>Intervention 1: Limit carbohydrates/fats, increase protein intake, increase fiber intake, and incorporate fruits/vegetables in meals to control glucose levels (Mayo Clinic Staff, 2021)</p> <p>Intervention 2: Take diabetes medication/injections exactly as prescribed by the physician to decrease the glucose level and keep it in a healthy range</p> <p>Intervention 3: Incorporate moderate exercise in daily living activities to maintain a healthy weight and reduce the workload on the heart/arteries from the uncontrolled diabetes mellitus II</p>	<p>Method 1: <u>Discussion</u> – The patient and her husband discussed the patient’s eating habits and sedentary lifestyle with the student. The student discussed the change in eating habits, the need to take medication regularly and exactly as prescribed and incorporating exercise into daily activities to lower her glucose levels.</p> <p>Method 2: <u>Interactive</u> – I demonstrated the process of self-administering insulin correctly, while also explaining the importance of checking her glucose levels multiple times throughout the day. The patient demonstrated this back to me to the best of her ability and relayed her understanding of why it is important for her diagnosis and to prevent further complications.</p>	<p>Discuss how the client/family received the teaching: The patient and her husband were both very involved in the teaching and very receptive. The patient and her husband asked questions to clarify information taught so there was no confusion.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The patient’s husband was very helpful and open to talking during teaching. The patient was fatigued so teaching wasn’t as beneficial as it could have been.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): Teaching the patient at a time when her fatigue was lessened would have made the situation and</p>

				environment easier to learn in. Breaking up the teaching into multiple sessions would have also helped the patient better retain the information taught.
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References (2) (APA):

Mayo Clinic Staff. (2021). *Diabetes diet: Create your healthy-eating plan*. Mayo Clinic. <https://www.mayoclinic.org/diseases-conditions/diabetes/in-depth/diabetes-diet/art-20044295>

Phelps, Linda Lee (2020). *Sparks and Taylor's nursing diagnosis reference manual*. 11th ed. Philadelphia: Wolters Kluwer.