

DKA Teaching Plan – Mason Coon

Assessment of Client/Family:

Level of motivation for learning:

Highly motivated, did not want to be in the state they were in when they were seen in the ED.

Barriers to effective learning:

Conscious/physical state of the client, lack of time with the client.

Health beliefs/values:

The client values their own health and has been managing their diabetes well. They had ran out of insulin and subsequently went in to DKA.

Psychosocial development:

Intimacy vs. Isolation (Cherry, 2022). The client is in early adulthood and is likely in the sixth stage of Erikson's psychosocial stages. Without spending too much time with the client, it is difficult to determine if the client has a partner or tackles life in the solo manner.

Cognitive development:

Formal Operational Stage (Nortje & Madeson, 2021). The client is in the final stage of Piaget's cognitive development theory. Since the client is in the formal operational stage, they are able to understand that if they do not continue to manage their diabetes, they will experience health issues in the future.

Nursing Diagnosis & Goal of Teaching:

Nursing diagnosis:

Imbalanced Nutrition: Less than body requirements related to the body's inability to use glucose, as evidenced by N/V & elevated blood glucose levels above 500 (RNlessons, 2022).

Goal of Teaching:

Importance of medication adherence and management of insulin supply.

Interventions:

Intervention 1:

Monitor blood glucose hourly to determine how much insulin/rate of insulin should be given (RNlessons, 2022).

Intervention 2:

Obtain a thorough history from the client to determine the cause of the DKA (RNlessons, 2022).

Intervention 3:

Monitor fluids closely and do a strict I/O, as severe fluid loss occurs at the beginning of DKA (RNlessons, 2022).

Methods/Teaching Tools:

Method 1:

Handouts and website links to the importance of managing glucose levels.

Method 2:

Connection with case management to teach about & establish a consistent insulin supply.

Evaluation:

Discuss how the client/family received the teaching:

The client was accepting to this teaching, recognizing that they can be at risk for serious complications (DKA). The client was thankful for the connection with case management & teaching on how to establish a consistent insulin supply.

Identify strengths/weaknesses of the client or family in receiving teaching:

Strengths – client was receptive and thankful for the education

Weaknesses – lack of resources that the client had prior to the incident (ran out of insulin)

Suggest modifications to improve teaching plan (what would have improved the plan?):

Better conscious state of the client, need more time spent with the client to reinforce teaching

References

- Cherry, K. (2022, August 3). *Erikson's Stages of Development*. Verywell Mind. Retrieved July 7, 2023, from <https://www.verywellmind.com/erik-eriksons-stages-of- psychosocial-development-2795740>
- Nortje, A., & Madeson, M. (2021, May 3). *Piaget's Stages: 4 Stages of Cognitive Development & Theory*. Positive Psychology. Retrieved July 7, 2023, from <https://positivepsychology.com/piaget-stages-theory/>
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