

| Assessment of Client/Family (5 points) | Nursing Diagnosis & Goal of Teaching (5 points) | Interventions (5 points) | Methods/Teaching Tools (2 points) | Evaluation (3 points) |
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| <p>The client was an elderly female who presented to the hospital for hypertension. The client was educated on hypertension. The client was also educated on the signs and symptoms to look for regarding hypertension, ways to decrease hypertension, healthy meal planning, when to notify provider, and how to take blood pressure at home. The client was eager and involved in the teaching but due to the client already being educated on hypertension, the client would get distracted and veer off topic at times. The client exhibited positive attitudes about physical, mental, and emotional well-being. The client is taking action to prioritize their own needs and their health. For the client, this entails eating well, exercising, and adhering to the provider's guidelines. Due to the client being over the age of 65 years old, the client's psychosocial development would be integrity vs. despair. When people look back on their lives at the integrity versus despair stage, they either feel fulfilled by a life well lived or filled with regret and despair over a life poorly lived</p> | <p>Nursing Diagnosis: Risk for heart disease or stroke related to increased cardiac output as evidenced by elevated blood pressure readings.</p> <p>Goal of Teaching: The goal of teaching was to effectively educate the patient about signs and symptoms of hypertension, how to monitor for hypertension, how to monitor for decrease cardiac output, and ways to decrease blood pressure readings such as eating health, exercising, and appropriately taking their medications.</p> | <p>Intervention 1: "Monitor at least every four hours and report immediately any irregularities in heart rate, rhythm, and blood pressure. May indicate impending cardiac failure or other complications" (Phelps, 2023).</p> <p>Intervention 2: "Teach patient family about prescribed diet, medications (name, dosage, frequency, and therapeutic and adverse effects), prescribed activity level, simple methods for lifting and bending, and stress reduction-techniques. These measures involve patient family in care" (Phelps, 2023).</p> <p>Intervention 3: "Monitor blood pressure and report any abnormal results. Changes from normal limits may indicate</p> | <p>Method 1: Teach-Back was one of the methods I used will educating my client. The client was able to restate the information about hypertension that I provided. The client was able to explain what I had taught them in their own words. The lesson's comprehension was then checked, and any misunderstandings were clarified. At the end of the lesson, the client was able to recall the information provided accurately.</p> <p>Method 2: Discussion was another method I used during my teaching. The client and I were able to discuss back and forth about hypertension and the risks, signs and symptoms, and ways to increase a healthy lifestyle that could improve the client's hypertension. I gave the client some examples of how to be active during the night such as, going for a walk or working in the garden. The client and I then discussed the ways the client could improve their</p> | <p>Discuss how the client/family received the teaching: The client received the teaching well. The client was by themselves in the room with no family accompanying them. The client was able to summarize the teaching and ask questions about the topic. The client was able to give examples of how they would implement the teaching into their daily life.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The client presented with many strengths during the education period. The client was already well educated about hypertension due to the client's extended period of experienced with hypertension. The client was eager to get better and eager to try the meal planning we discussed during teaching. The client didn't present many weaknesses when it came to receiving the teaching. Due to the client's extended</p> |
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| <p>(Cherry, 2023). The client would be in formal operational for their cognitive development, according to Piaget’s levels stages of cognitive development. The development of logical thought processes, notably the capacity to comprehend theories and abstract concepts and forecast potential solutions to fictitious situations, occurs during the formal operational stage (Mcleod, 2023). The client was alert and orientated to person, place, event, and time.</p> | | <p>decreased cardiac output” (Phelps, 2023).</p> | <p>diet. I informed the client about using the DASH system for meals. According to the Mayo Clinic, the recommended daily salt intake for people following the DASH diet is 2,300 mg. I informed the client that the DASH diet plan consists of vegetables, fruits, whole grains, fat-free or low-fat dairy, fish, poultry, beans, nuts and seeds, vegetable oils. The client and I then discussed some meals that would be a good choice and suitable for the client’s lifestyle.</p> | <p>period of hypertension, this caused the client to fall off topic at points during the education. The client was also about to be discharged which made them eager to leave and eager for the education to be over.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): The next time I do a teaching plan on hypertension or any other diagnosis I would want to be more hands on. For example, during this teaching I could have instructed and demonstrated to the client how to take their own blood pressure so they could have an easier time when it comes time they have to do it themselves at home.</p> |
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References (2) (APA):

Cherry, K. (2023). *Integrity vs. despair in psychosocial development*. Verywell Mind. <https://www.verywellmind.com/integrity-versus-despair-2795738#:~:text=During%20the%20integrity%20versus%20despair,despair%20over%20a%20life%20misspent.>

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McLeod, S. (2023). *Piaget's formal operational stage: definition & examples*. Simply Psychology. <https://www.simplypsychology.org/formal-operational.html>

Phelps, L.L. (2023). *Nursing Diagnosis Reference Manual* (12th ed.) Lippincott Williams & Wilkins.