

Teaching Plan

Level of motivation: Patient is motivated and ready to learn how to change her diet, showing that she is interested.

Barriers to effective learning: Sticking with the diet and not turning back to her old ways of eating fatty foods.

Health beliefs/values: Patient is not religious and does not have any specific beliefs or values.

Psychosocial development: Patient starting menopause symptoms, very irritable, physical appearance patient is clean and slightly obese.

Cognitive development: Patient is A&O x4, no confusion/memory loss, she is able to understand instructions and speak well. Learning takes a little longer to process the new information.

Nursing diagnosis: Patient is at risk for diabetes related to eating fatty foods every day as evidenced by having hypertension.

Goal of teaching: The goal is for the patient to understand the importance of having a heart healthy diet and follow the plan.

Intervention 1: Provide patients with decision making support to enhance self care and well being of the patient and family.

Intervention 2: Provide the risks and benefits of a healthy diet to the patient.

Intervention 3: Track what foods and how much the patient is eating.

Method/teaching tools

Method 1: Give the patient a sheet that has foods that she should try to start implementing into her diet, as well as showing her foods that she should avoid.

Method 2: Explain the risks of not following the diet that is set and the benefits of following the diet. As well as give a patient a sheet to track the foods she is eating and how much.

Discuss how client/family received the teaching: She was eager to change her eating habits, she understands why it is important to follow through with this diet and she was open to start tracking her foods. She was very engaged in the conversation. There was not any family present to discuss this with us.

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

The clients strengths were that they understood the importance of this diet, she was interested in learning about the foods to help, was engaged and asked questions.

Her weaknesses were not understanding the reasons for giving her the sheets, I had to give her a more in depth explanation for her to understand.

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

Something that could be involved in the teaching plan is the importance of exercise, this would help the patient stay active.

References

Phelps, L. (2023). *Nursing Diagnosis Reference Manual* (12th ed.). Wolters Kluwer.

Restivo, J. (2023, November 9). *Heart-healthy foods: What to eat and what to avoid*.

Harvard Health. <https://www.health.harvard.edu/heart-health/heart-healthy-foods-what-to-eat-and-what-to-avoid>