

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>The elderly female patient arrived at the hospital with a new onset of heart failure and hypertension. I educated the client about hypertension. The client received education on good meal planning, when to alert the provider, how to measure blood pressure at home, and what symptoms and indicators to watch out for when it comes to hypertension. The patient was enthusiastic and engaged in the lesson, but because they already knew a little about hypertension, they occasionally were sidetracked and lost their focus. Regarding mental, emotional, and physical health, the client showed optimism. The patient is actively trying to put their own wants and well-being first. This means that the client must follow the provider's instructions, exercise, and maintain a healthy diet. The client's</p>	<p><b>Nursing Diagnosis:</b> Risk for Activity intolerance related to an imbalance in the supply and demand of oxygen.</p> <p><b>Goal of Teaching:</b> The patient was to be effectively educated about the warning signs and symptoms of hypertension, how to check for it, how to watch for a drop in cardiac output, and how to lower blood pressure readings by maintaining a healthy diet, getting regular exercise, and taking their medications as prescribed.</p>	<p><b>Intervention 1:</b> “Implement regular physical activity” (Phelps, 2023).</p> <p><b>Intervention 2:</b> “Assist the patient to develop and adhere to an appropriate exercise regimen” (Phelps, 2023)</p> <p><b>Intervention 3:</b> “Encourage restriction of sodium and fat” (Phelps, 2023)</p>	<p><b>Method 1:</b> I also taught using discussion as a technique. We were able to have a back-and-forth conversation on the client's hypertension, including its dangers, symptoms, and methods to enhance the client's lifestyle and reduce its symptoms. I gave the client some ideas of how to stay active at night, including taking a stroll or doing yard chores. We then talked about the client's diet and how to make it better. I told the customer about meal plans that use the DASH approach. The Mayo Clinic states that those on the DASH diet should consume 2,300 mg of salt per day. I told the client that whole grains, fish, chicken, beans, nuts and seeds, fish, vegetables, fruits, and vegetable oils are all part of the DASH diet plan. After that, I talked with the customer about a few meals that would be a good fit for</p>	<p><b>Discuss how the client/family received the teaching:</b> The client took the instruction nicely. The customer was alone in the room; no family members were present. The customer was able to sum up the instruction and pose inquiries on the subject. The customer was able to provide instances of how they planned to apply the lessons learned to their everyday lives.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> Throughout the teaching phase, the client demonstrated a number of strengths. Due to their extensive experience with the condition, the client was already well-versed in hypertension. The patient was excited to improve and eager to use the meal planning strategies we</p>

<p>psychosocial development would be integrity vs. despair because the client is above 65 years old. People either feel pleased by a life well lived or overwhelmed with regret and despair over a life poorly lived when they reflect back on their lives at the integrity versus despair stage (Verywell Mind, 2023). According to Piaget's levels of cognitive development, the client would be in formal operational for their cognitive growth. During the formal operational stage, logical mental processes, particularly the ability to understand theories and abstract concepts and predict possible solutions to hypothetical circumstances, are developed (Simply Psychology, 2024). The patient was alert and orientated to person, place, event, and time.</p>			<p>their lifestyle.</p> <p><b>Method 2:</b> One of the strategies I employed to educate my patient was teach-back. The client was able to reiterate the details I had given concerning hypertension. In their own words, the client was able to describe what I had taught them. After that, the lesson's comprehension was assessed, and any concerns or questions were cleared up. By the time the lesson ended, the student could correctly recollect what had been taught.</p>	<p>covered in class. When it came to taking in the instruction, the customer showed few signs of weakness. The client occasionally strayed from the subject of the instruction because of their protracted episode of hypertension. In addition, the client was eager to depart and for the instruction to end because they were about to be discharged.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b> I would like to be more interactive the next time I develop a lesson plan on hypertension or any other disease. For instance, I could have taught and shown the client how to take their own blood pressure during this lesson to make things easier for them later on when they had to do it on their own at home.</p>
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**References (2) (APA):**

Cherry, K. (2023, February 28). *Integrity vs. Despair in Psychosocial Development*. Verywell Mind. [https://www.verywellmind.com/integrity-versus-despair-2795738#:~:text=back%20on%20life-,What%20Is%20Integrity%20vs.%20Despair%3F,and%20missed%20opportunities%20\(despair\).](https://www.verywellmind.com/integrity-versus-despair-2795738#:~:text=back%20on%20life-,What%20Is%20Integrity%20vs.%20Despair%3F,and%20missed%20opportunities%20(despair).)

Mayo Clinic Staff. (2023, May 25). *DASH diet: Healthy eating to lower your blood pressure*. Mayo Clinic. <https://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/dash-diet/art-20048456>

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

Approved ~~8/18/2021~~ 11/19/2021  
Revised 11/19/2021