

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><b>Level of motivation for learning:</b> The patient's fiancé, Erin, is eager to learn. She is hopeful for her fiancé's recovery and believes in his potential to improve.</p> <p><b>Barriers to effective learning:</b> The patient's fiancé, Erin, has limited health literacy and is experiencing emotional distress.</p> <p><b>Health beliefs/values :</b> Erin, the patient's fiancé, is committed to taking all possible measures to improve the patient's</p>	<p><b>Nursing Diagnosis:</b> Deficient knowledge related to cardiac arrest as evidenced by insufficient understanding (Hinkle &amp; Cheever, 2021)</p> <p><b>Goal of Teaching:</b> The patient's fiancé will understand cardiac arrest and initiate CPR if necessary. She will recognize signs and symptoms that indicate the need for medical intervention, such as the absence of breathing or a pulse, and will start CPR promptly if</p>	<p><b>Intervention 1:</b> Evaluate the patient's fiancé's readiness to act. CPR should be initiated immediately if there is no breathing and/or no pulse is detected (Capriotti, 2020). Overall, prompt initiation of CPR during cardiac arrest leads to better outcomes.</p> <p><b>Intervention 2:</b> Evaluate the fiancé's emotional readiness, as emotional state plays a crucial role in effectively performing life-saving measures</p>	<p><b>Method 1:</b> Question and answer</p> <p><b>Method 2:</b> Discussion</p>	<p><b>Discuss how the client/family received the teaching:</b> The patient's fiancé received the information positively and with appreciation. They asked several questions, leading to an excellent discussion about cardiac arrest. The patient's RN stepped in as needed to provide additional clarification.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> I provided the patient's fiancé with useful resources and information for future reference. Overall, the teaching plan was successful.</p> <p><b>Suggest modifications to improve teaching</b></p>

**References (2) (APA):**

Capriotti, Theresa M. (2020). *Davis Advantage for Pathophysiology: Introductory Concepts and Clinical Perspectives* (2nd ed.) F.A Davis Company

Hinkle, J. L., & Cheever, K. H. (2021). *Brunner & Suddarth's textbook of medical- surgical nursing* (14th ed.). Wolters Kluwer.