

Assessment of Patient/Family	Nursing Diagnosis & Goal of Teaching	Interventions	Methods/Teaching Tools	Evaluation
<p>Level of motivation for learning: Patient was ready and motivated to learn. Patient had their contacts in and their phone was set down. Patient followed along during teaching.</p> <p>Barriers to effective learning: The patient needs corrective lenses or contacts.</p> <p>Health beliefs/values: Patient is a 44 YOF with a history of DMII and sickle cell anemia. They presented to the ER in sickle cell crisis where they received 2 units of PRBCs and 4mg morphine IVP for pain. Since being admitted to the floor she has been stable and not complaining of any pain.</p> <p>Psychosocial development: The patients age and current interests indicate she is in the second to last stage of Erikson's development theory, Generativity vs. Stagnation. They talked a lot about their job as a mail carrier and all the</p>	<p>Nursing diagnosis: Ineffective Peripheral Tissue Perfusion as evidenced by weakness, SOB, increased capillary refill, and cyanosis (Phelps, 2023)</p> <p>Goal of teaching: Patient will demonstrate ways to maintain adequate tissue perfusion (Phelps, 2023)</p>	<p>Intervention 1: Monitor oxygen saturation with a pulse oximeter from a drugstore to monitor for hypoxia (Phelps, 2023)</p> <p>Intervention 2: Keep all extremities warm and dry by using mittens rather than gloves and wearing wool socks during winter and using heat packs or hand warmers to keep peripheral vessels dilated (Phelps, 2023)</p> <p>Intervention 3: Take rest periods during episodes of high exertion when experiencing SOB (Phelps, 2023)</p>	<p>Method 1: The first method used was demonstration of where to put hand warmers in the mittens and shoes to keep warm</p> <p>Method 2: The second method used was providing printouts with highlighted information about her disease and what to do to prevent flareups</p>	<p>Discuss how the patient/family received the teaching: There was no family present in the room. The patient said she understood what I was teaching her and was able to teach back what I told her.</p> <p>Identify strengths/weaknesses of the patient or family in receiving teaching: One weakness identified was her vision. She may not be able to read the pulse oximeter if she runs out of her contacts. A strength was her ability to come up with possible scenarios and think through them logically.</p> <p>Suggest</p>

<p>different people that she meets on her route.</p> <p>Cognitive development: The patient's age indicates she is in the formal operational stage of development. She talked a lot about how she plans dinner for herself and her husband a couple weeks in advance and asked about what to do if she can't get to a hospital in time next time she has a crisis.</p>				<p>modifications to improve teaching plan (what would have improved the plan?): One way to improve teaching would be to include more pictures on the printouts and to increase the font size so it would be easier for her to read without her contacts.</p>
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