

Teaching - nursing
considerations for
teaching patient hope
to deal with type 2 d...



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Running head: TEACHING PAPER Teaching Paper - Nursing Considerations for Teaching Patient hope to deal with Type 2 Diabetes, Hypertension and Renal Disease

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Introduction

Type II diabetes, hypertension, and renal disease are all interrelated to one another in the sense that type II diabetes and hypertension can be triggered by lifestyle habits such as smoking, drinking alcohol, imbalance diet, and excessive stress. Due to type II diabetes and hypertension, elderly patients could experience chronic renal failure (Johnson, 2004, p. 675).

Purpose of the Study

To improve the student's ability to develop and conduct effective health teachings based on the patient's health condition.

Teaching Topic based on Medical-Surgical Issue related to Type II Diabetes, Hypertension, and Renal Disease

After finding a quiet place with no distractions to teach the elderly patient, the nurse should inform the patient that these three diseases can be controlled by changing their eating habits and lifestyle. Since hypertension and type II diabetes is caused by eating habits and lifestyle issues, health teachings should include proper meal plan which focuses on consistent and regulated intake of the following: (1) calories and carbohydrates based on the patient's age, gender, body weight, and height; (2) vitamins; (3)

minerals; (4) increased fiber; (5) low sodium diet; and (6) moderate sugar
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depending on the patient's blood glucose level.

It is equally important to encourage the patient to lessen or stop the habit of smoking (nicotine), drinking of alcohol, and avoid stressful situations which could lead to the increase of blood pressure (Johnson, 2004, p. 432). Instead of

practicing unhealthy lifestyle, nurses should encourage the patient to participate in physical activities like walking.

Aside from teaching the importance of right dose, right time, and right medication; the nurse should teach the patient how to use the glucose monitoring system and how to obtain blood pressure.

Patient's Learning Style

Depending on the patient's age, nurses should consider the patient's physical maturation, cognitive abilities, and psychosocial development when conducting health teaching (Habel, 2007). Although the patient is well-educated and prefers all learning styles; the nurse should always consider the age factor and readiness to learn. Since the patient is 65-year old, there is a possibility that the patient is experiencing learning barrier related to loss of hearing. In this case, the nurse should consider the idea of allowing the patient to read the health-related materials.

The patient's readiness to learn is an important factor behind the success of nurse's health teachings. In case the patient is not interested in learning due to physical discomfort such as pain, the nurse should take more time to teach the patient health information in short details.

Two Nursing Diagnosis Pertinent to the Patient's Health Condition

Pertinent to the patient's health condition, nursing diagnosis may include

high random blood glucose levels of more than 200 mg/dL due to type II
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diabetes (Johnson, 2004, p. 286). For chronic renal failure, nursing diagnosis will include excessive fluid volume caused by sodium and water retention (decreasing the patient's urine output) (Johnson, 2004, p. 677).

Evaluation

To prove that allowing the patient to read nurse's health teaching materials was effective, the nurse should request the elderly patient to demonstrate the appropriate way of measuring the blood pressure and blood glucose level aside from allowing him to discuss the importance of balanced diet, alcohol and tobacco restriction, and exercise.

Conclusion

The nurse should always consider the patient's physical maturation, cognitive abilities, and psychosocial development when conducting health teachings. Based on the patient's ability to learn, the nurse should develop alternative teaching styles to enhance his learning capabilities.

*** End ***

References

- Habel, M. (2007, April 1). Patient Education Update. Retrieved October 3, 2010, from Chapter Three. Meeting Individual Needs (Part 1 of this chapter): <http://www.patienteducationupdate.com/2007-04-01/article3.asp>
- Johnson, J. Y. (2004). Medical-Surgical Nursing. 10th Edition. Lippincott Williams & Wilkins.