

Education Care Plan Assignment

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Nursing Diagnosis	Planning (SMART Goals)	Implementation (Intervention Strategies)	Rationale (Cite Source and Reference)	Evaluation	Analysis/Re-Evaluation (Modify Plan of Care)
<p>Hypertension Related Cardiovascular disease evidenced by blood pressure reading after medication. Nursing Diagnosis 1) Enhanced health self-management of hypertension.</p>	<p>Short-term goal: The patient can provide health information on hypertension. Specific: To improve the client's health literacy on hypertension. Measurable: The patient should be able to list what behavior is good for hypertension. Achievable: The patient can get relevant health information from health presentations immediately from nurses. Realistic: Health information can be learned by studying many times. Relevant to diagnosis: By improving the client's health literacy, the client can self-manage his hypertension more easily and efficiently. He will be able to follow health recommendations and stay away from risk factors.</p>	<p>1) The nurse will interview with the patient and the patient's family. The patient and the patient's family can express their understanding of self-management of hypertension. 2) The nurse will give the hypertension information to the patient and the patient's family. Every day, the patient will go over the health information related to hypertension. This health information will be written in the handout so that the patient can keep it for his future reference. 3) Every week, the nurse will test the patient's understanding of hypertension. Also, the nurse will carry review of the patient. This repetitive way of teaching can optimize the</p>	<p>1) Collecting patient data is an essential step for a good nursing process (Effective Nursing Health Assessment Interview Technique, 2024). 2) Patient education can be used by teaching tools of brochures or other printed material (Vorvick, 2023). 3) Repetition of teaching is a very useful way to get patient knowledge and response (Ramsdell & Annis, 1996).</p>	<p>The short-term goal of the patient is to strengthen my client's health literacy on hypertension. Intervention 1 can get the patient to be aware of hypertension. Intervention 2 is to improve the knowledge of the patient on hypertension. The information will cover the areas that the patient lacks. Intervention 3 allows nurses to teach the patient. This intervention can optimize the health information provided to the patient.</p>	<p>If patient goals are not met, additional presentations of hypertension should be given to the patient.</p>

	Timeframe: This goal should be achieved in 4 days.	learning of the patient.			
	<p>Long-term goal: The patient can maintain his blood pressure range at all times.</p> <p>Specific: The patient can check his blood pressure, adhere to his medications, and restraint from risk factors.</p> <p>Measurable: The reading should be recorded daily and checked for any unacceptable reading.</p> <p>Achievable: The patient can accomplish these tasks by practicing over time.</p> <p>Realistic: The tasks require reasonable effort and self-control.</p> <p>Relevant to diagnosis: blood pressure reading directly related to hypertension.</p> <p>Timeframe: The patient will achieve this goal in 2 weeks.</p>	<p>1) The nurse will interview the patient and the patient’s family about their perspective of how to maintain blood pressure. The nurse will find what the patient needs to know.</p> <p>2) The nurse will demonstrate the proper way to check and monitor blood pressure. The nurse will explain the medications for hypertension. The nurse will provide a handout regarding the medications for future reference by the patient.</p> <p>3) The patient will practice the steps of monitoring blood pressure as well as taking the medications. The nurse will test the patient every week so that the patient can learn the health information.</p>	<p>1) Knowing the patient is very important to the practice of nursing (Kelley, Docherty, & Bradon, 2013).</p> <p>2) Demonstration is an excellent way for nurse-patient teaching examples (Stearns, 2024).</p> <p>3) Tests are a good way to elevation if the patient needs learning or not (Nursing Process for Patient and Caregiver Teaching III: Evaluation and Documentation, 2023).</p>	<p>The long-term goal of the patient is that the patient can maintain his blood pressure range at all times.</p> <p>Intervention 1 can get the nurse to know more about the patient’s hypertension knowledge. In the meantime, the nurse finds out what the patient lacks knowledge about hypertension. Intervention 2 is to provide the patient with blood pressure checks and medication usage. Intervention 3 allows the patient to practice with the nurses about the skills of blood pressure checks. Also, the patient can practice taking medications.</p>	<p>If patient goals are not met, additional presentations of hypertension should be given to the patient.</p>

References

- Effective Nursing Health Assessment Interview Technique. (2024). Walden University.
<https://www.waldenu.edu/online-bachelors-programs/bachelor-of-science-in-nursing/resource/effective-nursing-health-assessment-interview-techniques>
- Kelley, T., Docherty, S., & Bradon, D. (2013). Information needed to support knowing the patient. *ANS Adv Nurs Sci*, 36(4), 351-363. <https://doi:10.1097/ans.0000000000000006>
- Nursing Process for Patient and Caregiver Teaching III: Evaluation and Documentation. (2023). *Jove*. <https://www.jove.com/science-education/13524/nursing-process-for-patient-caregiver-teaching-iii-evaluation>
- Ramsdell, R., Annis, C. (1996). Patient education: A continuing repetitive process. *Anna journal*, 23(2).
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- Stearns, A. (2024). *12 Effective patient education strategies for nurses*. Maylips.
<https://www.maylips.com/2024/05/27/patient-education-nursing-examples.html>
- VorVick, L.J. (2023). *Choosing effective patient education materials*. Medline Plus.
<https://medlineplus.gov/ency/patientinstructions/000455.htm>

Educational care plans will be evaluated by clinical faculty according to the rubric. **Students must attach the rubric to their educational care plan upon submission.** This is a pass/fail assignment. Students will be permitted one re-submission if required. Students must receive a passing grade on this assignment to pass the clinical course.

Rubric

	Meeting Expectations	Approaching expectations	Below expectations
Evidence of knowledge application	<p>Subjective and objective assessment findings are thorough, accurate and clearly reflect priority learning needs of the client.</p> <p>Goals are specific, measurable, achievable, realistic/relevant, and time-limited.</p> <p>Intervention strategies are clearly structured and intentional approaches.</p> <p>Evaluation strategies appropriately measure the expected or desired outcomes and very clearly link to the goals.</p>	<p>Subjective and objective assessment findings are somewhat limited and reflect priority learning needs of the client.</p> <p>Most goals are specific, measurable, achievable, realistic/relevant, and time-limited.</p> <p>Intervention strategies are somewhat structured and intentional approaches.</p> <p>Evaluation strategies somewhat measure the expected or desired outcomes and very clearly link to the goals.</p>	<p>Subjective and objective assessment findings are limited and does not reflect priority learning needs of the client.</p> <p>Limited goals are specific, measurable, achievable, realistic/relevant, and time-limited.</p> <p>Intervention strategies are limited in structure and intentional approaches.</p> <p>Underdeveloped evaluation strategies with limited link to the goals.</p>
Collaboration between client/family, nursing student, and interprofessional team	<p>Very clear educational design approach in collaboration with the client/family, nursing student, and interprofessional team.</p> <p>Very clear analysis and evaluation of educational approach and modifies the plan of care, based evaluation of client's response to interventions.</p>	<p>Limited educational design approach in collaboration with the client/family, nursing student, and interprofessional team.</p> <p>Somewhat clear analysis and evaluation of educational approach and modifies the plan of care, based evaluation of client's response to interventions.</p>	<p>Underdeveloped educational design approach in collaboration with the client/family, nursing student, and interprofessional team.</p> <p>Limited analysis and evaluation of educational approach and modifies the plan of care, based evaluation of client's response to interventions.</p>
Integration of Determinants of Health	<p>Goals and nursing interventions are accessible for the client/circle of care and are informed by the Determinants of Health.</p>	<p>Goals and nursing interventions are somewhat accessible for the client/circle of care. Limited indication that the goals and nursing interventions are informed by the Determinants of Health.</p>	<p>Goals and nursing interventions are not accessible for the client/circle of care and are not informed by the Determinants of Health.</p>
Evidence of application of the Principles of PHC	<p>Goals and nursing interventions clearly and accurately incorporate the principles of Primary Health Care.</p>	<p>Goals and nursing interventions somewhat incorporate the principles of Primary Health Care.</p>	<p>Goals and nursing interventions do not clearly or accurately incorporate the principles of Primary Health Care.</p>

APA	Few/minor errors in grammar, overall organization of paper and clarity of writing.	Several errors in grammar, overall organization of paper and clarity of writing.	Major or frequent errors in grammar, overall organization of paper and clarity of writing.
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Educational Care Plan Template

Nursing Diagnosis (Priority Learning Need)	Planning (SMART Goals)	Implementation (Intervention Strategies)	Rationale (Cite sources and Reference)	Evaluation	Analysis/Re-Evaluation (Modify Plan of Care)
<p><u>Nursing Diagnosis:</u> (use NANDA terminology ___ r/t ___ (physiology involved) ___ As evidenced by (or manifested by): ___.</p> <p>Nursing diagnosis in priority order.</p>	<p><u>Short Term Goals:</u> These are incremental statements intended to measure intermediate progress toward goals. They should be measurable within a couple of days. Goals need to be:</p> <ul style="list-style-type: none"> • specific • measurable • achievable • realistic • relevant to diagnosis • have a specific time frame <p>Start with "The patient will"</p>	<p>Interventions (three interventions per short term goal) need to be specific and measurable. Specify who, when, how (method). Each intervention should be numbered and parallel to the rationale and evaluation of the same number. Interventions start with "The nurse will..."</p>	<p>Give specific text references for each intervention (APA 7th ed. format). Line them up with the intervention. Give the rationale the same number as the intervention to which it applies.</p>	<p>Evaluation of interventions: Evaluate each intervention relating it to the rationale and patient goal as met or not met. May include actual data or values.</p>	<p>If patient goals are not met, re-evaluate the plan of care.</p>

	<p><u>Long Term Goals:</u> These goals are those that are targeted for achievement at discharge. Post discharge target dates should only be considered if the patient will be followed post discharge.</p>	<p>Interventions (three interventions per long term goal) need to be specific and measurable. Specify who, when, how (method). Each intervention should be numbered and parallel to the rationale and evaluation of the same number. Interventions start with "The nurse will..."</p>	<p>Give specific text references for each intervention (APA 7th ed. format). Line them up with the intervention. Give the rationale the same number as the intervention to which it applies.</p>	<p>Evaluation of interventions: Evaluate each intervention relating it to the rationale and patient goal as met or not met. May include actual data or values.</p>	<p>If patient goals are not met, re-evaluate the plan of care.</p>
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