

## Reflection Assignment

Noticing	Interpreting	Responding	Reflecting
<p>What did you notice during your mental status examination of the client? Were there any assessments that were abnormal or that stood out to you?</p> <p>Noticed that the patient was open to discussing the topics but she was fidgeting. What stood out to me was that she said nearly everyday she moves around more than usual.</p>	<p>If something stood out to you or it was abnormal, explain it's potential cause or patterns that you noticed. Describe any similar situations you have experienced / as well as the similarities or differences between the experiences. Is your interpretation of the situation links to pathophysiology at all, if so - briefly explain.</p> <p>A potential cause of fidgeting is ADHD. I have experienced situations of someone with ADHD being similarly restless before. ADHD is a dysfunction of the brain which includes dopamine deficiencies and frontal lobe abnormalities. The frontal lobe of the brain controls attention span and organizational skills. The frontal lobe develops later on in a patient with ADHD. This can affect this patient based on her age.</p>	<p>What additional assessment information do you need based upon your interpretation? What can you do as a nursing student? What did you do? What could you do as a nurse? What therapeutic communication techniques did you utilize?</p> <p>The additional information needed is determining if an ADHD diagnosis is appropriate for this patient. This can be accomplished by a ASRS-v1 which assess symptoms of ADHD. As a nurse, avoiding distractions and giving simple instructions can help a patient with ADHD. Active listening, closed ended questions, open-ended questions, and acknowledgment are therapeutic communication techniques that can be utilized when interacting with a patient who has ADHD. I utilized these techniques as I interacted with the patient.</p>	<p>What is something that you learned? What is something that you might do differently in the future? What is something that you did well? What additional knowledge or skills do you need to help you with future situations like this. Describe any changes in your values or feelings based on this interaction.</p> <p>I learned that the patients within the unit strive everyday to better their mental health. I learned about ADHD. In the future, I might utilize more open-ended questions and prodding to learn more about the patient. I believe I interacted well with the patients and completed the MSE exam well. The changes in my feelings that I notice is less hesitation with conversing with mental health patients. I valued this first experience for that.</p>

Noticing	Interpreting	Responding	Reflecting
<p>Why did you choose this additional assessment? What did you notice during your additional assessment of the client? Were there any assessments that were abnormal or that stood out to you?</p> <p>I chose the PSG-9 assessment because based off of what I was noticing from my patient, I felt this assessment would be the best tool to uncover what might be going on. I noticed she feels badly about herself more than half the days, she has little energy more than half the days, and reported being fidgety or restless nearly everyday. She also reported trouble sleeping too much more than half the days.</p>	<p>If something stood out to you or it was abnormal, explain its potential cause or patterns that you noticed. Describe any similar situations you have experienced / as well as the similarities or differences between the experiences. Is your interpretation of the situation links to pathophysiology at all, if so - briefly explain. A potential cause of sleeping too much and feeling tired/having little energy is anxiety. My roommate in the past had anxiety and she slept very often and still had complaints of fatigue. This is very similar to this patient's reports. Many mental health disorders can cause someone to report feeling badly about themselves. One of these being bipolar disorder, being fidgety or restless can be caused by ADHD. Anxiety can be felt when the amygdala interprets stimuli as a threat. This causes the sympathetic nervous system to release adrenaline which disrupts cognitive functioning (Psychology Today, 2022).</p>	<p>What additional assessment information do you need based upon your interpretation? What can you do as a nursing student? What did you do? What could you do as a nurse?</p> <p>Additional information that would be useful is a family history of mental illness. As a nursing student I showed empathy and engaged in therapeutic communication with the patient. As a nurse, I may suggest breathing exercises, establish open communication, and conduct patient education. Listening to the patient helps the nurse understand what the patient is experiencing and helps the patient to feel heard.</p>	<p>What is something that you learned? What is something that you might do differently in the future? What is something that you did well? What additional knowledge or skills do you need to help you with future situations like this. Describe any changes in your values or feelings based on this interaction.</p> <p>I learned that there can be multiple causes for what is being seen in a patient. The nursing staff is vital in helping to determine the cause and affect. In the future I will try to dive deeper during my assessments. I believe I completed my assessments well. Becoming more knowledgeable about mental disorders would help me in situations like this. Changes in my feelings include being more open to understanding a patient's experience with mental illness.</p>

## Mental Status Exam

Client Name		Date	
<b>OBSERVATIONS</b>			
Appearance	<input checked="" type="checkbox"/> Neat	<input type="checkbox"/> Disheveled	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Bizarre <input type="checkbox"/> Other
Speech	<input checked="" type="checkbox"/> Normal	<input type="checkbox"/> Tangential	<input type="checkbox"/> Pressured <input type="checkbox"/> Impoverished <input type="checkbox"/> Other
Eye Contact	<input checked="" type="checkbox"/> Normal	<input type="checkbox"/> Intense	<input type="checkbox"/> Avoidant <input type="checkbox"/> Other
Motor Activity	<input checked="" type="checkbox"/> Normal	<input checked="" type="checkbox"/> Restless	<input type="checkbox"/> Tics <input type="checkbox"/> Slowed <input type="checkbox"/> Other
Affect	<input type="checkbox"/> Full	<input type="checkbox"/> Constricted	<input type="checkbox"/> Flat <input type="checkbox"/> Labile <input type="checkbox"/> Other
Comments: Congruent to mood			
<b>MOOD</b>			
<input checked="" type="checkbox"/> Euthymic <input type="checkbox"/> Anxious <input type="checkbox"/> Angry <input type="checkbox"/> Depressed <input type="checkbox"/> Euphoric <input type="checkbox"/> Irritable <input type="checkbox"/> Other			
Comments: "Okay"			
<b>COGNITION</b>			
Orientation Impairment	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Place	<input type="checkbox"/> Object <input type="checkbox"/> Person <input type="checkbox"/> Time
Memory Impairment	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Short-Term	<input type="checkbox"/> Long-Term <input type="checkbox"/> Other
Attention	<input checked="" type="checkbox"/> Normal	<input type="checkbox"/> Distracted	<input type="checkbox"/> Other
Comments:			
<b>PERCEPTION</b>			
Hallucinations	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Auditory	<input type="checkbox"/> Visual <input type="checkbox"/> Other
Other	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Derealization	<input type="checkbox"/> Depersonalization
Comments:			
<b>THOUGHTS</b>			
Suicidality	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Ideation	<input type="checkbox"/> Plan <input type="checkbox"/> Intent <input type="checkbox"/> Self-Harm
Homicidality	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Aggressive	<input type="checkbox"/> Intent <input type="checkbox"/> Plan
Delusions	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Grandiose	<input type="checkbox"/> Paranoid <input type="checkbox"/> Religious <input type="checkbox"/> Other
Comments:			
<b>BEHAVIOR</b>			
<input checked="" type="checkbox"/> Cooperative	<input type="checkbox"/> Guarded	<input checked="" type="checkbox"/> Hyperactive	<input type="checkbox"/> Agitated <input type="checkbox"/> Paranoid
<input type="checkbox"/> Stereotyped	<input type="checkbox"/> Aggressive	<input type="checkbox"/> Bizarre	<input type="checkbox"/> Withdrawn <input type="checkbox"/> Other
Comments:			
<b>INSIGHT</b>	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Comments:			
<b>JUDGMENT</b>	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Comments:			

## PATIENT HEALTH QUESTIONNAIRE-9 (PHQ-9)

Over the last 2 weeks, how often have you been bothered by any of the following problems?  
(Use "✓" to indicate your answer)

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	(0)	1	2	3
2. Feeling down, depressed, or hopeless	(0)	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	(2)	3
4. Feeling tired or having little energy	0	1	(2)	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself — or that you are a failure or have let yourself or your family down	0	1	(2)	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	(1)	2	3
8. Moving or speaking so slowly that other people could have noticed? Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	(3)
9. Thoughts that you would be better off dead or of hurting yourself in some way	(0)	1	2	3

FOR OFFICE CODING 0 + 1 + 6 + 3  
=Total Score: 10

**If you checked off any problems, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?**

<b>Not difficult at all</b> <input type="checkbox"/>	<b>Somewhat difficult</b> <input type="checkbox"/>	<b>Very difficult</b> <input checked="" type="checkbox"/>	<b>Extremely difficult</b> <input type="checkbox"/>
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## References

Belleza, M., & R.N. (2023, July 22). *Attention deficit hyperactivity disorder: Pediatric nursing study guide*. Nurseslabs.

[Attention Deficit Hyperactivity Disorder Nursing Care Management](#)

Psychology Today. (2023). *The Biology of Anxiety*.

[The Biology of Anxiety | Psychology Today Australia](#)