

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>The client was calm, her face remained emotionless the entire time. The only abnorm abnormalities were suicidal ideation, which was the reason for inpatient treatment and a flat affect.</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>The client was ready to go home because she missed her parents. This is probably why she did not have much emotion. I get the same way when I am missing family or when I'm somewhere I no longer want to be. I have a hard time showing emotion but I still try to be fake with a smile. This client was making it known she did not want to fake any emotion, or show emotion at all.</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>I talked with the client about her home life and what she missed most about it. She seemed more interested in the conversation and was quick to respond. I sat with her and talked about what brought her to this facility and what her plans were after she left regarding treatment. I did what I could while I was there by offering myself and asking the client if there was anything I could do for her.</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 feel like I did well having a conversation with this client. I didn't struggle with responding or making the client comfortable. She opened up to me. In the future, I may not have a client who is willing to open up and for these clients I may take the conversation slower and establish trust first. With experience I will feel more confident when it comes to talking to a patient about mental health.</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 this assessment because the client has sought treatment for suicidal ideation several times in the past. She does not use drugs or alcohol. I noticed that during this assessment there was less eye contact and she focused on her coloring page more than our conversation.</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.</p> <p>I think it's normal for people to avoid eye contact when they are discussing a difficult topic. I feel like this isn't new for the client and she likes to continue working or doing something else while carrying on the conversation. I have avoided eye contact myself in harder conversations and I have had several patients do the same.</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>I would like to assess why the client struggles at school so much. She stated school is hard for her and is her main stressor in life. As a nursing student I could have talked to her about school and figured out which parts of school are the hardest for her and how to make them better. As a nurse I could find some resources at her school like activities or clubs that she could join.</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 personally did not have a bad experience with jr high or high school but I know this was the case for everyone. I could be better with my responses regarding why school is important and be more sensitive with school experiences. I did well with establishing trust with the client.</p>

Julia B

Mental Status Exam

Client Name <u>MT</u>		Date <u>3/29</u>			
OBSERVATIONS					
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 type="checkbox"/> Restless	<input type="checkbox"/> Tics	<input type="checkbox"/> Slowed	<input type="checkbox"/> Other
Affect	<input checked="" type="checkbox"/> Full	<input type="checkbox"/> Constricted	<input checked="" type="checkbox"/> Flat	<input type="checkbox"/> Labile	<input type="checkbox"/> Other
Comments:					
MOOD					
<input checked="" type="checkbox"/> Euthymic	<input type="checkbox"/> Anxious	<input type="checkbox"/> Angry	<input type="checkbox"/> Depressed	<input type="checkbox"/> Euphoric	<input checked="" type="checkbox"/> Irritable
					<input checked="" type="checkbox"/> Other
					<u>Calm</u>
Comments:					
COGNITION					
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:					
PERCEPTION					
Hallucinations	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Auditory	<input type="checkbox"/> Visual	<input type="checkbox"/> Other	
Other	<input type="checkbox"/> None	<input type="checkbox"/> Derealization	<input type="checkbox"/> Depersonalization	<input checked="" type="checkbox"/> <u>Other</u>	
Comments: <u>Other</u>					
THOUGHTS					
Suicidality	<input type="checkbox"/> None	<input checked="" 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:					
BEHAVIOR					
<input checked="" type="checkbox"/> Cooperative	<input type="checkbox"/> Guarded	<input 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:					
INSIGHT	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	Comments:	
JUDGMENT	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	Comments:	

See

Thought

Julia B

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 + 3 + 6 + 6
=Total Score: 12

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?

Not difficult at all

Somewhat difficult

Very difficult

Extremely difficult