1. The student should select a client to assess. The student should learn about that client from staff or the client's chart prior to completing the assessment, so they have baseline knowledge of their client.
2. The student should complete a mental status examination on the client. (The mental status exam is provided in this packet on page 5).
3. The student should utilize therapeutic communication throughout their interactions with the client.
4. The student should select 1 additional assessment to complete on their client based upon their current understanding of the client's needs. (Additional assessments are located in this packet on pages 6 through 15).
5. The student should complete one reflection assignment for each assessment they completed.

Reflection Assignment

Noticing	Interpreting	Responding	Reflecting
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? I noticed that the client was very eager to talk to me when I went into the day room. The client immediately began talking to us when we went over, and she was very open about her experience and her thoughts. She described the schedule for the day and was very animated when she talked. She introduced everyone in the room and explained that they had all been there for a few days. The client made eye contact with all of the students in the room and was open to talking to anyone. She was also willing to talk for the other clients at her table.	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. The way the client was willing to talk for others and speak about their situation seemed abnormal to me. The client seemed to want to be the center of attention and she made sure she was the first to answer when a question was asked.	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? I needed to find out if the client had a history of any attention seeking behaviors. The client's chart did not indicate any previous behaviors. As a nursing student, there was not much I could do about this behavior at the time because I was not in charge and there was nowhere to send to client to allow her table mates a chance to talk. As a nurse, I could have more control of the environment and ensure that the attention seeking behavior was dealt with appropriately.	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. I learned that not all eager talkers that appear to be seeking attention are doing so. The client had been on the unit the longest of the girls at her table, so she may have just been more comfortable explaining what life was like for the children on the unit.

Noticing	Interpreting	Responding	Reflecting
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? I chose the additional assessment that I did because the client admitted to attempting to overdose on drugs in order to commit suicide. I noticed that the client was more hesitant to answer these questions, but she was willing to open up eventually.	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. The client was hesitant to discuss her history of drug use, as she claimed she was done with them and that she wanted to move forward with her life, not focus on the past.	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? I should have asked the client if she was interested in going to a program to help her with her drug abuse. If she would have said yes, as a nursing student I could have notified the nurse on staff. As a nurse, I could have found the information she needed and potentially helped her communicate with her parents to find a spot in a program.	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. I learned that you cannot judge a book by its cover. Someone may not look like they are a user, but they could be heavily using, and you would never know. This client did not appear to be a user of any drugs, but her history was pretty extensive. I now know to go into situations with clear eyes and an open mind.

	0 points	10 points
Assessments (2)	The student did not submit two completed assessments	The student submitted two completed assessments
Reflection 1 – Mental Status Exam	The student did not answer a minimum of one prompt for each column of the activity.	The student answered a minimum of one prompt within each column of the activity.
Reflection 2 – Additional Assessment	The student did not answer a minimum of one prompt for each column of the activity.	The student answered a minimum of one prompt within each column of the activity.

Mental Status Exam

Client Name	AT	Date	4/29/2024

OBSERVATIONS

Appearance	■ Neat	□ Disheveled	□ Inappropriate	□ Bizarre	□ Other
Speech	■ Normal	□ Tangential	□ Pressured	□ Impoverished	□ Other
Eye Contact	■ Normal	□ Intense	□ Avoidant	□ Other	
Motor Activity	□ Normal	■ Restless	□ Tics	□ Slowed	□ Other
Affect	■ Full	□ Constricted	□ Flat	□ Labile	□ Other

Comments:

MOOD

■ Euthymic ■ Anxious □ Angry □ Depressed □ Euphoric □ Irritable □ Other

Comments:

COGNITION

Orientation Impairment	■ None	□ Place	□ Object	□ Person	□ Time
Memory Impairment	■ None	□ Short-Term	□ Long-Term	□ Other	
Attention	■ Normal	□ Distracted	□ Other		

Comments:

PERCEPTION

Hallucinations	■ None	□ Auditory	□ Visual	□ Other
Other	■ None	□ Derealization	□ Depersonalization	

Comments:

THOUGHTS

Suicidality	□ None	■ Ideation	□ Plan	□ Intent	□ Self-Harm
Homicidality	■ None	□ Aggressive	□ Intent	□ Plan	
Delusions	■ None	□ Grandiose	□ Paranoid	□ Religious	□ Other

Comments: The client stated that she had thoughts of killing herself.

BEHAVIOR

■ Cooperative □ Guarded ■ Hyperactive □ Agitated □ Paranoid
□ Stereotyped □ Aggressive □ Bizarre □ Withdrawn □ Other

Comments: The client was very eager to talk and answer questions.

INSIGHT	■ Good	□ Fair	□ Poor	Comments:
JUDGMENT	□ Good	■ Fair	□ Poor	Comments:

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DRUG USE QUESTIONNAIRE (DAST-20)

Name: _____ DOB _____ Date: _____

The following questions concern information about your possible involvement with drugs not including alcoholic beverages during the past 12 months. Carefully read each statement and decide if your answer is "Yes" or "No". Then, circle the appropriate response beside the question. *Please answer every question. If you have difficulty with a statement, then choose the response that is mostly right.*

In the statements "drug abuse" refers to:

- the use of prescribed or over the counter drugs in excess of the directions and
- any non-medical use of drugs.

The various classes of drugs may include: cannabis (e.g. marijuana, hash), solvents, tranquilizers (e.g. Valium), barbiturates, cocaine, stimulants (e.g. speed), hallucinogens (e.g. LSD) or narcotics (e.g. heroin). Remember that the questions do not include alcoholic beverages.

No	Questions	Response	
1.	Have you used drugs other than those required for medical reasons?	Yes	No
2.	Have you abused prescription drugs?	Yes	No
3.	Do you abuse more than one drug at a time?	Yes	No
4.	Can you get through the week without using drugs?	Yes	No
5.	Are you always able to stop using drugs when you want to?	Yes	No
6.	Have you had "blackouts" or "flashbacks" as a result of drug use?	Yes	No
7.	Do you ever feel bad or guilty about your drug use?	Yes	No
8.	Does your spouse (or parents) ever complain about your involvement with drugs?	Yes	No
9.	Has drug abuse created problems between you and your spouse or your parents?	Yes	No
10.	Have you lost friends because of your use of drugs?	Yes	No
11.	Have you neglected your family because of your use of drugs?	Yes	No
12.	Have you been in trouble at work because of drug abuse?	Yes	No
13.	Have you lost a job because of drug abuse?	Yes	No
14.	Have you gotten into fights when under the influence of drugs?	Yes	No
15.	Have you engaged in illegal activities in order to obtain drugs?	Yes	No
16.	Have you been arrested for possession of illegal drugs?	Yes	No
17.	Have you ever experienced withdrawal symptoms (felt sick) when you stopped taking drugs?	Yes	No
18.	Have you had medical problems as a result of your drug use (e.g. memory loss, hepatitis, convulsions, bleeding, etc.)?	Yes	No
19.	Have you gone to anyone for help for a drug problem?	Yes	No
20.	Have you been involved in a treatment program specifically related to drug use?	Yes	No

SCORE: _____7_____

DAST Scoring: Each "Yes" response = 1 point, except questions 4 & 5.
For questions 4 & 5 only, a "No" response = 1 point.

A score of 6 points or more = substance abuse problem (abuse/dependence).