

# Module Report

Tutorial: Real Life RN Mental Health 4.0

Module: Anxiety Disorder



Individual Name: Lydia Gondzur

Institution: Lakeview CON

Program Type: BSN

## Standard Use Time and Score

	Date/Time	Time Use	Score
Anxiety Disorder	9/12/2024 10:59:49 PM	31 min	Needs Improvement

This attempt ended prematurely due to a detrimental decision or a series of missteps.

## Reasoning Scenario Details Anxiety Disorder - Use on 9/12/2024 10:29:38 PM

### Reasoning Scenario Performance Related to Outcomes:

\*See Score Explanation and Interpretation below for additional details.

Body Function	Strong	Satisfactory	Needs Improvement
Cognition and Sensation	33.3%	55.6%	11.1%
Oxygenation	100%		

NCLEX RN	Strong	Satisfactory	Needs Improvement
RN Psychosocial Integrity	16.7%	66.7%	16.7%
RN Pharmacological and Parenteral Therapies	50%	50%	
RN Reduction of Risk Potential	100%		
RN Physiological Adaptation	100%		

QSEN	Strong	Satisfactory	Needs Improvement
Safety	40%	40%	20%
Patient-Centered Care	40%	60%	

---

**Decision Log:**

Optimal Decision	
<b>Scenario</b>	Nurse Tara is admitting Ms. Simpson.
<b>Question</b>	Nurse Tara is admitting Ms. Simpson. Which of the following is the priority action for Tara to take?
<b>Selected Option</b>	Assess respiratory status.
<b>Rationale</b>	The priority action the nurse should take when using the airway, breathing, circulation (ABC) approach to the client is to assess respiratory status of a client who is experiencing shortness of breath and tachypnea.

Optimal Decision	
<b>Scenario</b>	Nurse Tara is deciding on which assessment scale to use with Ms. Simpson.
<b>Question</b>	Nurse Tara is assessing Ms. Simpson. Which of the following assessment scales is an appropriate tool for Tara to use?
<b>Selected Option</b>	Hamilton-A
<b>Rationale</b>	The nurse should use the Hamilton-A assessment scale to assess anxiety. The client has shortness of breath, chest pain, headaches, restlessness, and trembling.

<b>Scenario</b>	Nurse Tara has completed the Hamilton-A assessment of Ms. Simpson.
<b>Question</b>	Nurse Tara completes the Hamilton-A assessment of Ms. Simpson and determines her score to be 26. Which of the following is an appropriate action for the nurse to take?
<b>Selected Option</b>	Teach relaxation technique.
<b>Rationale</b>	A score of 26 on the Hamilton-A assessment indicates a severe level of anxiety. Clients who have a severe level of anxiety are not able to problem solve or learn relaxation techniques.

<b>Scenario</b>	Nurse Tara is calling the provider for lorazepam (Ativan).
<b>Question</b>	Nurse Tara is preparing to call the provider. List the findings that the nurse includes when giving report using the SBAR format. (Fill in the blank and click on the submit button when you are finished.)
<b>Selected Option</b>	I am calling you due to a patient I have who is having a severe anxiety attack. She states she has chest pain and difficulty breathing. She seems to be in a lot of distress and anxious. She is a 22 year old female, has no nausea/vomiting her blood pressure is 148/76, resp rate of 32, O2 sat of 96% on room air and heart rate of 115. She states that she has a headache with a 2/10 pain level. Her breathing is shallow and labored and lung sounds are clear. I am concerned because she is unable to calm down by doing breathing techniques and is at a state where she can not understand what I am asking her. I was wondering if there was anyway we could get her some medication to help calm her down?

<b>Rationale</b>	S (Situation) = Ms. Simpson is a 22-year-old African-American female admitted to the inpatient mental health unit for anxiety. She is restless and fidgety, has poor concentration, and has been experiencing chest pain and shortness of breath. B (Background) = She has a history of generalized anxiety disorder and has previously taken paroxetine 20 mg PO daily, but has not been taking it for approximately 2 weeks. A (Assessment) = Her vital signs from report at 0745 were: heart rate 115, blood pressure 148/76, respirations 32, oxygen saturation 96% on room air, and temperature 37.0 degrees C (98.6 degrees F). Her score on the Hamilton A scale is 26, and she has been unable to focus on answering questions due to her severe level of anxiety. She continues to pace, wring her hands, and rock when sitting. R (Recommendation) = I am calling to request a prescription for lorazepam.
------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Optimal Decision</b>	
<b>Scenario</b>	Nurse Tara is calculating the dose for Lorazepam (Ativan).
<b>Question</b>	Nurse Tara is calculating the dose of lorazepam (Ativan). Available is lorazepam 4 mg/mL. How many mL should the nurse administer? (Round the answer to the nearest tenth.)
<b>Selected Option</b>	0.5

<p><b>Rationale</b></p>	<p><b>Follow these steps for the Ratio and Proportion method of calculation:</b>  Step 1: What is the unit of measurement the nurse should calculate? mL  Step 2: What is the dose the nurse should administer? Dose to administer = Desired 2 mg  Step 3: What is the dose available? Dose available = Have 4 mg  Step 4: Should the nurse convert the units of measurement? No  Step 5: What is the quantity of the dose available? 1 mL  Step 6: Set up an equation and solve for X.  <math>\frac{\text{Have}}{\text{Desired}} = \frac{\text{Quantity}}{X}</math>  <math>\frac{4 \text{ mg}}{2 \text{ mg}} = \frac{1 \text{ mL}}{X \text{ mL}}</math>  <math>X \text{ mL} = 0.5 \text{ mL}</math>  Step 7: Round if necessary.  Step 8: Determine whether the amount to administer makes sense. If there are 4 mg/mL and the amount prescribed is 2 mg, it makes sense to administer 0.5 mL. The nurse should administer lorazepam 0.5 mL IM.</p> <p><b>Follow these steps for the Desired Over Have method of calculation:</b>  Step 1: What is the unit of measurement the nurse should calculate? mL  Step 2: What is the dose the nurse should administer? Dose to administer = Desired 2 mg  Step 3: What is the dose available? Dose available = Have 4 mg  Step 4: Should the nurse convert the units of measurement? No  Step 5: What is the quantity of the dose available? 1 mL  Step 6: Set up an equation and solve for X.  <math>\frac{\text{Desired} \times \text{Quantity}}{\text{Have}} = X</math>  <math>\frac{2 \text{ mg} \times 1 \text{ mL}}{4 \text{ mg}} = X \text{ mL}</math>  <math>X \text{ mL} = 0.5 \text{ mL}</math>  Step 7: Round if necessary.  Step 8: Determine whether the amount to administer makes sense. If there are 4 mg/mL and the amount prescribed is 2 mg, it makes sense to administer 0.5 mL. The nurse should administer lorazepam 0.5 mL IM.</p> <p><b>Follow these steps for the Dimensional Analysis method of calculation:</b>  Step 1: What is the unit of measurement the nurse should calculate? (Place the unit of measure being calculated on the left side of the equation.)  <math>X \text{ mL} =</math>  Step 2: Determine the ratio that contains the same unit as the unit being calculated. (Place the ratio on the right side of the equation, ensuring that the unit in the numerator matches the unit being calculated.)  <math>1 \text{ mL} \times \frac{4 \text{ mg}}{2 \text{ mg}} = X \text{ mL}</math>  Step 3: Place any remaining ratios that are relevant to the item on the right side of the equation, along with any needed conversion factors, to cancel out unwanted units of measurement.  <math>1 \text{ mL} \times \frac{4 \text{ mg}}{2 \text{ mg}} \times X \text{ mL} = 1 \text{ mL} \times 2 \times X \text{ mL}</math>  Step 4: Solve for X.  <math>X \text{ mL} = 0.5 \text{ mL}</math>  Step 5: Round if necessary.  Step 6: Determine whether the amount to administer makes sense. If there are 4 mg/mL and the amount prescribed is 2 mg, it makes sense to administer 0.5 mL. The nurse should administer lorazepam 0.5 mL IM.</p>
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Scenario</b></p>	<p>Nurse Tara is initiating therapeutic communication with Ms. Simpson.</p>
<p><b>Question</b></p>	<p>Nurse Tara is initiating therapeutic communication with Ms. Simpson. Which of the following video clips demonstrates an appropriate interaction between the nurse and the client?</p>

<b>Selected Option</b>	Video B: The nurse interviewing the client taking notes on clipboard with leg crossed.
<b>Rationale</b>	Engaged and active listening, including direct eye contact, are key principles of effective communication. However, non verbal barriers between the nurse and client, such as a decreased eye contact and crossed legs, may inhibit effective communication.

<b>Optimal Decision</b>	
<b>Scenario</b>	Nurse Tara is communicating with Ms. Simpson.
<b>Question</b>	Nurse Tara is communicating with Ms. Simpson. Which of the following is an appropriate action for Tara to take?
<b>Selected Option</b>	Use silence to facilitate the thought processes.
<b>Rationale</b>	Use of silence allows time for both the receiver and sender of the message to process their thoughts to facilitate additional communication.

<b>Scenario</b>	Nurse Tara is exploring coping skills with Ms. Simpson.
<b>Question</b>	Nurse Tara is listening to Ms. Simpson while she describes the stressors that contribute to her anxiety. Which of the following coping mechanisms is Ms. Simpson exhibiting? (Select all that apply.)
<b>Selected Ordering</b>	DisplacementRationalizingRegression
<b>Rationale</b>	Regression involves the acting out behaviors of an individual at an earlier stage in life.

<b>Scenario</b>	Nurse Tara is discussing Ms. Simpson's most stressful situation.
<b>Question</b>	Nurse Tara is discussing Ms. Simpson's most stressful situation. Which of the following actions should Tara take first?
<b>Selected Option</b>	Evaluate goals.
<b>Rationale</b>	It is important for the nurse to evaluate goals, but this is not the first action the nurse should take.

<b>Scenario</b>	Nurse Tara has discovered Ms. Simpson's self-injury.
<b>Question</b>	Nurse Tara has discovered Ms. Simpson's self-injury. Which of the following thought processes is most likely a reflection of Ms. Simpson's behavior?
<b>Selected Option</b>	Suicidal intent
<b>Rationale</b>	Self-injury in this client does not indicate suicidal thought or intent.

<b>Scenario</b>	Nurse Tara is concerned about Ms. Simpson's suicidal intent.
<b>Question</b>	Nurse Tara is concerned about Ms. Simpson's suicidal intent. Which of the following questions should Tara ask? (Select all that apply.)
<b>Selected Ordering</b>	"Do you have a suicide plan?" "Do you want to harm others?" "Do you have access to anything that you can use to harm yourself?"

<b>Rationale</b>	Asking the client if she has access to anything that she can use to harm herself is an appropriate question to ask because understanding if the client has a means to fulfill the suicide helps in determining if the client can carry out the plan on an inpatient mental health unit.
------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Individual Report – Score Explanation and Interpretation

### Reasoning Scenario Information:

Reasoning Scenario Information provides the date, time and duration of use, along with the score earned for each attempt. A Reasoning Scenario Performance score of Strong, Satisfactory, or Needs Improvement is provided for each attempt. This information is also provided for the Optimal Decision Mode if it has been enabled.

### Reasoning Scenario Performance Scores:

<b>Strong</b>	Exhibits optimal reasoning that results in positive outcomes in the care of clients and resolution of problems.
<b>Satisfactory</b>	Exhibits reasoning that results in mildly helpful or neutral outcomes in the care of clients and resolution of problems.
<b>Needs Improvement</b>	Exhibits reasoning that results in harmful or detrimental outcomes in the care of clients and resolution of problems.

### Reasoning Scenario Performance Related to Outcomes:

A clinical reasoning performance score related to each outcome is provided. Outcomes associated with student responses are listed in the report. The number across from each outcome indicates the percentage of responses associated with the level of performance of that outcome.

### NCLEX<sup>®</sup> Client Need Categories:

<b>Management of Care</b>	Providing integrated, cost-effective care to clients by coordinating, supervising, and/or collaborating with members of the multi-disciplinary health care team.
<b>Safety and Infection Control</b>	Incorporating preventative safety measures in the provision of client care that provides for the health and well-being of clients, significant others, and members of the health care team.
<b>Health Promotion and Maintenance</b>	Providing and directing nursing care that encourages prevention and early detection of illness, as well as the promotion of health.
<b>Psychosocial Integrity</b>	Promoting mental, emotional, and social well-being of clients and significant others through the provision of nursing care.
<b>Basic Care and Comfort</b>	Promoting comfort while helping clients perform activities of daily living.
<b>Pharmacological and Parenteral Therapies</b>	Providing and directing administration of medication, including parenteral therapy.
<b>Reduction of Risk Potential</b>	Providing nursing care that decreases the risk of clients developing health-related complications.

<b>Physiological Adaptation</b>	Providing and directing nursing care for clients experiencing physical illness.
---------------------------------	---------------------------------------------------------------------------------

### Quality and Safety Education for Nurses (QSEN)

<b>Safety</b>	The minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.
<b>Patient-Centered Care</b>	The provision of caring and compassionate, culturally sensitive care that is based on a client's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values
<b>Evidence Based Practice</b>	The use of current knowledge from research and other credible sources, upon which clinical judgment and client care are based.
<b>Informatics</b>	The use of information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.
<b>Quality Improvement</b>	Care related and organizational processes that involve the development and implementation of a plan to improve health care services and better meet the needs of clients.
<b>Teamwork and Collaboration</b>	The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.

### Body Function

<b>Cardiac Output and Tissue Perfusion</b>	The anatomical structures (heart, blood vessels, and blood) and body functions that support adequate cardiac output and perfusion of body tissues.
<b>Cognition and Sensation</b>	The anatomical structures (brain, central and peripheral nervous systems, eyes and ears) and body functions that support perception, interpretation, and response to internal and external stimuli.
<b>Excretion</b>	The anatomical structures (kidney, ureters, and bladder) and body functions that support filtration and excretion of liquid wastes, regulate fluid and electrolyte and acid-base balance.
<b>Immunity</b>	The anatomic structures (spleen, thymus, bone marrow, and lymphatic system) and body functions related to inflammation, immunity, and cell growth.
<b>Ingestion, Digestion, Absorption and Elimination</b>	The anatomical structures (mouth, esophagus, stomach, gall bladder, liver, small and large bowel, and rectum) and body functions that support ingestion, digestion, and absorption of food and elimination of solid wastes from the body.
<b>Integument</b>	The anatomical structures (skin, hair, and nails) and body functions related to protecting the inner organs from the external environment and injury.
<b>Mobility</b>	The anatomical structures (bones, joints, and muscles) and body functions that support the body and provide its movement.

---

<b>Oxygenation</b>	The anatomical structures (nose, pharynx, larynx, trachea, and lungs) and body functions that support adequate oxygenation of tissues and removal of carbon dioxide.
<b>Regulation and Metabolism</b>	The anatomical structures (pituitary, thyroid, parathyroid, pancreas, and adrenal glands) and body functions that regulate the body's internal environment.
<b>Reproduction</b>	The anatomical structures (breasts, ovaries, fallopian tubes, uterus, vagina, vulva, testicles, prostate, scrotum, and penis) and body functions that support reproductive functions.

---

### **Decision Log**

Information related to each question answered in a scenario attempt is listed in the report. A brief description of the scenario, question, selected option and rationale for that option are provided for each question answered. The words "Optimal Decision" appear next to the question when the most optimal option was selected.

The rationale for each selected option may be used to guide remediation. A variety of learning resources may be used in the review process, including related ATI Review Modules.