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Daily self-care needs exceed current ability Depression with safety assessment

Mental Health Nursing | Focused diagnosis-based template

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Fictional educational example. Individualize using verified patient findings, authorized treatment and current local protocols. No real patient record or observed outcome is claimed.

Clinical assessment

Subjective: Low mood, loss of interest, poor sleep and feelings of hopelessness.

Objective findings and required checks: Reduced activity and self-care; direct assessment of self-harm risk is essential.

Physical examination and investigations: Use a comprehensive mental-state and safety assessment; review medical/substance contributors and investigations when indicated.

Supply actual values, units, timing and trends during supervised application. Do not invent missing clinical data.

Clinical focus and pathophysiology

Depression with safety assessment: Mood disorders involve interacting biological, psychological and social factors affecting function.

Medical / surgical management

Provide respectful therapeutic engagement, a collaborative safety plan and prescribed psychological or medication treatment.

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Illustrative drug and treatment study

Medicine / treatment	Purpose	Nursing checks
Prescribed antidepressant	Treat the assessed depressive disorder	Monitor early worsening, activation, adverse effects and follow-up
no immediate-effect promise	Improvement takes individualized review	Explain the agreed monitoring plan.

Treatment examples are not a prescription. Verify the authorized product, dose, route, timing, contraindications and current local product information.

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Focused nursing-problem template

Nursing diagnoses use original clinical problem wording. They are not the licensed NANDA-I classification. Verify any formal label or code against your institution's licensed current edition; select actual or risk diagnoses only when supported by assessment.

Context task: Establish the immediate clinical priorities and verify the baseline before assuming a diagnosis.

Set individualized measurable targets and an exact review time. Select actual or risk statements only when supported by assessment.

Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
Ask: Ask which activities the person can do and where help is wanted. Assess: Assess personal-care tasks, cognition, mobility and available support.	Daily self-care needs exceed current ability. Possible factors: weakness, symptoms or reduced confidence. Validate against the patient's assessment.	Short-term: At the next patient-specific reassessment: Completes a chosen self-care activity with the agreed level of assistance. Longer-term: Before the clinically approved transition or agreed follow-up: Patient or caregiver demonstrates essential care skills and knows support options.	1. Assess ability task by task and respect preferences and privacy. Rationale: Specific assessment prevents unnecessary dependence. 2. Provide only the assistance required and use suitable aids. Rationale: Supported participation protects dignity and builds independence. 3. Teach caregivers with consent and confirm realistic support at home. Rationale: Continuity depends on available skills and resources. 4. Provide respectful therapeutic engagement, a collaborative safety plan and prescribed psychological or medication treatment. Rationale: Mood disorders involve interacting biological, psychological and social factors affecting function. The condition-specific plan addresses the underlying problem while response is monitored.	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.

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Apply this template

Complete with verified data: assessment cues; supported actual problem or risk; measurable outcome and review time; selected authorized interventions and rationale; observed response and next action.

Subjective / objective cues: _____

Patient-specific target and review time: _____

Evaluation evidence and next action: _____

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Health education and continuing care

Teach treatment follow-up, support access, gradual daily structure and when urgent help is needed.

Transition only after clinical readiness is confirmed. Reconcile medicines, check access and caregiver support, and document who will review the patient and when.

Urgent warning signs

Imminent self-harm risk, inability to maintain safety, psychosis or severe self-neglect requires urgent professional assessment.

Evaluation and conclusion

For each goal, document met, partly met or not met using observed evidence and the review time. Reassess and revise if progress is inadequate. Individual assessment, prioritized care and coordinated review guide this topic.

Quick Revision

- Mood disorders involve interacting biological, psychological and social factors affecting function.

- Priority concerns: Daily self-care needs exceed current ability.

- Imminent self-harm risk, inability to maintain safety, psychosis or severe self-neglect requires urgent professional assessment.

- Teach treatment follow-up, support access, gradual daily structure and when urgent help is needed.

Exam / viva: What assessment evidence supports this problem, and what measurable result would demonstrate improvement?

References

Nursing Fundamentals, 2e - Ernstmeyer & Christman (editors), Open RN / WisTech Open, 2024
https://wtcs.pressbooks.pub/nursingfundamentals/

Nursing Mental Health and Community Concepts, 2e - Open RN / WisTech Open, 2025

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Nursing Pharmacology, 2e - Ernstmeyer & Christman (editors), Open RN / WisTech Open, 2023

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https://www.indiannursingcouncil.org/gazette-notification

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