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Daily self-care needs exceed current ability Schizophrenia and distressing voices

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Subjective: Hears distressing voices and has withdrawn from friends.

Objective findings and required checks: Distractibility and reduced self-care; assess content, distress and immediate risk.

Physical examination and investigations: Assess mental state, risk, physical health, substances and medicine history.

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

Clinical focus and pathophysiology

Schizophrenia and distressing voices: Psychotic symptoms can alter perception, thought and functioning; causes require comprehensive assessment.

Medical / surgical management

Acknowledge distress without confirming false beliefs, use clear communication and coordinate prescribed psychosocial and medication care.

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Illustrative drug and treatment study

Medicine / treatment	Purpose	Nursing checks
Prescribed antipsychotic	Reduce assessed psychotic symptoms	Monitor movement effects, sedation, metabolic parameters and other drug-specific risks
medication review	Identify barriers and adverse effects	Use shared decisions with the treating team.

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. Acknowledge distress without confirming false beliefs, use clear communication and coordinate prescribed psychosocial and medication care. Rationale: Psychotic symptoms can alter perception, thought and functioning; causes require comprehensive assessment. 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 relapse monitoring, treatment follow-up, physical health care and family support with consent.

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

Commands to harm, inability to maintain safety, severe agitation or possible delirium requires urgent 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

- Psychotic symptoms can alter perception, thought and functioning; causes require comprehensive assessment.
- Priority concerns: Daily self-care needs exceed current ability.
- Commands to harm, inability to maintain safety, severe agitation or possible delirium requires urgent assessment.
- Teach relapse monitoring, treatment follow-up, physical health care and family support with consent.

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
https://wtcs.pressbooks.pub/pharmacology2e/

B.Sc. Nursing curriculum and regulatory notifications - Indian Nursing Council
https://www.indiannursingcouncil.org/gazette-notification

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