

**10881NAT Course in Observing and Documenting a Mental State Examination**

**Marking criteria for Learners**

**Part 2: Section 1**

- **MSE activity – Correction of documented MSE for Scott**
- **You must provide short answers to address the following.**

<b>MSE Component</b>	<b>Observation</b>
<b>Appearance and behaviour</b> Question 1(a) Question 1(b)	<ul style="list-style-type: none"> <li>• 1a) Identify one (1) reason why the specified sentence is an example of inaccurate documentation related to appearance.</li> <li>• 1b) Correct the selected example to reflect elements of good documentation practice.</li> </ul>
<b>Speech</b> Question 2	<ul style="list-style-type: none"> <li>• Correct the selected example of speech to provide accurate observation and reflect good elements of MSE documentation.</li> </ul>
<b>Mood and Affect</b> Question 3	<ul style="list-style-type: none"> <li>• Describe why the specified sentence is an example of inaccurate documentation, and provide a rationale, in relation to mood and affect.</li> </ul>
<b>Perception</b> Question 4	<ul style="list-style-type: none"> <li>• Briefly describe why the highlighted statement is an example of poor or inaccurate documentation in relation to perception.</li> </ul>
<b>Thought form/flow</b> Question 5	<ul style="list-style-type: none"> <li>• Correct the selected example to reflect accurate observations and elements of good documentation for thought form/flow.</li> </ul>
<b>Thought content</b> Question 6(a) Question 6(b)	<ul style="list-style-type: none"> <li>• 6a) Identify two other topics of conversation that have not been included in the authors current documentation.</li> <li>• 6b) Document the key area related to Scott's thought content which is missing from the documentation in a format which would be appropriate for inclusion in a clinical note.</li> </ul>
<b>Judgement</b> Question 7	<ul style="list-style-type: none"> <li>• Re-write the documentation of Scott's judgement in a way that covers the two (2) key areas covered in the workshop materials.</li> </ul>
<b>Insight</b> Question 8	<ul style="list-style-type: none"> <li>• Re-write the documentation of Scott's insight in a way that covers three (3) key areas covered in the workshop materials.</li> </ul>
<b>Cognition</b> Question 9	<ul style="list-style-type: none"> <li>• Re-write the orientation part of the cognition component using observational data (including a rationale where appropriate).</li> </ul>
Question 10	<ul style="list-style-type: none"> <li>• Clearly identify two (2) different ways in which the contextual factor (i.e. not expecting an interview about his mental state) may have influenced Scott's assessment.</li> </ul>

## Part 2: Section 2

- MSE activity – Sue
- You must address the following in your MSE for Sue.

MSE component	Observation
<b>Appearance and behaviour</b>	Must identify at least three (3) observations correctly for appearance and three (3) observations correctly for behaviour.
<b>Speech</b>	<p>Must describe the persons rate, volume and tone of speech as well as any notable qualities if applicable e.g. stutter, accent, speech impediments etc.</p> <p><b>Note:</b> You may use 'not formally assessed', <i>if applicable</i></p>
<b>Mood and Affect</b>	<p><b>Mood:</b> Must describe mood according to the reported emotion, depth, duration and degree of fluctuation.</p> <p><b>Affect:</b> Must assess and describe affect in terms of range, intensity, reactivity and whether or not mood and affect are congruent.</p> <p>Must describe at least three (3) neuro-vegetative symptoms here.</p> <p><b>Note:</b> You may use 'not formally assessed', <i>if applicable</i>.</p>
<b>Perception</b>	<p>Must describe perceptual disturbance and provide examples. Identify and document the presence of hallucinations and illusions if applicable.</p> <p><b>Note:</b> You may use 'not formally assessed', <i>if applicable</i>.</p>
<b>Thought form/flow</b>	<p>Must describe the person's thought form/flow according to:</p> <ul style="list-style-type: none"> <li>• the amount and rate of thoughts</li> <li>• how connected thoughts are to one another</li> <li>• whether thoughts relate to a central idea.</li> </ul>
<b>Thought content</b>	<p>Must describe the main topics discussed in the interview.</p> <p>Must identify the presence of any of the following, if relevant:</p> <ul style="list-style-type: none"> <li>• delusions</li> <li>• preoccupations/obsessions.</li> </ul> <p>Must identify and comment on clinical risk if relevant.</p> <p><b>Note:</b> You may use 'not formally assessed', <i>if applicable</i>.</p>

<p><b>Judgement</b></p>	<p>Must make comment on the following when describing the person's judgement:</p> <ul style="list-style-type: none"> <li>• whether the person is engaging in behaviours that are likely to be associated with beneficial (Vs damaging) outcomes</li> <li>• whether a person goes through a logical reality-based decision-making process when responding to a situation</li> <li>• a rationale must be included.</li> </ul> <p>If appropriate, following descriptors may be used:</p> <ul style="list-style-type: none"> <li>• good/intact</li> <li>• poor/ impaired.</li> </ul> <p><b>Note:</b> You may use 'not formally assessed', <i>if applicable</i>.</p> <p>Learners are strongly encouraged to document using the following structure, however this is not mandatory.</p> <ul style="list-style-type: none"> <li>• What significant behaviours is the consumer engaging in? <ul style="list-style-type: none"> <li>- What are the actual and potential short-term and long-term outcomes of these behaviours?</li> <li>- Are the outcomes of these behaviours damaging or beneficial for the person and/or their life?</li> <li>- Is there a logical, reality-based decision-making process behind these behaviours?</li> </ul> </li> <li>• Overall, what domains are impacted by identified impairments in judgement?</li> <li>• Overall, what are the domains within which the consumer demonstrates good judgement?</li> </ul>
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<b>Insight</b>	<p>Must address the following, including a rationale.</p> <ul style="list-style-type: none"> <li>• Is the person aware of their symptoms?</li> <li>• Do they understand how the symptoms are affecting their functioning?</li> <li>• How does the person explain their symptoms? Is this based in reality? (Consider what is commonly accepted within that person's culture)</li> </ul> <p>If appropriate, the following descriptors may be used:</p> <ul style="list-style-type: none"> <li>• good/intact</li> <li>• partial</li> <li>• poor/impaired.</li> </ul> <p><b>Note:</b> You may use 'not formally assessed', <i>if applicable</i>.</p>
<b>Cognition</b>	<p>Must comment on each of the following:</p> <ul style="list-style-type: none"> <li>• alertness</li> <li>• orientation (time, place, person)</li> <li>• memory</li> <li>• concentration.</li> </ul> <p><b>Commenting on capacity is not required to pass this component, however if comment is made, it must be accurate &amp; supported by a rationale.</b></p> <p><b>Note:</b> You may use 'not formally assessed', <i>if applicable</i>.</p>
<p><b>The following conditions also apply to this assessment task:</b></p> <ul style="list-style-type: none"> <li>• assess against all criteria and comment on every component, no component should be left blank</li> <li>• if using symptom terminology, it must be accurate, it is recommended that you provide examples to clarify</li> <li>• wherever possible, it is recommended to quote the consumers own words and/or behaviour to justify your assessment decisions.</li> </ul>	