
MENTAL HEALTH- PSYCHIATRIC NURSING

A HOLISTIC LIFE-CYCLE APPROACH



BECK * RAWLINS * WILLIAMS

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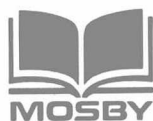
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with 148 illustrations

The C. V. Mosby Company

ST. LOUIS TORONTO 1984



A TRADITION OF PUBLISHING EXCELLENCE

Senior editor: Alison Miller

Assistant editors: Susan R. Epstein, Terry Young

Manuscript editors: Jeanne L. Heitman, Robert A. Kelly, Mark Spann

Design: Nancy Steinmeyer

Production: Kathleen L. Teal, Mary Stueck, Jeanne E. Bush

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Printed in the United States of America

The C.V. Mosby Company
11830 Westline Industrial Drive, St. Louis, Missouri 63146

Library of Congress Cataloging in Publication Data

Main entry under title:

Mental health—psychiatric nursing.

Bibliography: p.

Includes index.

1. Psychiatric nursing. I. Beck, Comelia Marie.
II. Rawlins, Ruth Parmelee. III. Williams, Sophronia R.
[DNLM: 1. Psychiatric nursing. 2. Holistic health—Nursing texts.
3. Mental disorders—Nursing. WY 160 M549]
RC440.M355 1984 610.73'68 83-13341

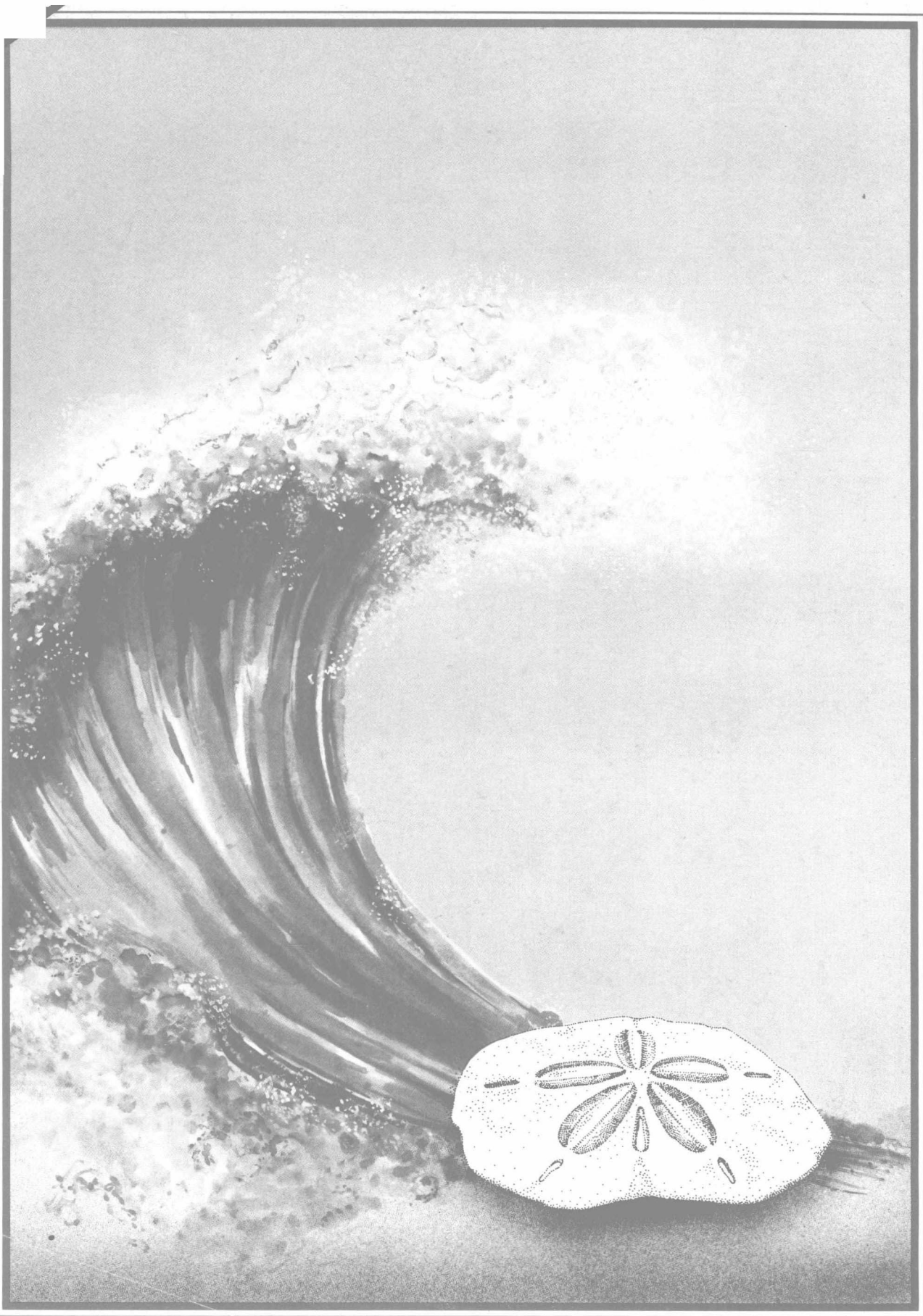
ISBN 0-8016-0555-5

C/VH/VH 9 8 7 6 5 4 3 2 1 01/A/086

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To my husband, Barry
To my children, Jason and Monica
To my parents, family, friends, and students
To Bob, who did not live to see this book completed

Comelia Marie Beck

To my parents from whom I learned perseverance
To my husband and daughters for patience
To all who love the challenges of mental health—psychiatric nursing

Ruth Parmelee Rawlins

To my mother, Theessa, my constant support
To my father, Lem, who did not live to read this dedication

Sophronia R. Williams

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FOREWORD

The idea of using a holistic approach in the practice of nursing has been of increasing interest to nurses in the past decade. This comprehensive textbook explores the meaning of a holistic perspective and its application to the work of nurses in mental health—psychiatric nursing. Furthermore, the nursing profession recently has been expanding its conceptual tools to include such constructs as nursing process, self-care, life span, and life cycle. In this text these and other theoretical concepts are defined and applications in a holistic perspective are suggested. Nurse-client relationships, within which assessments of strengths and limitations are made and growth-facilitating assistance is provided to clients, are described and illustrated. These and other significant innovations make *Mental Health—Psychiatric Nursing: A Holistic Life-Cycle Approach* an interesting and valuable extension of the literature on mental health—psychiatric nursing theory and practice.

In 1953 the American Nurses' Association and the National League for Nursing Coordinating Council established the standard that all basic schools of nursing should prepare all students of nursing for staff nursing positions in all health care services, including psychiatric facilities. In the same year, funds available under the Mental Health Act began to be provided for the purpose of integrating sociopsychiatric and mental health concepts in all clinical courses in basic nursing curricula. These grants had a substantial, positive effect on nonpsychiatric clinical courses. However, one negative effect has been a gradual reduction and in some instances virtual elimination of time previously available for direct teaching of theory of psychiatric nursing and for supervised clinical practice with psychiatric clients. The claim is made that "integrated curricula" provide the knowledge necessary for staff nursing in psychiatric units throughout the total curriculum and therefore less or even very little time is needed for theoretical and clinical courses called nursing in psychiatric settings. Psychiatric nurse specialists are concerned about the extent and long-term consequences of this erosion in education for clinical practice in mental health—psychiatric services.

The nurse authors have written this textbook for use in both integrated and nonintegrated curricula. The substantive content presented builds on theories from many basic and applied sciences and nursing research. Staff nursing in psychiatric inpatient units, particularly, requires an understanding of psychiatric diagnostic categories, used by physicians, for purposes of interprofessional communication if not for other reasons. In this text the authors have used the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-III), showing relations to the nursing process and problems encountered in the practices of nurses. Modern treatment modalities—individual, family, marital, and other forms of therapy—are defined and described.

Mental Health—Psychiatric Nursing: A Holistic Life-Cycle Approach also discusses history and philosophy, legal and ethical issues, advocacy, and quality assurance in relation to mental health—psychiatric nursing practice. These matters are exceedingly important for staff nurses who need sophistication about a broad range of information pertaining to professional practice.

The authors have kept student nurses clearly in mind in the preparation of this comprehensive textbook. This publication presents clear definitions; clarifying applications of a broad range of theory, information, and practice modalities; study aids; and summaries—all to facilitate learning and professional development of students. There are, of course, changes in the nature of services thought to be essential for mental health—psychiatric clients. Such innovations flow from new knowledge. This textbook relies on recent information, retains a focus on nursing practice, and illuminates a holistic perspective applied to mental health—psychiatric nursing. It should prove invaluable for basic students, practicing nurses, and graduate students, especially those who are preparing to teach mental health—psychiatric nursing.

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PREFACE

Mental Health–Psychiatric Nursing: A Holistic Life-Cycle Approach evolved from our deep concern for supporting the client in the maintenance and promotion of mental health, as well as providing the nurse with guidelines for intervening in mental illness. We believe it is important to view individuals as whole persons with physical, emotional, intellectual, social, and spiritual dimensions, having reciprocal relationships with others and their world. Recognition of the relationship between life-style and health is considered essential in holistic care.

The practice of mental health–psychiatric nursing proposed in this text is based on a belief in the value of a holistic approach to nursing care. Such a perspective involves caring attention to each aspect of the whole person and identification of the person's strengths and limitations during adaptation to stress throughout the life cycle.

The scope of mental health–psychiatric nursing includes the maintenance, promotion, and restoration of the mental health of the individual, family, and community. The nurse-client relationship is one in which the client assumes self-responsibility and the nurse contracts with the client as an advocate to facilitate achievement of potential for self-responsibility. The goal of mental health–psychiatric nursing care is to assist clients in developing strategies to achieve harmony with themselves, others, nature, and the world. Within this context illness is seen as an opportunity for growth.

The intent of this book is to provide a basic, comprehensive nursing text for the beginning student in mental health–psychiatric nursing. Since the basic concepts are defined behaviorally, this text is appropriate for use in either an integrated or a nonintegrated curriculum. The textbook will be most meaningful for students who have a general knowledge base in anatomy, physiology, psychology, sociology, and chemistry. In addition, an understanding of the nursing process and the relationship of a philosophy and conceptual framework to nursing practice will enhance the reader's use of the text. Chapters about issues, current treatment modalities, and mental health–psychiatric nursing across the life cycle may be of special interest to graduate students in nursing and to practicing mental health–psychiatric nurses.

The term *client* instead of *patient*, the traditional term in medicine, is used in this text in keeping with

the current thinking that health care consumers have rights, responsibilities, and a participatory role in their care. "Patient" denotes a subservient or dependent position in relation to the caregiver and may imply that the consumer is passive, without responsibility, and subordinate to the caregiver. Use of the term *client* suggests a reciprocal relationship between consumer and caregiver.

Our intent is to integrate content essential to the practice of mental health–psychiatric nursing into a holistic approach that addresses the five dimensions of the person as an organizing framework for the nursing process. For example, in the discussion of the person's physical dimension, the biological basis of behavior and the physiological manifestations of psychological processes are examined. In the discussion of the social dimension, the ethnic diversity of clients is addressed and the individual, family, and community are considered from an ecological perspective.

Because of the uniqueness of nurse and client behaviors, this book includes an examination of a variety of theoretical approaches to the understanding of behavior. Client behaviors and the relationship of these behaviors to each psychiatric diagnostic category, as reflected in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-III), are discussed. These behaviors are organized in relation to the mental health–mental illness continuum and are explored within the framework of the nursing process.

Because a thorough understanding of mental health–psychiatric nursing in its current state is facilitated by viewing its substance and issues within a historical perspective, each chapter contains a historical overview. Current research and the role of the mental health–psychiatric nurse as a change agent are examined. Finally, the focus on the nursing process and examination of issues within a historical framework—encompassing past, present, and future trends—will enable students and practicing nurses to use this textbook in developing a clearer professional identity.

The actual manner in which content is structured is perceived as a study aid to reinforce the student's orientation to a holistic, conceptual approach to mental health–psychiatric nursing. Chapters begin with a list of learning objectives and conclude with a brief review, references, bibliography, and an annotated bibliography.

Pertinent information within each chapter is presented in a table, chart, or other illustrative form to emphasize important points. Case examples, including nursing interventions, are integrated into appropriate chapters. In addition, the Appendices include quick reference guides and charts as supplementary materials. In the Glossary, the key terms used in the text are defined. Finally, the book is extensively cross-referenced to facilitate the location of selected topics.

We selected the sea as a theme for this textbook for significant reasons. The many moods of the sea remind us of the diversity of each person with whom the mental health–psychiatric nurse interacts as well as the range of potentialities of each person. The vastness of the sea resembles the capabilities of each individual to grow and to enrich life: his own and that of others. The millions of shells, while having similarities and differences, also possess a uniqueness, as does each individual. We hope that, just as the sea houses many varied forms of life in ecological harmony, the practice of mental health–psychiatric nursing from a holistic framework contributes to achieving a similar harmony for each person in his world.

Mental Health–Psychiatric Nursing is divided into five parts. Part 1 is concerned with the foundations for the practice of mental health–psychiatric nursing. Included in this focus is an examination of the evaluation of a conceptual base for practice and selected philosophical positions about the nature of the person and the relationship of these positions to an understanding of mental health and illness. Theoretical approaches that contribute to the development of frameworks for mental health–psychiatric nursing are explored, including the work of nursing theorists. The organizing theme of Part 1 is a holistic approach to individual, family, and community care within the five dimensions.

Part 1 also views the nursing process in mental health–psychiatric nursing as focusing on (1) basic communication, (2) the establishment of a therapeutic relationship, (3) the process of psychotherapy, and (4) cultural diversity in therapy. Skills and attitudes basic to this process are interwoven throughout the discussion. The five dimensions of the person are viewed as a basis for the effective use of self in developing a therapeutic relationship characterized by self-responsibility and advocacy. A detailed discussion of communication is included.

Part 2 focuses on the concepts that are basic to human functioning in health and illness throughout the life cycle. The concepts presented are anxiety, anger, guilt, hope-despair, flexibility-rigidity, dependence-independence, and trust-mistrust. Behaviors

representative of these concepts are addressed in relationship to the diagnostic categories included in the DSM-III. Each chapter begins with a discussion of the dynamics of these behaviors and the manifestations of these behaviors within the five dimensions of the individual. Based on an organizing framework of these five dimensions, the steps in the nursing process are discussed with particular emphasis on defining specific nursing interventions. Current research related to each concept and instruments for measuring related behaviors are included.

Presented in Part 3 is a description of specific treatment modalities designed for health promotion, maintenance, and restoration. Milieu, group, marital, and sex therapy and therapy with chronically distressed clients, dying clients, victims of abuse, and clients with organic brain syndromes are discussed. Crisis intervention and short-term psychotherapy are presented as modalities characterized by length of treatment. Nutritional therapy and psychotropic drug and somatic therapies are also presented. In addition, alternative forms of therapy, such as Feldenkrais and transcendental meditation, are included. Stress management techniques such as progressive relaxation and biofeedback are also reviewed in Part 3.

In Part 4, concepts and principles of mental health–psychiatric nursing are applied to the care of clients across the life cycle. The various periods of life discussed are infancy, childhood, adolescence, and young, middle, and aged adult years. For each life period, content essential to using the nursing process is presented. Also explored are common stressors and resultant behaviors. In addition, specific nursing interventions for mental health–psychiatric nursing are discussed for each stage of life.

An exploration of issues that are basic to the practice of mental health–psychiatric nursing in today's society is the focus of Part 5. Value clarification and ethical principles are provided as bases for making decisions about professional practice issues. The chapter on legal issues includes a discussion of laws that have relevance for mental health–psychiatric nursing, the role of the nurse as a client advocate, and the responsibility of the nurse in effecting mental health care legislation. Issues and suggestions regarding research and various aspects of quality assurance, including credentialing, are also presented. The book concludes with a chapter on consultation in mental health–psychiatric nursing.

We have attempted to delete evidence of sexism in the language of this textbook. However, this has not always been possible. Therefore for clarity the client is referred to as “he” and the nurse is referred to as

"she." No slight is intended to the growing numbers of men in nursing.

Every effort has been made to prepare the discussion of psychotropic drugs according to the most current information available. However, rapid changes in the area of drugs and the time period involved in the printing of this text may reveal discrepancies or omissions in the area of psychotropic drugs. The student is encouraged to refer to the most current literature available.

We greatly appreciate the expertise of the authors contributing chapters to this text. Without their continued efforts, a project of this magnitude would have been many years in the making. Supportive friends and colleagues are too many to mention by name. However, we acknowledge the many valuable contributions of F.M. "Tweed" Culpan during the initial stage of this project.

We are equally grateful to our faithful typist, Susie Bartlett, and to Ron Tribell, Chief, Medical Illustrations, University of Arkansas for Medical Sciences, for his artwork.

We offer a special word of thanks to Dr. Virginia Jarratt, Dean, University of Arkansas College of Nursing, for her support and enthusiasm.

Alison Miller, editor, The C.V. Mosby Company, and Fran Mues, freelance editor, whose guidance and unshakable confidence led this project from conception to birth, are also gratefully acknowledged for their enduring support.

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