

# ***Psychiatric Nursing***

***CONTEMPORARY PRACTICE***

***Mary Ann Boyd***

***Mary Ann Nihart***

***Lippincott***

# ***Psychiatric Nursing***

## **CONTEMPORARY PRACTICE**

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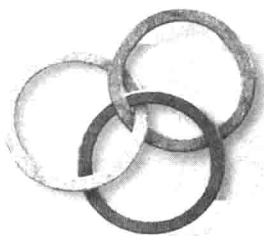
This text is dedicated to the development  
of professionally competent nurses  
who will be confident in drawing upon  
a sound knowledge base to apply  
psychiatric nursing theory with patients  
in a variety of settings.

To James L. Boyd, whose personal  
sacrifices and unwavering support  
made this project a reality.

*Mary Ann Boyd*

To my parents for their support and  
encouragement, and in loving memory  
of Mary Lou Nihart, whose spirit continues  
to provide me with a sense of purpose.

*Mary Ann Nihart*



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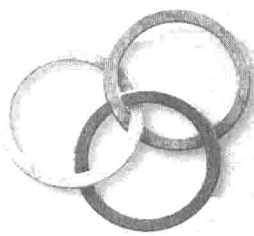
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# Foreword

*Psychiatric Nursing: Contemporary Practice* presents a comprehensive view of basic and essential knowledge for the practice of psychiatric nursing. The text is organized to assist students in systematically and creatively thinking through care needs within a biopsychosocial framework. Psychiatric nursing as a specialty is evolving theoretically and pragmatically, through research and practice efforts that link and apply knowledge about biologic-physiologic and psychosocial sciences to the care and functioning of mentally ill persons and their families. This text provides not only a framework for guiding student thinking and practice, but provides relevant and frequent examples of the application of scientific information in care decisions and professional practice.

Psychiatric care, as it is currently provided, is an interdisciplinary effort. The unique contribution of psychiatric nurses in this effort is in the translation and adaptation of biopsychosocial scientific knowledge in consideration of the functional social and health problems experienced by those individuals with mental disorders and their significant others in everyday life. Thus, psychiatric nurses integrate scientific data in their assessment of client function and design and evaluate interventions aimed at assisting the individual and significant others in coping with the effects of the mental disorder and attendant physical health problems in daily life. Although all professional mental health care providers may receive training to provide individual, group, or family

therapy or psychoeducation, the psychiatric nurse in addition must attend to the co-existence and interaction of psychiatric and physical problems, and their effects on the client's everyday behaviors and social interactions.

Boyd and Nihart are both well recognized for their commitment to excellent psychiatric care standards and practice, and the contents of *Psychiatric Nursing: Contemporary Practice* reflect this. These editors provide an outstanding text for undergraduate students, using state-of-the-art psychiatric nursing interventions in chapters that are designed to ease the stress created by unfamiliar terminology and conditions. Case study-based care plans that enhance student consideration of patient care needs at different stages of treatment and in different settings greatly facilitate comprehension of the complexity and range of care needs of individual clients. The contributing authors in addition to Boyd and Nihart are also specialists in their topical areas and thus provide compelling instructional material.

The organization of the text into six units: The Nature of Mental Health and Mental Illness; Principles of Psychiatric Nursing; Contemporary Psychiatric Nursing Practice; Care of Persons with Psychiatric Disorders; Care of Special Populations; and Care Challenges in Psychiatric Nursing is readily adapted to undergraduate classroom and clinical learning experiences. This is an extremely user-friendly text that will be greatly appreciated by students and faculty alike.

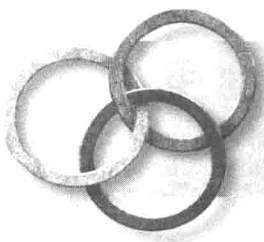
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# Preface

As *Decade of the Brain* research propels psychiatric care into the new millennium, we are pleased to greet the resulting kaleidoscope of mental health care challenges by offering this new and exciting psychiatric nursing text. *Psychiatric Nursing: Contemporary Practice* is written for faculty and students who are teaching and learning in the present, while preparing to teach and practice in the 21st century. As the art and science of psychiatric care develop, new paradigms emerge: integrating these paradigms into teaching and practice alone is a significant challenge. Add to this a diverse population, a wide range of care delivery settings, and a demand for managed and coordinated care and you have a challenge that is unprecedented in this century. Contemporary psychiatric nursing mirrors our current health care environment, but the reflection is even more dramatic because of the complexity of the human brain and the range of human behaviors.

This text integrates all of these paradigms with sound psychiatric nursing traditions, providing a fresh and contemporary approach to providing psychiatric nursing care to culturally diverse patients with complex mental health problems in a wide spectrum of settings. It reflects the most current advances in psychiatric care, psychiatric nursing care, and nursing education including current research into the biologic basis of mental illness, psychopharmacologic treatment of mental disorders, the increasing professional demands of delivering care in a continuum of settings, and wide curriculum changes in nursing education. These and other advances make it even more important for nursing students to develop critical thinking skills. With this in mind, the text has been developed to provide the theoretical and informational knowledge base to assist students in sharpening their critical thinking skills as well as their ability to make sound clinical judgments.

Another developmental goal for this text has been to encourage the integration of theoretical and research-based nursing management of the psychiatric patient. This involves the full understanding of the biological, psychological, and social dimensions of psychiatric disorders so that appropriate nursing

assessment, diagnosis, identification of patient outcomes, and the resulting planning and implementation of appropriate interventions becomes an inseparable part of psychiatric nursing practice. This text uses the biopsychosocial perspective as the foundation for teaching the etiology, epidemiology, and medical management of psychiatric disorders and their nursing care. Using the *Diagnostic and Statistical Manual of Psychiatric Disorders (DSM-IV)* as a guide, specific disorders have been selected to be highlighted and addressed in depth in the text. These highlighted disorders are the more typical ones that the beginning nurse will encounter.

We believe that it is important to differentiate the practice of the generalist psychiatric nurse from that of the specialist nurse. It is not the goal of an undergraduate psychiatric nursing text to prepare a specialist nurse. It is the goal of this text, however, to help prepare a well-rounded graduate nurse who can apply the knowledge and understanding of human behavior and psychiatric disorders gained from using this text to caring for any human being, whether in a professional or personal capacity. To address this goal, this text is based on the following beliefs.

- A textbook should provide the student with a bridge, connecting theory with clinical application.
- Beginning nurses need to gain competence in assessing human behavior, developing therapeutic communication skills, and understanding how to diagnose, identify outcomes, and plan and evaluate basic interventions for psychiatric patients.
- Appropriate assessment tools are necessary to provide a structured approach for gathering meaningful patient data.
- A textbook should provide knowledge that is easily transferred from the classroom to the clinical setting.
- A psychiatric nursing textbook should focus on teaching the fundamentals of nursing care of patients with commonly occurring DSM-IV psychiatric disorders.
- It is important to impart knowledge and skills that reflect contemporary practice, to enhance

the capacity of nursing professionals to practice in any health care delivery environment.

- It is imperative to prepare culturally diverse nurses who can provide culturally competent care in culturally diverse environments.

Chapter authors for this textbook were carefully selected based on their psychiatric nursing expertise. Mastery of their respective areas is readily evident. Although the material is complex, content is explained in a language that is easily understood by the undergraduate student. We have incorporated Canadian nursing practice considerations when possible.

## TEXT ORGANIZATION

Each of the chapters that focus on patient care highlights a carefully selected number of the more frequently occurring disorders or patient situations that require some degree of psychiatric nursing care. This approach permits a more in-depth exploration of the current knowledge related to etiology, risk factors, assessment, and treatment that is appropriate in the contemporary psychiatric health care delivery setting. In this way, students can assimilate the key principles that are important for providing effective psychiatric nursing care within the constraints of our fast-changing health care environment. Less frequently occurring disorders are summarized in text and tables, provide students with the basis for developing appropriate nursing care for patients with a variety of diagnoses in any setting.

## PEDAGOGICAL FEATURES

*Psychiatric Nursing: Contemporary Practice* incorporates a multitude of pedagogical features to focus and direct student learning, including:

- Chapter Opener pedagogy
  - **Chapter Outline** presents an overview of content to be studied, providing a frame within which to organize information.
  - **Learning Objectives** provide a road map for student learning.
  - **Key Terms** list identifies new terms used and defined in the chapter context.
  - **Key Concepts** list identifies concepts that are critical to fully understanding the chapter content.
- Other text pedagogy
  - **Summary of Key Points** encapsulates important chapter content to focus chapter study and encourage content assimilation.
  - **Critical Thinking Challenge Questions** use aspects of chapter content to stimulate in-

dependent thinking and encourage the development of higher cognitive function.

- **Glossary** offers easily accessible definitions of important terms.

## SPECIAL FEATURES

- **Highlighted Disorders Approach** provides an in-depth study of the more commonly occurring major psychiatric disorders.
- **Case Study-based Nursing Care Plans** present actual clinical examples of patients with the highlighted diagnosis and demonstrate plans of care that follow patients through various diagnostic stages and care-delivery settings. These care plans help students understand the dynamic nature of the nursing process: the ongoing need to constantly assess, develop nursing diagnoses and interventions, identify outcomes, and evaluate patient outcomes.
- **Therapeutic Dialogue Boxes** contrast therapeutic with nontherapeutic dialogue to encourage by example the development of therapeutic communication.
- **Psychoeducation Checklists** identify content areas for patient and family education related to a specific disorder and its treatment, which supports critical thinking by encouraging students to develop a patient-specific teaching plan based on chapter content.
- **Clinical Vignettes** present a vivid clinical portrait of patients exhibiting the symptoms described within the text discussion.
- **Research Utilization Boxes** present current research and its application to practice and underscore the importance of reading, evaluating, and applying research in clinical practice when appropriate.
- **Key Diagnostic Characteristics Tables** present DSM-IV diagnostic criteria, target symptoms, and related findings for highlighted disorders, and help identify behavior, treatment, and physical and lab assessment parameters, thereby expanding the student's understanding of the clinical picture.
- **Summary of Diagnostic Characteristics Tables** present DSM-IV diagnostic criteria for other disorders within the chapter's diagnostic category.
- **Biologic Art** provides visual explanation of complex neurophysiology.
- **Biopsychosocial 3-Ring Art** highlights the biopsychosocial aspects of patient outcomes, disorder etiologies, and nursing interventions, providing a succinct and visual summary of these key dimensions for highlighted disorders.

- **Full-Color Insert** presents a variety of scans that illustrate the biologic nature of the etiology of many DSM-IV disorders and show the effects of biologic intervention.

## TEACHING-LEARNING PACKAGE

The teaching-learning package that accompanies this edition includes a student study guide, a computerized testbank, a printed testbank, an instructor's manual, and overhead transparency masters.

- **The Study Guide**, based on the text, is clinically focused and dedicated to helping the student use critical thinking skills to make the transition from the classroom to the clinical setting. A wide variety of approaches are offered to meet a range of learning needs. Examples of features and learning activities include: summarized chapter highlights and key points, critical thinking exercises, communication exercises, self-exploration situations, short-answer questions, case study-based nursing care plans, nursing diagnoses tables for specified disorders, and other learning activities such as crossword puzzles and word scrambles, matching, sentence completion, and biologic art labeling exercises.
- **The Computerized Testbank**, based on the Par<sup>®</sup>TEST program, consists of 1000 NCLEX-style test items. It is available free to instructors upon adoption of the text. Par<sup>®</sup>TEST is a sophisticated program that allows instructors to edit the questions in the testbank or add new questions.
- **The Printed Testbank**, consisting of the questions in the computerized testbank, is available to enable instructors to see the questions for a particular chapter or unit at a glance.

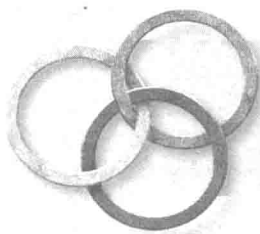
- **The Instructor's Manual** is designed to provide the instructor with concrete support in designing meaningful student in-class activities, whether a traditional lecture or a case study-based approach to teaching and learning. The Instructor's Manual includes material that supports faculty understanding of the biologic basis of psychiatric disorders, and integrates the textbook contents with Study Guide activities to encourage full use of every aspect of this psychiatric nursing material in the student curriculum.

The authors hope that this text will more firmly establish psychiatric nursing as a substantive health care specialty with a well-defined knowledge base. We believe that the biopsychosocial framework provides a strong research-based foundation for integrating these multiple diverse human dimensions into psychiatric nursing practice. We hope that through the teaching of the biologic basis of psychiatric disorders, the stigma of mental illness will eventually be ameliorated and that psychiatric disorders will be viewed as any other health care problem.

Care has been taken to present psychiatric nursing as an exciting and challenging specialty that presents opportunities to make a difference in the lives of patients and their families. Our ultimate aim is to help improve the care of our patients and their quality of life. We firmly believe that this thoroughly contemporary and clinically relevant text will effectively nurture students in their quest to become competent nursing professionals who are capable of providing theoretically sound and culturally competent care to patients in any setting.

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# Acknowledgments

This book represents 4 years of intense work on the part of the authors, contributors, and reviewers who diligently labored to write a state-of-the-art psychiatric nursing textbook. The publication of this first edition was a daunting task: authors and contributors were challenged to synthesize current scientific knowledge, then conceptualize and explain the world of psychiatric nursing in a way that is meaningful to the undergraduate student. Editorial guidance and resources were in constant demand from the Lippincott-Raven staff who enthusiastically and tirelessly responded to our many questions.

The authors wish to express our sincere appreciation to the contributors, who spent many hours writing and revising the numerous drafts of their manuscripts, and to the reviewers, whose expertise was invaluable in the development of this text. In particular, we would like to recognize the work of Jeanne Fox and Catherine Kane, who served as text consultants for the total book. Their suggestions and insights provided a sound foundation for this text. We also want to acknowledge the psychiatric nursing leaders who have gone before us and influenced our thinking, especially Dixie Koldjeski and Jeanette Chamberlain, whose leadership within the National Institute of Mental Health enabled us to receive support during our own development. In a sense, this book represents our payback to the psychiatric nursing community for all those years of NIMH support. To our mentors at Indiana University

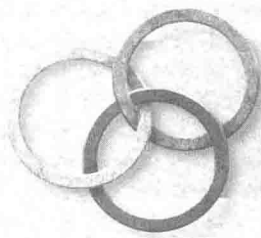
and University of Iowa, we thank you for your strong guidance, knowledge, and commitment to psychiatric nursing as a truly integrated biopsychosocial nursing specialty.

We wish to extend our warmest thanks to Mary E. Johnson and the library staff of the Missouri Institute of Mental Health for their support and professionalism as they responded to our infinite number of requests. We also thank Monte S. Buchsbaum, MD, Professor of Psychiatry and Director of the Neuroscience PET Laboratory at the Mt. Sinai Medical Center in New York City, for graciously providing us with the PET scans used in the color insert. To the students from Southern Illinois University at Edwardsville who read the numerous drafts, we thank you for your careful critiques and for helping us to understand the student's perspective. We want to extend our very deepest appreciation to the staff at Lippincott-Raven Publishers, especially Margaret Zuccarini, Sara Lauber, Gretchen Metzger, and Emily Cotlier, as well as developmental editors Helene K. Nawrocki, RN, MSN, Carole C. Wonsiewicz, Cathy Somer, and Arielle Emmett, who worked tirelessly in making this book a reality.

Finally, we thank our friends and family, who were patient and supportive throughout the development of this project.

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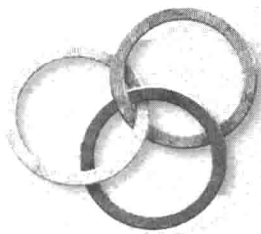
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