Stuart / Sundeen

PRINCIPLES AND PRACTICE OF Psychiatric nursing

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Psychiatric nursing

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Principles and practice of PSYCHIATRIC NURSING

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PREFACE

This book was initiated as a response to recent developments in psychiatric–mental health nursing education and practice. Major efforts are currently taking place to identify a body of nursing knowledge. Emphasis on the importance of nursing research is increasing in both educational and practice settings, and nurses are attempting to better define their role, evaluate its effectiveness, and articulate it to the public. The nursing process is widely accepted as a conceptual model for the provision of patient care. Attempts are being made to formulate and refine a standard nomenclature of nursing diagnoses, from which appropriate nursing interventions can be derived.

Psychiatric nurses have long been in the forefront of describing behaviorally human adaptation to stress, diagnosing appropriate nursing problems, and identifying specific nursing interventions. The scope of psychiatric nursing practice has outgrown the walls of the mental hospital and has established roots in community agencies, schools, general hospitals, and private practice. So, too, the knowledge base of psychiatric nursing is becoming differentiated from the traditional medical model of disease. However, clinical practice has dominated educational literature in defining and describing principles of psychiatric nursing. Textbooks have been traditionally developed around the medical model of psychiatric care, and when independent aspects of psychiatric nursing have been included, they have often been subsumed under medical classifications. Education for psychiatric nurses has relied heavily on nursing journals and the literature of related disciplines, since the major existing texts do not reflect current developments within nursing.

In keeping with the changing emphasis in psychiatric nursing practice, this text uses the nursing process model as a framework and draws on the literature of nursing and related disciplines, including recent research findings. The intent is to provide a foundation of knowledge from which the nurse can identify elements of healthy behavior as well as maladaptive behavior indicative of psychiatric disorder. The role of the psychiatric nurse is viewed as encompassing health promotion, the treatment of disruptions, and rehabilitation. We recognize that the knowledge base of nursing is evolving and hope that this book makes a contribution to the further expansion of the art and the science of psychiatric nursing.

Both the art and the science of psychiatric nursing practice are reflected in the two major divisions of the book. Part One focuses on the principles of psychiatric nursing. We view these principles as basic concepts that may be applied by the nurse to patients in a variety of settings. These concepts were developed from our experiences as psychiatric nursing educators and practitioners, and we hope they stimulate further thought and exploration through

nursing research. Part One includes a brief history of psychiatric nursing, a comparison of selected theoretical models of psychiatric care, elements of the therapeutic nurse-patient relationship, description of somatic therapies, and the legal aspects of psychiatric care as they affect psychiatric nursing. The nursing process model is used to analyze the following problems: anxiety, alterations in self-concept, impaired communication, disruptions in relatedness, reactions to grief, problems with the expression of anger, and self-destructive behavior.

Part Two focuses on the practice of psychiatric nursing and current treatment modalities. From the wealth of possibilities we have selected topics that we believe reflect the diversified nature of psychiatric nursing practice. These include psychiatric evaluation, group therapy, family therapy, crisis therapy, behavior modification, sex health intervention, rape counseling, death and dying, child psychiatric nursing, adolescent psychiatric nursing, liaison nursing, community mental health, inpatient psychiatric nursing, and issues and trends in psychiatric nursing. We invited colleagues in psychiatric nursing to contribute individual chapters based on their current involvement in the particular area of practice.

Each chapter concludes with a summary of important points and an annotated listing of suggested readings. Throughout the text we have chosen to use the term "patient" for the recipient of nursing interventions. We recognize the use of the term "client" by many psychiatric nurses but believe that "patient" better describes the individual whose response to stress is maladaptive. We have also elected, for reasons of expedience and clarity, to use the pronoun "she" when referring to the nurse and the pronoun "he" when referring to the patient.

We wish to acknowledge the support and assistance of our families, friends, and colleagues in making this idea a reality. As Chantal said, "The greatest gift one can give to another person is a deeper understanding of life and the ability to love and believe in self."

Gail Wiscarz Stuart
Sandra J. Sundeen

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