SYCHIATRIC-MENTAL HEALTH NURSING

Barbara Schoen Johnson

Fourth Edition

Psychiatric-Mental Health Nursing

Adaptation and Growth

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Psychiatric-Mental Health Nursing

Adaptation and Growth

FOURTH EDITION

To Barry

Did you ever know that you're my hero?

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Foreword

This fourth edition of *Psychiatric-Mental Health Nursing: Adaptation and Growth* will be published shortly before the beginning of the 21st century. It must serve students of both the old and the new millennia.

Compared with what is known today, 60 years ago psychiatric nursing knowledge was almost nonexistent. Then most psychiatric nursing texts were written by psychiatrists, sometimes with nurse coauthors. More often than not, they were less than two hundred pages long. What they conveyed was mostly a watered-down psychiatry and neurology consisting of piecemeal descriptions of the major psychopathologies, discussions of treatment, and surprisingly sparse commentaries on nursing comportment and procedures.

Today's psychiatric-mental health nursing texts are tightly compressed double-column compendiums of near one thousand, and sometimes more, pages. They are edited and written by a large number of nurse scholar-clinicians who specialize in the wide variety of topics that now epitomize the end-of-century text.

The earlier texts were first used by psychiatric nurses employed in state mental hospitals. Later, nursing students were sent to such hospitals for a three-month period of psychiatric nursing study which, during the middle of the century, was a required element of basic nursing education. They became the primary consumers and the stimulus for the rapid development of these texts. The three months previously devoted to exclusively psychiatric nursing studies has yielded to integrated approaches to nursing studies. Psychiatric-mental health courses are now ordinarily offered along with other courses and, in some schools, with other clinical experiences.

Today, most mental patients, even those with severe disturbances, spend most of their time in the community. At the same time, the range of problems addressed by psychiatric-mental health nursing has expanded. Students must learn not only about severe and chronic mental illness, as in the past, but also about the mental health needs of families, small groups, and communities; about people at risk for violence, suicide, home-

lessness, and substance abuse; and about the psychosocial aspects of physiological disease and disability, social and economic disadvantage, racial discrimination, cultural differences, sexual and gender issues, agerelated problems, and lifestyles such as single parenthood. Thus, clinical experiences in psychiatric-mental health nursing are now offered in general hospitals and community health and social service centers, as well as in psychiatric hospitals.

These changes in the kinds of people served, their needs, and the settings where care is provided reflect profound changes in the culture and structure of our society. No longer do we believe that all mentally ill are so different from other troubled people that they must be confined to mental hospitals for long periods of time. No longer do we ignore psychosocial troubles that do not arise from mental illness. No longer do we confine our assessment and treatment to the individual; rather, we consider family, community, and the broader society as part of our concern. A wide variety of pharmacological, psychological, and sociological treatment strategies are thought to be beneficial, both to the mildly distressed and the severely disturbed.

What changes can we foresee at the end of this century and into the next millennium? The 101st Congress designated the 1990s as the "decade of the brain." This act has focused nursing's attention on the importance of neurobiological research and treatment approaches. Yet, as the decade progresses, increasing attention is being given to violence, already considered a public health problem. Substance abuse, suicide, stress, aging and a host of other social problems are increasingly seen as issues of concern to mental health workers. We can suppose that by the year 2000, the brain will be replaced by some other biological or social priority as the official focus of attention. Yet I am confident that, within the 51 chapters of this text, the student will find more than enough knowledge to prepare for many future developments.

The particular challenge to authors of contemporary psychiatric-mental health nursing texts is that their

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work reflect the discipline as holistic, comprehensive, and synthesizing. As holistic, it must include not only the beliefs and knowledge peculiar to psychiatric-mental health nursing, but also applicable knowledge from other nursing specialties and from associated disciplines, such as social work, psychiatry, pharmacy, neurology, sociology, anthropology, and psychology. As comprehensive, it must present information that is complete, accurate, and up to date. As synthesizing, it must ensure that this knowledge, brought together from a vast array of different intellectual traditions, makes sense. To meet such extraordinary challenges, this text contains a gold mine of information on a vast array of topics. Of particular note is the editor's and contributors' imaginative use of adaptation and growth as the organizing conceptual framework for the vast amount of information they convey.

Their successful effort presents the student with an equally demanding task: how can you best use this book

to your own advantage and that of your patients? I recommend that you think of it as more than a textbook. You cannot hope to absorb and retain all of its information in the short period devoted to a psychiatric-mental health nursing course. In addition to those portions of it which will be used for class assignments, I urge you to browse it to be aware of all it contains, and to keep it at hand as you continue your studies and begin your career. Thus it will become a valued reference work, its knowledge and perspectives informing you as you confront the wide assortment of human problems and possibilities.

Oliver H. Osborne, RN, PhD Professor Emeritus, Nursing Adjunct Professor Emeritus, Anthropology and Ethnic Studies University of Washington Seattle, Washington

Preface

Preparing this preface to the fourth edition of *Psychiatric Mental Health Nursing: Adaptation and Growth* marks the ten-year anniversary of its publication. And, like any good anniversary celebration, it is a time to reflect on the past and look forward to the future.

Guiding the Text

The first edition was built on a foundation of three goals:

- To compile a book with accurate, comprehensive, and up-to-date material that would stimulate the reader to seek out additional information and experience
- To produce a work of high-quality writing that would communicate clearly, concisely, and in an interesting and understandable manner
- To expose the reader to exciting applications of psychiatric-mental health nursing concepts not ordinarily found within a traditional text

Some things endure; I am proud that these goals still direct each edition and figure prominently in its acceptance and success.

The authors and I wanted readers to enjoy reading this book, to read "for the fun of it," and even to offer it to family and friends who might also enjoy reading it. This is a lofty aim for a college textbook but one which, students tell us, we are achieving and towards which we will continue to strive.

This is more than a textbook about people's mental and emotional problems. It is a book about adaptation, recovery, and growth achieved by working through these problems. It guides nurses to help individuals, families, and communities become stronger through application of effective assessment, planning and outcome identification, and intervention. It encompasses psychiatric and mental health nursing care in many contexts:

- · For people with physical or mental disorders
- For children, adolescents, young adults, midlife men and women, or the aged
- In a multiplicity of settings throughout the health care delivery continuum

EXAMINING THE CONTENTS

The textbook is organized into twelve units:

Unit I contains material foundational to the study of psychiatric and mental health nursing—introduction to the field, mental health promotion, conceptual frameworks, nursing theory, therapeutic relationships and communication, and biological bases for care.

Unit II discusses the application of the nursing process—assessment, diagnosis, planning, intervention, and evaluation—to psychiatric-mental health nursing.

Unit III demonstrates the importance of holistic care through consideration of the sociocultural and spiritual aspects of care, sexuality and sexual concerns, and grief and loss issues.

Unit IV describes the interventions of milieu, individual, group, family, behavior, and alternative therapies, and psychopharmacology.

Unit V introduces the developmental issues that affect mental health and includes the mental health concerns of children, adolescents, and the aging.

Unit VI discusses the many mental disorders and illnesses, including anxiety, somatoform and personality disorders, depressive, bipolar, schizophrenic, and dissociative disorders, and aggressive and violent behavior.

Unit VII addresses the issues of addiction—substance abuse, eating disorders, and codependency.

Unit VIII covers the special topics of mental illness in

the homeless population, mental retardation, and forensic psychiatric nursing.

Unit IX discusses crisis theory and intervention, as well as the crises of rape and sexual assault, family violence, and suicide.

Unit X features community-based care, including community mental health, psychosocial home care, and the community support and rehabilitation of those persons with persistent and severe mental illness.

Unit XI focuses on mental health interventions with medical patients, including the psychosocial impact of acute illness, children with physical illness and disability, and clients on the HIV spectrum.

Unit XII approaches the professional issues of the legal implications of, and research in, psychiatric nursing, and features profiles of the careers of nurses from around North America.

NEW TO THIS EDITION

New content assures that the textbook keeps pace with scientific research, the changing health care environment, a complex web of care-delivery sites and the resulting evolving discipline of psychiatric nursing. All chapters have been thoroughly reviewed and revised to reflect current research, DSM-IV classification, treatment and psychiatric nursing practice. In addition, the following chapters are new to the fourth edition:

Chapter 2, Mental Health Promotion—This new chapter presents the important nursing responsibility of health promotion and illness prevention, specifically the role that psychiatric-mental health nurses play in strengthening personal resources to enhance mental health and in diminishing risk factors to prevent mental illness.

Chapter 19, Alternative Therapies—This new chapter presents a selected history and overview of alternative therapies as they pertain to psychiatric disorders and mental health problems. It provides the reader with information about the wide range of alternative therapies available today.

Chapter 32, Dissociative Disorders—This new chapter addresses dissociative disorders. The four types of currently recognized dissociative disorders are explored, as well as nursing process, with a focus on interventions and milieu management.

Chapter 38, Forensic Psychiatric Nursing—This new chapter outlines the tremendous opportunities that exist for nurses to demonstrate leadership in providing mental health care to the varied and complex needs of the forensic client.

Several other chapters have new authors and contain totally new content in the fourth edition:

Chapter 10, Sociocultural Aspects of Care—This chapter addresses the critical need for nurses to be aware of both their own and their client's cultural background and experiences, to know that each person is unique and to plan and implement culturally sensitive care that is shaped by the mental, emotional, and cultural needs and care expectations of each person.

Chapter 20, Psychopharmacology—This chapter describes the principles of medication management with psychiatric clients and presents psychotropic medications according to major classifications, target symptoms, side effects, dosages, and specific nursing interventions.

Chapter 23, Adolescents—This chapter identifies the dynamics of adolescent disorders and applies the nursing process to adolescents with mental and emotional disturbance in adolescents.

Chapter 31, Aggressive and Violent Behavior—This chapter discusses aggressive and violent behavior in persons who have been diagnosed with mental illness and means to intervene in the behaviors.

KEY FEATURES

The text includes key features from previous editions and incorporates new features to highlight, support, and clarify important content:

- *Integrated nursing process helps students focus on the nurse's vital role in the psychiatric care of clients, in the application of a variety of therapies, and in all care delivery settings.
- *Current issues and topics, including biological bases of care, alternative therapies, forensic nursing, continuum of care settings, and psychopharmacology, reflect the rapidly changing scope of psychiatricmental health nursing.
- *Focus on psychopharmacology throughout the text emphasizes nursing intervention, including teaching, in this biological treatment.
- *Entire unit on community-based care underscores the importance of understanding the role of the psychiatric-mental health nurse in the care of clients in many community-based settings.

SPECIAL FEATURES

*Therapeutic Dialogues help students integrate therapeutic communication into nurse-client interactions.

- *Nursing Care Plans illustrate concepts and provide realistic clinical examples of *outcome-based application* of the nursing process.
- *Case Studies with questions for discussion provide students with vivid examples of client presentation in a variety of settings, demonstrate nurse-client interaction, and present opportunities for personal reflection and group discussion.

NEW FEATURES

- *DSM-IV Diagnostic Criteria Boxes reflect the need for nurses to understand medical diagnoses and the collaborative nature of psychiatric nursing.
- *Clinical Pathways provide many examples of managed care parameters.
- *Review Questions at the end of each chapter help students focus on learning and reviewing important concepts.
- *Critical Thinking Questions promote reflection, integration, and analysis of content, thereby reinforcing learning.
- *Special Boxes on client and family education about illness and medications demonstrate the scope of client and family information needs.
- *FREE COMPUTER DISK presents more than 75 psychopharmacologic agents in a complete software package. The disk enables access to drug information using either a generic or trade drug name. Once selected, a drug can be viewed on screen, a monograph can be printed, or an ASCII file can be created so that drug cards or custom-designed patient teaching printouts can be made.



TEACHING-LEARNING PACKAGE

The teaching/learning package that accompanies this edition contains a computerized testbank, a printed testbank, an instructor's manual and overhead transparency masters.

- *A Computerized Testbank, based on the ParTEST program, consists of 1000 new questions for this edition and is available free to instructors upon adoption of the text. ParTEST is a sophisticated program that allows instructors to edit the questions in the testbank or add new questions.
- *A 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.
- *An Instructor's Manual, completely new, includes a chapter overview, key terms, teaching strategies, additional teaching support materials including electronic product, and overhead transparency masters.
- Videos are available that have been designed for inclassroom use to assist students with the transition to clinical practice. There are four videos in the Basic Mental Status Examination Series, as follows:

Video I: Conducting the Patient Interview

Video II: Evaluating Aspects of Appearance and Mood Video III: Evaluating Language and Thought Patterns Video IV: Evaluating Intellectual and Cognitive Function

Together, the contributing authors and I have worked to create an outstanding edition of *Psychiatric-Mental Health Nursing: Adaptation and Growth.* We are proud of the results and believe you will find the text and its accompaniments current, informative, useful, innovative, and inspiring. This is our overriding goal—to inspire psychiatric nurses and *all* nurse-colleagues to find new and more effective ways to help the people entrusted to our care.

Barbara Schoen Johnson Southlake, Texas

Acknowledgments

Each edition teaches me something new. The first edition (1986) taught me about dedication and sacrifice. The second (1989) about discipline. The third (1993) about cooperation. This, the fourth edition (1997) has taught me about people and what they're made of. It has reminded me to appreciate the goodness in those close to me.

Each edition teaches me, again, something I already know. That the support of my family and friends is limitless. That nothing is more important than treating all people with respect and kindness. That during times of stress, the essence of a person comes shining through (or rushing out). That work, even meaningful work, is never as important as the people we care about and the people who care about us.

These are valuable lessons.

I am surrounded by the caring and laughter of friends. Some I talk with or email every day (JZF), but most others less often. They know, however, that they are in my thoughts daily. I thank these shining, smiling friends—Juanita Zapata Flint, Barbara Burke, Sondra Flemming, Fela Alfaro, Dana Stahl, Margaret Brunett, Wissa Winslow, Marjorie Westberry, Sandy Chandler, Sue McLelland, Linda Camin, Celeste Johnson, Kathy Pritchett, Pattie Lucas, Betty Nelson, Diana Reding, Cheryl Detwiler, Kathy Lee Hakala, and the many others who enrich my life.

A close friend and role model, Margie Slaughter, died since work on the last edition. The original author of the chapter on Sociocultural Aspects of Care and a fellow teacher, Margie taught me to put on a show to grab and hold students' attention. Every time I dress up and perform in class, Margie, I think of you. May you rest in peace.

My family and I live in a town that was once small but is now growing. However, we have maintained friendships with our neighbors and friends, Susan and Charlie Wegman, Bethann and Darwin Scratchard, Barbara and Foster Vernon, Emily and Charlie Williams, and the many others we greet regularly at high school events. The faculty and staff of The University of Texas at Arlington have become my colleagues and friends. The psychiatric nursing team is loaded with talent—Diane Snow, Jeanneane Cline, and until recently, Rosalyn Tolbert and Pat Gordon—I thank them for their tremendous help and kindness and for stimulating me to think in new, broader ways about our field. I have found the faculty to be a supportive bunch and thank Andi Smith, Karen Heusinkveld, Susan Chappell, Regina Johnson, and the others who smile at me in the halls. Our new dean, Liz Poster, and assistant deans, Mary Lou Bond and Susan Grove, have encouraged me throughout this endeavor.

To the students who have challenged me to look at this material through new eyes, who have asked me questions I could not answer, and who have inspired me to always improve my teaching, I say thank you.

The children, adolescents, adults, and families who battle against mental illness and addictions exemplify courage every day of their lives. I admire the ferocity of your struggle and pray for effective treatments and care. It is for you that this book was and is written.

Good writing springs from good thinking. The authors of this fourth edition are good thinkers. They have drawn on their massive experience and knowledge to put together chapters that reflect up-to-the-minute thinking on their topics. They have gone beyond what is expected of writers to contribute to this edition. At one point Evelyn Labun, the author of the chapter on Spiritual Aspects of Care, said to me, "Barbara, I am not just a person who writes about spirituality; I am a person of prayer. And I pray for you during this difficult work." It brought tears to my eyes. I thank all of the authors for similar words and acts of kindness to me, and for their patience with and dedication to this work. Most of the authors and I have been through life changes together, through degrees and positions, through marriage and children. I feel honored to have shared their lives and work.

This edition marks my 16th year of working with Lippincott. I have learned that editors come and go but the influence of a few remains. Bill initiated me to the rigors of writing. Dave taught me to be forgiving of myself. But, oh, Ellen, how I've missed *you* most of all . . .

Thank you to Erika Kors, the height of tact, graciousness, and professionalism, for managing the thousands of details involved in coordinating the entire production of this book and for listening to my worries and my dreams for it.

My parents, Roy and Marie Schoen, always communicated to me that I was capable of whatever I chose to undertake. And so I thank them for that inestimable gift, belief in oneself, and for their willing ears during times of struggle.

I thank my sisters, brother, sisters- and brothers-inlaw, Bobi and Fred Ravagnani (thanks for that unending stream of obnoxious mementos of my fiftieth), Mary Ellen and Don Makkos, Jeff and Angela Schoen, Bonnie and John Weseloh, Bryan and Dee Johnson for their encouragement.

Eric was almost 3 years old and Jessica a newborn when I started to create the ideas that developed into this text. Jessica is now 15 years and Eric, at age 18, will graduate from high school in a few days. They are both stars in our universe. Jessica has shown the same drive for excellence in her studies that motivates her in sports and has taken her to the position of state high jump champion. Eric has persevered in his academics and in tennis and has overcome challenges to succeed in what-

ever he tries. He is admired by teachers and coaches, and by his family. As he heads to college, we are struck by the honesty and goodness of our son. I am struck by how much he reminds me of his father. The sun (that great Texas sun) rises and sets on these two children-almost-young-adults of ours. They are everything to their father and me.

My life-hero and constant during 28 years of wedded bliss has been Barry. He is truly my hero—I wish I had his patience, his charitable view of the world, his goodness. Even when we were newlyweds and I a mere 22 years old, Barry let me know that his opinion of my ability was higher than my own. He has encouraged, supported, teased, and cared for me, during good times and troubles.

I owe you, Barry, for everything. I thank you for doing the weekly grocery shopping and bringing home much better stuff than I would have, for the romantic late night drives to the post office and FedEx (particularly the party-like excitement of the airport FedEx at 10:30 PM to the sounds of plane engines revving in the night air), for sometimes being both Mom and Dad to our two teens, for tutoring them in chemistry and algebra and history and basketball, for listening to my troubles, my fears, and my hopes with equanimity, for loving me when I'm unlovable and making me laugh when I desperately need to laugh. You *are* the wind beneath my wings. I love you, Barry.

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