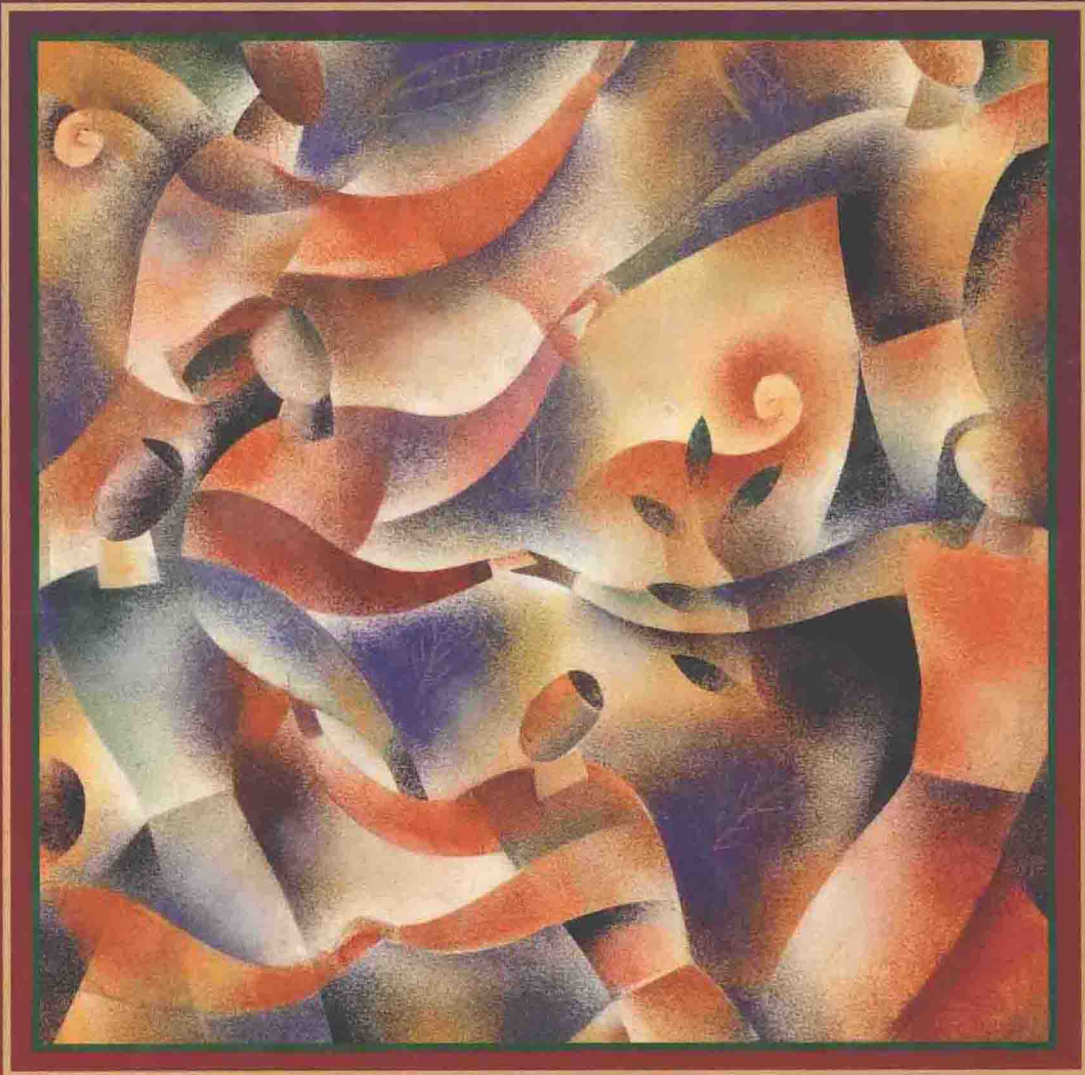


PSYCHIATRIC MENTAL HEALTH NURSING



Fortinash • Holoday-Worret

PSYCHIATRIC- MENTAL HEALTH NURSING

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PREFACE

Psychiatric-mental health nursing is experiencing extraordinary changes that provide challenge, excitement, and wonder for new nurses as well as seasoned practitioners. Expanding research and discovery in the area of psychobiology, the continuing shift of care to community settings, health care reform, managed care, the evolution of the information superhighway, and increasing societal demands and psychosocial stressors are the most significant of these changes. The scope of psychiatric-mental health nursing has expanded dramatically over the past forty years, and change will continue to be its constant companion. These challenges need to be analyzed and addressed in a proactive manner, as they influence nurses and clients in innumerable ways.

The past decade, which produced this explosion of information in the psychobiological sciences, presented psychiatric nurses with the responsibility of integrating biological bases of knowledge into education, practice, and research. Congress has declared the 1990s the "Decade of the Brain," indicating that research, diagnostic technology, and treatment modalities have greatly expanded in the direction of psychobiology. The implication for psychiatric nursing is that these findings must be incorporated into all areas of the specialty. This is particularly true for psychopharmacology, "to ensure safe and effective care of people with mental illness and the advancement of the specialty" (ANA, 1994).

Revolutionary changes in the entire health care industry over the past few years have strongly affected the care of individuals who require treatment through the mental health care delivery system. In the past, people who required intervention for acute psychiatric problems were admitted to an inpatient, acute care psychiatric facility for observation, assessment, and treatment. If the problems were resolved within expectations, the person was discharged to an appropriate level of care and perhaps continued with outpatient treatment, medication therapy, and sometimes rehabilitative or educational services. Now, inpatient hospitalization is often replaced with alternative care options in community settings. Inpatient psychiatric care continues to be available for people whose illness demands it, although the typical lengths of stay in acute care have been dramatically reduced.

APPROACH AND INTENDED USE

Although this first edition of *Psychiatric-Mental Health Nursing* strongly addresses the biological revolution as well as new concepts in health care delivery, the clients'

psychosocial needs and the behavior of nurses and associated professionals to attain, maintain, and promote the clients' integrity related to those needs, remain the principal focus of this text.

The text provides a balanced nursing and medical approach with strong coverage of DSM-IV and related treatments. It is not tied to any specific nursing framework, although psychiatric nursing is thoroughly discussed in relation to various well-respected theorists.

This revolutionary, state-of-the-art text is primarily intended to help students and practicing psychiatric nurses deliver professional nursing care for clients and their families, regardless of time, place, or circumstances.

The nursing process, a time-proven, six-step problem-solving method is featured as a distinct section in relevant chapters. Interesting case studies depicting "real-life" situations followed by a series of questions are interspersed throughout the various stages of the nursing process section to stimulate student learning and critical thinking skills. This section also includes comprehensive nursing care plans that begin with a case study, followed by relevant DSM-IV and NANDA diagnoses. Client outcomes are identified, interventions with rationales are presented, and an evaluative statement is provided.

The major organizing structures for the disorders chapters include both the diagnoses of the North American Nursing Diagnosis Association (NANDA, 1994) and the American Psychiatric Association *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition (DSM-IV, 1994). We strongly believe in the practicality and effectiveness of the collaborative efforts of nursing and medicine whenever possible. We contend that the use of current NANDA terminology most accurately describes the therapeutic services and contributions of nurses, and also reflects contemporary nursing actions and responses. Application and use of refined diagnostic labels are essential to the evolution of the language and discipline of nursing.

STRUCTURE AND ORGANIZATION

Part One, Introduction to Psychiatric-Mental Health Nursing, presents concepts and issues fundamental to psychiatric-mental health nursing. The reader is introduced to concepts that not only define nursing as an art and a science, but also reveal the substantive changes and trends that currently shape and challenge traditional

professional nursing roles in the area of mental health. Typical student issues, dilemmas, and concerns, specific to the role of psychiatric nursing, are uniquely presented in the form of clinical *challenges* and *solutions*. This information will be very helpful for students as they enter and interact in the psychiatric setting. Legal and ethical issues specific to clients with mental disorders are described. Patients' rights related to mental illness are carefully defined, while citing relevant case law. Cultural issues are discussed, offering a cross-section of the various cultures. Explanation of how cultural beliefs affect clients' attitudes toward health care and care giving practices is provided, with emphasis on mental health and mental disorders. Theoretical perspectives, including psychotherapeutic and biological components, that provide the framework for mental and emotional disorders are discussed. Clear, concise examples of each therapeutic modality are presented as well as vivid and precise **full-color** illustrations of biological effects on brain chemistry.

Part Two, Dynamics of Nursing Practice, discusses the two essential components of the nursing role. The chapter on the nursing process presents the foundations of critical thinking, intuitive skills, and problem-solving approaches used by nurses as they practice their discipline in a variety of clinical and community settings. Several helpful assessment and interview tools are featured, including a treatment plan, a standardized care plan, and a clinical pathway. Each phase of the nursing process is carefully explained, with examples provided. The second chapter of this unit discusses the most valuable tool of the psychiatric nurse—that of communication—with emphasis on the essential components of the therapeutic nurse-client relationship.

Part Three, Developmental Aspects Across the Life Span, analyzes the stages of growth and development in separate chapters about childhood and adolescence, adulthood, and the elderly. Critical tasks that need to be met or mastered in order for clients to move forward developmentally are discussed from a variety of theoretical perspectives.

Part Four, Mental/Emotional Disorders, focuses on ten major disorders generated by DSM-IV criteria. Each disorder is presented in terms of a brief description, history, etiology, epidemiology, and prognosis. The nursing process is presented as a separate section at the end of each chapter, with discussion of each nursing process step. A detailed nursing care plan is presented in this section, beginning with a case study, followed by DSM-IV multiaxial diagnoses and relevant nursing diagnoses. Client outcomes are identified based on the nursing diagnosis statement, interventions and their rationales are presented, and an evaluation is noted. Collaboration between nursing and medicine is evident throughout the nursing process section, most notably in columns depicting a side-by-side listing of DSM-IV and NANDA diagnoses and in the multiaxial diagnostic segments preceding the nursing care plans.

Part Five, Therapeutic Modalities, emphasizes the four major therapeutic modalities used to treat clients in the psychiatric setting. Crisis intervention is discussed, tracing the historical development of this modality and describing its major components. The chapter on interactive therapies presents discussion of the different theoretical concepts in the form of practical examples and scenarios typically found in a mental health facility. The discussion of psychopharmacology offers a thorough description of medications typically used to treat mental illness, as well as their therapeutic and nontherapeutic effects, usual dosages, nursing implications, and other valuable information. Thirty-nine perforated, detachable drug cards in the back of the book accompany this chapter for the learner's convenience. A unique separate chapter is devoted to adjunct therapies, such as occupational, recreational, art, music, and dance therapies, emphasizing the text's interdisciplinary focus. Special consideration is given to the nurse's role in each therapeutic task, function, or activity.

Part Six, Nursing Implications for Contemporary Issues, describes a variety of timely issues and concerns experienced by clients in different settings and treated by psychiatric nurses. Such important topics as surviving violence, grief and loss, AIDS, psychological aspects of physiological illness, and chronic mental illness are discussed in this unit. The text concludes with an in-depth discussion of the shift of care to the community and home settings.

DESIGN AND KEY FEATURES


Bright and vivid **full-color** design is used throughout this text to promote visual appeal, emphasize and distinguish key pedagogical features, and graphically portray illustrations of important psychiatric nursing concepts for today's students. Numerous **full-color** brain scans and drawings of psychobiological concepts are presented in relevant chapters. Many boxes, tables, and other figures summarize and highlight important information.

Each chapter has several standard features that make important information more accessible:


- *Learning Objectives*, placed at the beginning of the chapter, emphasize the most important concepts.
- The *Chapter Outline* presents the major topical headings.
- *Key Terms* with definitions are presented at the beginning of the chapter and are highlighted throughout the chapter in bold.
- A *Summary of Key Concepts* concludes each chapter, summarizing the most significant ideas to be remembered.

Other important key features are highlighted by a unique design. The location of these features is detailed in a handy feature locator on the inside back cover of the book.

A detailed *Nursing Care Plan* is presented as part of the nursing process section. It begins with a case study, followed by DSM-IV multiaxial diagnoses and relevant nursing diagnoses. Client outcomes based on the nursing diagnosis statements are identified, interventions with rationales are presented, and an evaluative statement concludes the care plan.


Case Study with Critical Thinking Questions integrates critical thinking questions following realistic case studies to foster students' problem solving skills and application of the concepts presented. 

Nursing Care in the Community boxes discuss community perspectives on particular disorders and issues.

Clinical Alerts interspersed throughout the text highlight critical information relevant to clinical practice. 


DSM-IV Criteria boxes present the DSM-IV criteria for particular disorders.

Collaborative Diagnoses boxes present DSM-IV and NANDA diagnoses relevant for a certain disorder.

Client and Family Teaching Guidelines provide education for both the client and the family on various concerns for a particular disorder. 

Clinical Symptoms boxes summarize the symptoms that indicate a certain disorder.

Additional Treatment Modalities boxes summarize various modalities and interventions that are used in conjunction with nursing interventions in the treatment of a particular disorder.

Understanding and Applying Research boxes summarize a research study related to a disorder and its application to nursing interventions. 

Nursing Assessment Questions boxes present questions that should be included in the assessment of a particular disorder.

Thirty-nine perforated *Drug Cards* containing essential information about the most common and important psychiatric medications are in the back of the book. These cards can be torn out and easily used for reference in clinical settings.

Five *Clinical Pathways*, for various disorders and from different institutions, are presented in both Chapter 6 and Appendix D to demonstrate the importance and usefulness of this interdisciplinary tool in the treatment of mental disorders.

A *Glossary* in the back provides concise definitions of the key terms found in the book.

Complete listings of *NANDA diagnoses* (1995–1996) and *DSM-IV diagnoses* are in Appendixes A and B.

A listing of *mental health organizations* is provided in Appendix C, as a resource for further information about mental disorders and other mental health issues.

TEACHING-LEARNING PACKAGE

A complete ancillary package to enhance teaching and learning is provided for this text.

Instructor's Resource Manual and Test Bank

The Instructor's Resource Manual and Test Bank to accompany *Psychiatric-Mental Health Nursing* includes many features that will supplement and enhance teaching and learning from the textbook. Critical thinking questions, enrichment activities, and multimedia resources are provided for each text chapter. Strategies for teaching psychiatric nursing and suggested course outlines for courses of varying lengths are presented. Student worksheets for each chapter are included. The test bank has 700 questions in NCLEX format and provides the applicable nursing process step, cognitive level of each question, and answer rationale.

Mosby's Psychiatric Nursing Transparency Acetates, second edition

The second edition of Mosby's *Psychiatric Nursing Transparency Acetates* contains 48 two-color and **full-color** transparencies covering many topics in psychiatric nursing. These transparencies provide a visual learning experience to reinforce knowledge and understanding.

Computerized Test Bank

The computerized version of the Test Bank is available in IBM and Macintosh versions. It comes with an instruction manual and allows users to edit, add, delete, or select questions on the computer.

TERMINOLOGY AND LANGUAGE

We have made every effort to remove evidence of sexism from this text. Whenever possible, we have attempted to use plural nouns and pronouns in place of the singular *his* or *her*. We recognize the contribution of both men and women to the nursing profession. However, clarity sometimes has dictated the use of *she* for nurse and *he* for client.

We have chosen to use the term *client* instead of *patient* because we view individuals receiving treatment as significant participants in the reciprocal process of treatment. We also recognize that *family* can refer not only to blood relatives, but friends and significant others. However, the term *family* is generally used for simplicity.

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We are proud of this state-of-the-art textbook and invite psychiatric nursing students and nurses at all levels to meet the challenges presented and to apply the concepts in clinical practice. In the midst of the changes and dynamic forces influencing health care and health care delivery, the time-honored role of psychiatric nursing holds steady in the eye of the storm. It is our hope that the content presented in this textbook will serve as an anchor amid the sea of change. We wish you well in your professional journey and feel confident that you will successfully meet these challenges while experiencing the joy and excitement of psychiatric nursing.

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