

Basic Concepts of Psychiatric–Mental Health Nursing

EIGHTH EDITION

Basic Concepts of Psychiatric–Mental Health Nursing

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This book is dedicated to my daughters,
Terri Spence, Lorrie Shives, and Debbie
Moore; to my grandchildren, Jeffray,
Jennifer, and Zachary; and to the memory
of my parents, Pete and Christine Rebraca.



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Preface

Initially published in 1986, this text was written to be used in short psychiatric nursing courses; as a reference source for nurses and other professionals in a variety of clinical settings, such as pediatrics, the emergency room, and crisis center while providing care for clients with biopsychosocial needs; and as a review book for nurses preparing for state boards. The prevalence of mental health issues and psychiatric disorders across the age span, as well as disparities in access to care and treatment among diverse groups, continues to challenge psychiatric–mental health nurses as they provide services to children, adolescents, older adults, and other underserved populations. The goal of this edition has been to address current issues and trends in psychiatric–mental health nursing to foster competency in the delivery of mental health care. Several nursing journals were reviewed to obtain information relevant to the content included in this text: *ADVANCE for Nurses*, *ADVANCE for Nurse Practitioners*, *American Journal for Nurse Practitioners*, *American Journal of Nursing*, *Clinical Advisor: A Forum for Nurse Practitioners*, *Clinical Nurse Specialist: A Journal for Advanced Nursing Practice*, *Holistic Nursing Practice*, *Journal of Hospice and Palliative Nursing*, *Journal of Psychosocial and Mental Health Nursing*, and *LPN 2009*. Additional journals used were *Clinical Psychiatry News*, *Current Psychiatry*, and *Neuropsychiatry News*. Information regarding psychotropic medication was obtained from several sources including current editions of the *Nurse Practitioners' Prescribing Reference*. Several Internet resources, including Lippincott's Nursing Center, the National Institute of Mental Health, World Health Organization, and Centers for Disease Control and Prevention, were used to obtain relevant information and current statistics related to various psychiatric–mental health disorders.

Comments by reviewers from various levels of nursing education helped this author to identify specific content that should be included or retained in this eighth edition of *Basic Concepts of Psychiatric–Mental Health Nursing*. Consideration was given to the limited amount of time and various clinical settings in which nurse–educators are able to present psychiatric–mental health nursing content. Reviewers recommended retaining the following threads throughout the text:

- Psychobiological and developmental theories related to specific disorders
- Economic, spiritual, sexual, and religious factors affecting mental health
- Cultural and ethnic diversity
- Loss and grief
- The nurse's role in clinical psychopharmacology

- Management of pain and sleep disturbances
- Client empowerment
- Utilization of behavior therapy as a nursing intervention when appropriate
- Reviewers also recommended retaining, and expanding when indicated, pedagogic content such as key terms, learning objectives, nursing research, NCLEX-style multiple-choice questions, critical thinking questions, and Internet resources.

As noted in the previous editions, understanding the neuropathology or pathophysiology of a psychiatric–mental health disorder presents a challenge to student nurses as they enter a new phase of nursing education. Clinical psychopharmacology, which includes a working knowledge of the pharmacodynamics and pharmacokinetics of psychoactive drugs and the potential for drug–drug interactions, is an integral part of psychiatric–mental health nursing care. The development of cultural competence in psychiatric–mental health nursing is another challenge. According to the Department of Health and Human Services, minorities are less likely than those in the White population to receive mental health services. If students are to develop cultural competence, emphasis must be placed on developing cultural awareness and sensitivity. Nursing interventions include the promotion of linguistic competence, including the use of bilingual interpreters and educational materials for clients with minimal understanding of the English language. Furthermore, students must be given the opportunity to feel competent using crisis and disaster intervention techniques because both have become topics affecting the mental health of all age groups. The availability of settings for student nurse clinical experiences continues to be limited due to changes in Medicaid and Medicare reimbursement, limited insurance coverage for both outpatient and inpatient psychiatric care, and the decentralization of settings where mental health care is provided (eg, private practice, community mental health centers, mobile mental health units, and school systems). For example, insurance carriers require health care providers to obtain precertification prior to an initial consult for clients with mental health concerns. This precertification process often delays or may deny treatment. If precertification is obtained, the insurance carriers then require the health care providers to complete a treatment plan stating the number of estimated visits the client will require, what type of treatment will be initiated, and where the treatment will occur. Finally, the out-of-pocket expenses or co-payments imposed on clients may affect their decision to continue or discontinue treatment.

As a result of these changes and limitations in the delivery of psychiatric–mental health care, student nurses are now challenged to apply the basic concepts of psychiatric–mental health nursing in diverse settings.

TEXT ORGANIZATION

The text is organized into seven units. An in-depth review of the chapter content and a detailed literature search were conducted to provide the student with the most current information available. Suggestions by reviewers were considered and added to enhance the content.

Unit I, **Psychiatric–Mental Health Nursing**, includes three chapters. Chapter 1 focuses on the concept of self-awareness and addresses student issues and concerns regarding psychiatric clinical experiences. Chapter 2 discusses the history and trends of psychiatric–mental health nursing from 1773 to present. It describes basic concepts such as mental health and mental illness, factors affecting mental health maintenance, misconceptions about mental illness, different levels of communication used by clients and health care providers, the use of defense mechanisms, and the ANA standards of practice. The current state of psychiatric nursing, including career opportunities and the expanded role of the nurse, is addressed. Chapter 3 highlights the major theories and nursing theorists and describes the application of nursing theory to psychiatric–mental health nursing practice.

Unit II, **Special Issues Related to Psychiatric–Mental Health Nursing**, consists of five chapters. Chapter 4 discusses how spirituality, culture, ethnicity, and the process of acculturation affect individual and family behavior, including the implications for psychiatric nursing practice. Nursing implications derived from research on ethnopharmacology are also addressed. Chapter 5 discusses the major ethical and legal issues that occur in psychiatric–mental health nursing.

Chapter 6 focuses on the history of forensic nursing, the scope and standards of forensic nursing practice, the forensic nurse's code of ethics, and forensic nursing education. Chapter 7 provides information to familiarize the student with the concepts of loss, grief, and end-of-life care as they are experienced by individuals, families, or their significant others. Chapter 8 discusses the continuum of care available to clients as they progress from the most restrictive clinical setting (inpatient) to the least restrictive clinical setting in which they may reside.

Unit III, **Components of the Nurse–Client Relationship**, includes four chapters. Chapters 9 and 10 discuss the application of the six steps of the nursing process and the use of the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR)* in the psychiatric setting. Chapters 11 and 12 address therapeutic communication and relationships and the therapeutic milieu.

Unit IV, **Interactive Therapies**, consists of three chapters. Chapter 13 focuses on the different aspects of crisis and the major interventions used to control or resolve a crisis situation. Information regarding disaster intervention and nursing care is also included. The legal implications associated with a crisis situation and crisis and disaster interventions for children/

adolescents also are highlighted. Chapter 14 focuses on the application of individual therapy and counseling as they relate to the psychological needs of clients, including children and adolescents. Chapter 15 focuses on the application of couples, family, and group therapy as they relate to the psychosocial needs of clients, families, or significant others. The role of the nurse–therapist is also discussed.

Unit V, **Special Treatment Modalities**, includes three chapters. Chapter 16 addresses the science of psychopharmacology; the rationale for the use of various psychoactive agents, including the newest agents available at the time of publication; and off-label prescribing. Generic and trade names, as well as daily dose ranges of various agents, are listed. Chapter 17, Somatic Therapies, discusses the history of ECT, its indications for use in the psychiatric clinical setting, contraindications, adverse effects, advances in the technique, preparation of the client, and the role of the nurse during ECT. A discussion of recent advances in somatic therapies (eg, VNS, TMS, MST, and DBS) is also included. Chapter 18 describes the concept of holistic nursing and discusses the common complementary and alternative (CAM) therapies classified by the National Institute of Health that are used in the treatment of insomnia, pain, stress and anxiety, depression, and cognitive decline.

Unit VI, **Clients with Psychiatric Disorders**, contains 10 chapters (Chapters 19 through 28). The chapter order has been reorganized to introduce the more common psychiatric disorders first, focusing on

- anxiety disorders;
- somatoform and dissociative disorders;
- mood disorders;
- schizophrenia and schizophrenic-like disorders;
- eating disorders;
- personality development and personality disorders;
- substance-related disorders;
- sexuality and sexual disorders;
- cognitive disorders; and
- delusional and shared psychotic disorders.

Each chapter describes the historical perspective of a disorder, if applicable; discusses the etiology of specific disorders, including the discussion of specific theories if appropriate; presents the clinical symptoms and diagnostic characteristics of each disorder incorporating the *DSM-IV-TR* criteria when applicable; focuses on the application of the nursing process; and explains the continuum of care. Most of these chapters contain a drug summary table listing the generic name and trade name of the more common drugs used, the daily dosage range, adverse effects, and nursing implications. Specific target symptoms of certain drugs are listed if the drug is used for stabilization of more than one symptom or is used in off-label prescribing.

Unit VII, **Special Populations**, includes seven chapters (Chapters 29–35) that address the needs of clients who exhibit clinical symptoms of

- disorders of infancy, childhood, and adolescence;
- ineffective coping with the psychosocial aspects of aging;

- suicidal ideation or behavior, or clients who request physician-assisted suicide;
- dual diagnosis;
- abuse and violence;
- ineffective coping associated with AIDS; and
- serious and persistent mental illness.

The same format that is used for Unit VI, such as the discussion of etiology, theory, clinical symptoms, application of nursing process, and continuum of care, is followed when applicable.

Pedagogic Features

Reviewers recommended that several pedagogic features introduced in the seventh edition be retained in this edition's text. Revisions in each of the features were made when appropriate to reflect changes in or expansion of content. Pedagogic features include

- learning objectives reflecting Bloom's Taxonomy at the beginning of each chapter;
- key terms at the beginning of each chapter linked to the expanded glossary;
- self-awareness prompts;
- tables to highlight the content such as therapeutic communication techniques, description of members of a multidisciplinary treatment team, phases of a crisis, and classifications of nursing diagnoses;
- figures to highlight features such as Maslow's Hierarchy of Needs, decision trees, standards of care, factors influencing communication, and genograms;
- clinical examples of clients with specific psychiatric-mental health disorders;
- boxes to highlight features such as Med Alerts, assessment or screening tools, subtypes of a specific disorder, and nursing interventions;
- recurring boxes that address supporting evidence for practice;
- drug summary tables in clinical disorder chapters that include generic/trade name, dosage range, adverse effects, and nursing interventions;
- recurring boxes summarizing the major clinical symptoms and diagnostic characteristics associated with specific psychiatric mental health disorders incorporating the *DSM-IV-TR* criteria;
- recurring boxes highlighting examples of North American Nursing Diagnosis Association (NANDA) nursing diagnoses for specific disorders;
- recurring boxes providing examples of client outcomes for specific disorders; and
- key concepts summarized at the end of each chapter.

New and Expanded Features and Content

The eighth edition now provides

- examples of unique community- and school-based outreach intervention programs such as In Shape

(Chapter 12), D-Bart Program (Chapter 27), Teaching Kids to Cope (Chapter 29), Signs of Suicide Prevention Programs (Chapter 31), Assertive Community Treatment Model (Chapter 35), and Welcome Home Ministries (Chapter 35);

- examples of current statistics, research, and surveys pertaining to specific psychiatric mental health disorders including schizophrenia, eating disorders, substance abuse, dementia, and autism;
- new content in Chapter 1 focusing on the development of self-awareness and some of the common issues and concerns that students may experience;
- new content in Chapter 2 discussing the concepts of genetics, genomics, and stigma and their influence in psychiatric-mental health nursing;
- expanded content in Chapter 3 explaining the relationship between nursing theory and research;
- expanded content in Chapter 4 addressing spiritual, cultural, and ethnic issues;
- expanded content in Chapter 5 focusing on legal issues such as risk management, quality assurance, and sentinel events;
- expanded content in Chapter 7 regarding care for clients experiencing loss and grief;
- expanded content in Chapter 8 describing trends affecting continuum of care;
- expanded content in Chapter 9 regarding the assessment of a client's spirituality, sleep pattern, and level of pain;
- expanded content in Chapter 10 regarding the application of the nursing diagnosis;
- expanded content in Chapter 11 discussing factors that affect communication and the development of a therapeutic relationship;
- expanded content in Chapter 12 focusing on interventions related to client education;
- expanded content in Chapter 13 discussing crisis and disaster intervention;
- expanded content in Chapter 14 focusing on individual psychotherapy;
- expanded content in Chapter 16 regarding the decision to medicate a client exhibiting clinical symptoms of a psychiatric disorder;
- expanded content in Chapter 17 describing recent advances in alternative somatic therapies;
- expanded content in Chapter 19 regarding the application of the nursing process when caring for clients with an anxiety disorder;
- expanded content in Chapter 20 related to somatoform and dissociative disorders;
- expanded content in Chapter 21 including application of the nursing process when caring for clients with a mood disorder;
- expanded content in Chapter 22 including the purpose of the three-phase Clinical Antipsychotic Trials of Intervention Effectiveness (CATIE) in Schizophrenia and application of the nursing process;


- expanded content in Chapter 23 focusing on the various categories of eating disorders, the importance of a comprehensive physical exam, and interactive therapies;
- expanded content in Chapter 24 regarding clinical symptoms and diagnostic characteristics of personality disorders and application of the nursing process;
- new and expanded content in Chapter 25 including the epidemiology and theories of substance use and abuse, disease concept of alcoholism, concept of harm avoidance or reduction, current methods of substance abuse such as “robo tripping,” and nursing interventions utilized during detoxification;
- expanded content in Chapter 26 discussing sexual identity terminology and application of the nursing process when providing care for clients with sexual disorders;
- new and expanded content in Chapter 27 addressing the assessment of spirituality and sexuality, application of behavioral intervention techniques and programs, and medication management of clients with cognitive disorders;
- expanded content in Chapter 28 describing the assessment of delusional and shared psychotic disorders;
- expanded content in Chapter 29 including the discussion of intellectual and developmental disabilities and application of nursing process;
- new content in Chapter 30 focusing on the psychosocial needs of the Arab American elderly and application of the nursing process when providing care for elderly clients;
- new and expanded content in Chapter 31 including the Interpersonal–Psychological Theory of Suicidal Behavior, identification of individuals at high risk for suicide, and assessment tools for clients at risk for suicide;
- expanded and revised content in Chapter 33 to present the discussion of physical and sexual abuse as well as neglect followed by the discussion of intimate partner or domestic violence, youth violence, workplace violence, and hate crimes;
- expanded content in Chapter 34 related to the psychosocial impact of AIDS;
- expanded content in Chapter 35 related to special populations of the homeless, impulse control disorders, and the application of the nursing process including assessment, medication management and education, continuum of care, and empowerment of clients with SPMI; and
- updated selected references and suggested readings.

ANCILLARY PACKAGE

An Instructor’s Resource DVD-ROM is available to faculty adopting this text, and a bound-in DVD-ROM is available for students. There is also a companion Web site at thePoint.* The Instructor’s Resource DVD-ROM includes the following:

- PowerPoint lectures intended to provide significant lecture, and classroom and/or online teaching support
- Testbank containing approximately 350 multiple-choice NCLEX-style questions
- Answers to the NCLEX-style questions found at the end of each chapter
- An Image Bank
- Answers to the movie viewing guides

STUDENT RESOURCE DVD-ROM

A bound-in DVD-ROM is an invaluable learning tool that provides an NCLEX alternate format tutorial, clinical simulations, and movie viewing guides, as indicated by the  icon in the text. Also included are a Glossary, updated Internet Resources, and a Spanish-English Audio Glossary.

*thePoint is a trademark of WKHealth.



Acknowledgments

Since the inception of the first edition of this textbook began in the early 1980s, the emergence of the biopsychosocial model or paradigm of psychiatric–mental health nursing has challenged authors such as myself to reevaluate the format in which psychiatric–mental health nursing content should be presented. The eighth edition of this textbook would not have materialized without the guidance and support of the staff at Lippincott Williams and Wilkins. I would like to express my sincere appreciation to the following individuals who were

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