This book is dedicated
to my best friend
and remarkably encouraging husband,
Okon, who has supported me
throughout this great quest.
PSYCHIATRIC NURSING:
Biological & Behavioral Concepts

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Preface

The plethora of scientific data from technological advances in neurochemistry, neuroimaging genetics, and pharmacology provide a plausible explanation for complex psychiatric disorders. In today's world of expanded scientific data, clients and their families have a sense of hope and encouragement concerning their level of functioning and quality of life. Psychiatric nurses are in unique positions to understand these scientific data and integrate them into holistic, quality, and evidence-based health care. In addition to a wealth of scientific technology and advances in biology, genetics, and psychopharmacology, the publication of the Surgeon General's 1999 Report on Mental Illness has also revolutionized psychiatric care.

The Surgeon General's 1999 Report on Mental Illness has become one of the most significant contributions to psychiatry over the past 50 years. This extensive report focuses on holistic psychiatric care, parity in mental health services, culture, spirituality, research, theory, and the importance of integrating evidence-based biologic and psychotherapeutic interventions into treatment planning. In addition, it emphasizes the importance of mental health care that focuses on the needs of the client, families, and communities. It has become a template for this era of psychiatry, and it is relevant in promoting psychiatric nursing care for clients presenting with various psychiatric disorders.

The conceptual framework of this book integrates a holistic, developmental, and adaptation model that reflects the continuum of health throughout the life span. The continuum of mental health depicts complex and rapid neurobiological development during the prenatal period and the normalcy of aging. Psychiatric nurses play crucial roles in mental health promotion and maintenance. Advances in neurobiological and genetic research and in psychopharmacology offer extensive evidence that supports the importance of holistic health care. Because mental health is a dynamic process, holistic mental health care requires nursing care that synthesizes biological, psychosocial, cultural, and spiritual concepts. These concepts have profound impact on human behavior and adaptation primarily by promoting restoration and health maintenance of vital adaptive processes.

As nurses in vast practice settings face the growing population of persons with various mental disorders, understanding their experiences requires that nurses recognize the bases of their symptoms. With understanding, holistic health care can be implemented. Analyzing the client's symptoms begins with a collaborative process that conveys respect, care, and empathy. As the client moves along the mental health continuum and life span, efforts to reduce symptoms, facilitate function, and improve quality of life are high priorities. This challenge and the need to synthesize holistic concepts into psychiatric treatment planning identified the need for a textbook that integrates these nursing concepts. Psychiatric Nursing: Biological and Behavioral Concepts was written to fulfill this need.

The purpose of this textbook is to help students integrate concepts of holistic nursing, adaptation, and human responses across the life span. Moreover, it integrates advances in biologic, genetic, neuroimaging, psychosocial, life span, cultural, and spiritual concepts and the principles of complex processes that give rise to various psychiatric disorders. Psychiatric nurses and students will find the refreshing approach of this textbook both informative and meaningful to the care of the client with a psychiatric disorder.

This textbook also provides the nurse with an extensive discussion of adaptive and maladaptive responses to stressors and their impact on the mental health-mental illness continuum. Likewise, the emphasis on holistic nursing care that integrates neurobiological, psychosocial, and cultural influences makes this textbook an excellent resource for psychiatric nurses and students seeking to understand psychiatric disorders and treatment planning.

Additional features include its focus on the role of the nurse in diverse clinical settings such as hospital-based, medical-surgical, home health, and community-based care. As students explore the diverse roles of the nurse in psychiatric care, they will also discover their roles in providing therapeutic care to their clients. Emphasis on client teaching, research, critical thinking, and myths to overcome will enhance their appreciation of the client experiencing various psychiatric disorders. They will be able to work with clients and their families to help them cope with the long-term effects of psychiatric disorders.

Overall, the unique features of this textbook provide students and clinicians with a comprehensive approach to holistic psychiatric nursing care.
ORGANIZATION

Psychiatric Nursing: Biological and Behavioral Concepts consists of 4 units and 36 chapters. Each unit provides a refreshing approach to psychiatric nursing, beginning with Unit 1, which covers the basic concepts of psychiatric nursing, and ending with Unit 4, which focuses on the unique roles of the psychiatric nurse, including psychiatric consultation-liaison nurse and researcher. Because mental health is dynamic, the role of psychiatric nursing must continue to evolve and reflect the needs of clients, families, groups, communities, and societies.

Unit 1, Perspectives and Principles, provides an overview of psychiatric-mental health nursing, encompassing the history and delineation of the discipline. Chapter 3 depicts the interrelationship of the concepts presented and their role in adaptation and maladaptation across the life span. Next, the major principles of psychiatric nursing are discussed. Chapters focus on the nursing process, the nurse-client relationship, cultural attitudes concerning mental health and psychiatric care, and legal and ethical considerations involving psychiatric nursing care.

Unit 2, Response to Stressors across the Life Span, includes the role of the nurse in working with clients experiencing psychiatric disorders, developmental considerations involving the condition, and integration of holistic principles (biologic, psychosocial, cultural, and spiritual influences). Each discussion includes diverse and holistic interventions. This unit also discusses caring for clients who survive violence, sexual problems, suicide, and other self-injurious behaviors. Controversial diagnoses such as fibromyalgia and chronic fatigue syndrome are discussed in Chapter 12, The Client with a Somatization Disorder, as related disorders because some of their unexplained symptoms are similar to somatoform disorders.

Unit 3, Therapeutic Interventions, provides a discussion of treatment modalities, including individual, family, group, and psychopharmacologic therapies, psychosocial rehabilitation, crisis intervention and management, health education, and electroconvulsive and complementary therapies. The unit also includes a discussion of various care settings such as hospital-based care, home- and community-based care, and medical-surgical care.

Unit 4, Advanced Psychiatric Nursing Practice, analyzes the specific roles of psychiatric nursing in general practice as well as specialty areas such as psychiatric consultation liaison nursing. The place of research in psychiatric nursing has been an integral part of this book. It concludes with a general framework for developing psychiatric nursing skills in the context of advances in the specialty and profession.

SPECIAL FEATURES

- Competencies—open each chapter and delineate expected learning outcomes.
- Key Terms—introduce and define key terms for each chapter. In addition, they guide the learner in understanding key concepts relevant to each chapter.
- Critical Thinking—displays are found in each chapter to facilitate analysis and implementation of concepts related to various client situations.
- Research Abstract—provides important scientific studies relevant to each chapter. They also provide implications for psychiatric nursing and application to practice.
- Myths—relating to specific mental disorders are included to provide a greater understanding of the misinformation surrounding the disorders. This content also dispels myths that often interfere with objective mental health care.
- In the News—provide newsworthy items that enhance the learning process. Nurses can learn to focus on articles concerning mental health and gain a greater understanding of the public’s view.
- Considerations for the Caregiver—offer suggestions to help caregivers manage the day-to-day needs of the client experiencing a psychiatric disorder as well as manage the effects of the disorder on family members.
- My Experience—is a feature crucial to understanding the client’s experience. Each display offers the client’s perspective concerning his or her mental illness as a means of promoting empathy and objective health care.
- Clinical Examples—enhance the student’s understanding of various mental disorders.
- Case Studies and Nursing Care Plans—provide a learning exercise that enables the student to apply the nursing process and relevant concepts to client situations.
- Study Questions—in each chapter provide questions that facilitate critical thinking skills.
- Suggestions for Clinical Conferences—are activities that promote critical thinking skills and opportunities to enhance understanding of diverse psychiatric disorders and student experiences.
- Resources/Web Activities—at the end of each chapter enhance students’ awareness of the resources and organizations involved in various psychiatric conditions and professional development for students.
- References and Suggested Reading—at the end of each chapter are current and provide a means for students to enhance their understanding of various psychiatric disorders.
Completing this book is remarkable! The inspiration to embark on this incredible endeavor arises from the incredible support and encouragement from my family, colleagues, friends, and editors.

My appreciation for their support is enormous. I want to acknowledge some remarkable people. First, I want to express a special thanks to my wonderful mother and friend, Gladys, who has always inspired me to nurture and tap into my inner strengths.

Second, a special thanks goes to my colleagues and friends who made writing this book fun and exciting. Their contributions underscore their commitment and expertise in psychiatric-mental health nursing.

Third, a very special dedication to the memory of my sister, Gloria, whose love of life continues to inspire me.

Finally, a special recognition of my editor, Marge Bruce, whose supportive attitude and knowledge enhanced the completion of this text.
Deborah Antai-Otong's contributions to psychiatry are vast and encompass clinical and educational domains. She has extensive experience as a psychotherapist, specializing in psychiatric emergencies, women's issues concerning depression, anxiety disorders, early childhood trauma, addictive disorders, and couples and marital therapy. Her practice experiences vary, from being a crisis therapist in a community-based mental health center to developing and implementing an Employee Support Program at a large health care system. Her present responsibilities include crisis intervention, brief psychotherapy, and relapse prevention. In her present practice, she also develops and coordinates an interdisciplinary Critical Incident Team that provides services to employees and their immediate families involved in traumatic or critical incidents. She is also a mental health provider at a community-based outpatient clinic and provides client-centered medication management and psychotherapy to veterans and their families.

A prolific author and speaker, Deborah has contributed numerous articles to referred nursing and medical journals. She has also authored an array of book chapters to textbooks ranging from clinical topics to professional development in advanced-practice psychiatric-mental health nursing. She is the author and coauthor of several textbooks and educational videos. Deborah is also a media consultant and has developed and presented nearly 100 educational videos that are broadcast to more than 2000 health care facilities globally. She currently serves on numerous national committees, including present chair of the Veterans Health Administration's Advanced-Practice Nursing Council, a Commission on Certification with the American Nurses Credentialing Center, and on the National Association of Clinical Nurse Specialists' Board of Directors.

Deborah's contributions extend beyond psychiatric nursing and encompass the nursing profession as evidenced by her most prestigious recognition and honor as a 2002 Fellow in the American Academy of Nursing.
Instructor and Student Supplements

At Delmar Learning, we are committed to providing the nursing instructor with all the appropriate materials necessary to prepare for class, deliver lectures, and evaluate student progress. We also offer students valuable resources to practice and apply their knowledge to succeed in comprehending subject matter. Below are descriptions of both instructor and student tools that accompany *Psychiatric Nursing: Biological & Behavioral Concepts*.

**ELECTRONIC CLASSROOM MANAGER**
(0-7668-1713-X)

**PowerPoint Presentation**
Focusing on the major themes from the textbook, this created presentation goes beyond key points and provides a solid base for adopters to customize unique lectures. Images may be included in the presentations and can be imported through the use of Delmar's Image Library.

**Image Library**
Many of the valuable images from this textbook are available as teaching tools, enabling instructors to insert illustrated examples into PowerPoint presentations for classroom lecture or to create transparencies.

**Computerized Test Bank**
The creation of quizzes and tests is a breeze with the most intuitive Computerized Test Bank available. A variety of question types that number in the thousands can be found in each one of these resources, including challenging multiple choice and true-false. Instructors can codify questions based on difficulty level, scramble question order so no two students have the “exact” test, and create electronic “take-home” quizzes with Internet-based examination capability. The program even allows instructors to create their own questions to expand the memory bank.

**ON-LINE COMPANION**
(http://www.delmarhealthcare.com)

**Instructor’s Guide**
Organized by chapter, editable, and printable, this standard resource is available on-line as a convenient Microsoft Word® document. Key Terms and definitions, Instructional Strategies, critical thinking questions, and suggested answers are offered here.

**Conversion Grids**
Delmar Learning recognizes how busy life can be for a nursing instructor. To make life a little easier, Conversion Grids have been formulated that demonstrate how to adjust one’s syllabus and course notes from the instructor’s current textbook to *Psychiatric Nursing: Biological and Behavioral Concepts*. Grids can be accessed via link from the Electronic Classroom Manager, or through http://www.delmarhealthcare.com.

**Curriculum Guides**
Learn about the latest and greatest print and electronic nursing education materials with Delmar Learning’s Curriculum Guides. This tool offers brief descriptions of our products and order information for our growing suite of popular resources.

**STUDENT STUDY GUIDE**
(1-4018-1507-3)
Reinforcing the major concepts presented in the textbook, each chapter of the Student Study Guide includes a Reading Assignment, Exercises and Activities, and a Self-Assessment Quiz. Resources are provided for further investigation.

**PSYCHIATRIC NURSING CLINICAL COMPANION**
(1-4018-1508-1)
Key information regarding major disorders comprises the *Psychiatric Nursing Clinical Companion*. The reader will find symptoms, causes, and treatment for each category of disorders found in the text chapters, and each entry is specially designed for appropriate nursing care.
The content presentation is designed to engage the reader on a variety of levels. The following suggests how you can maximize the numerous features of the text to gain a broad understanding of psychiatric nursing and competence in its practice.

How to Use This Text

- **Client Teaching**
  - Effective communication is a key nursing responsibility. This feature provides the tools for you to inform clients about their care, understand their condition, weigh treatment options, and promote health. Use this as a guide to advise clients in a clinical setting.

- **Clinical Example**
  - Exposure to practical situations accelerates the learning process. This feature offers you the opportunity to observe a typical clinical example, with assessment and treatment information.

- **Common Myths**
  - Because there are many common misconceptions surrounding mental health, it is important to identify and dispel them. Pay close attention to the myths and corresponding facts surrounding disorders. You may be surprised by what you learn.

- **Critical Thinking**
  - This feature was created to foster analytical thought in clinical situations and promotes active problem solving. As you read through the chapters, consider the questions posed and provide responses. Discuss your responses with other students and faculty to promote the exchange of ideas.
In The News

Erosion of Parental Rights


The courts have historically sided with parents in their decision-making capacity regarding treatment of their children in nonemergency; however, a recent legal trend pits the courts against parents by ruling that the children must be medicated against the parents’ wishes. Cases in which divorced parents disagree over treatment are not new and have been brought before the courts. Yet in two recent cases in New York State, parents acting in agreement were ordered by the court to give their children medication for attention deficit hyperactivity disorder. In one of the cases both parents agreed to take their child off medication because of side effects. The other is the first known case in which teachers sought and were granted a court ruling to force a child on medication despite both parents’ objections.

My Experience

It is important for the nurse not to become disconnected from the thoughts and feeling of their patients and clients. People experiencing mental illness speak about their conditions within this feature. Take the opportunity to read through these vignettes as a reminder of the clients within your care.

My Experience with Panic Disorder
(The Client Speaks)

Sometimes when I am driving alone or in the car with my husband I get that real urge ‘rush all over my body’ and begin sweating. I feel like I have run a mile because my heart seems to be racing really fast. I become short winded, dizzy and lightheaded, and a little confused. I can hardly talk and feel like I am going to ‘pass out.’ I try not to disturb my husband when he is driving and usually do not complain. Sometimes he looks over at me because I am quiet and asks, ‘What is wrong? ’ Many times I tell him that I am all right even though I can hardly talk or breathe. I feel very scared during these periods and sometimes feel like I am going to ‘pass out.’ But I know that this lasts only a little while. When I feel like this, I begin to breathe very slowly, count my breaths, and I feel better.

If I do not attend such events I feel like I need to. I will begin to feel like I am not in control of my body, so I do all of the above whenever I feel the need to. Because I have had them for so long, I know what they are and can take care of myself.

Research Abstract

Evidence-based findings help define nursing practice and mold nursing behavior. This feature emphasizes the significance of clinical research to the profession and illustrates the correct format to write an abstract for a research project. Take particular note of the implications included within each study.

Suggestions for Clinical Conferences

Nurses must practice their skills to become adept professionals. Following each chapter are suggestions for you to gain experience in the field. You will be called upon to assess clients and plan interventions. Work with your instructor to identify those opportunities.

Resources

Gathering numerous materials on a given subject will give you a rounded perspective of the topic. Contact information for government agencies, non-profit organizations, and associations are listed here, as well as Internet Activities for detailed research. Utilize these contacts to learn more about specific areas of mental health.

RESEARCH ABSTRACT

EXPRESSING HEALTH EXPERIENCE THROUGH EMBODIED LANGUAGE


Study Problem/Purpose

The purpose of this study was to describe embodied language for Japanese older adults who suffered a stroke or cardiac disease within the 12 months prior.

Method

Blood pressure measurements and spoken words were recorded simultaneously when 17 subjects with cardiac disease and 20 subjects with strokes were asked to describe their personal health experiences for 4 minutes. Language data (life stories or descriptions of health expression) were analyzed with word analysis software, which was tape recorded and transcribed and translated from Japanese to English by a single interpreter. A second interpreter, also fluent in Japanese and English, also reviewed these data.

Findings

Data from the Japanese older adults (n = 37) ranging in ages from 60 to 81 years of age, average age of 75.1, and higher blood pressure after talking than those with cardiac disease and 20 subjects with strokes were asked to describe their personal health experiences for 4 minutes. Language data (life stories or descriptions of health expression) were analyzed with word analysis software, which was tape recorded and transcribed and translated from Japanese to English by a single interpreter. A second interpreter, also fluent in Japanese and English, also reviewed these data.

SUGGESTIONS FOR CLINICAL CONFERENCES

1. Select an adolescent or adult client with bipolar disorder. Identify the mood disturbance and behavioral changes that were present during the episode of bipolar disorder. Identify which signs and symptoms were typical and which ones were not according to the age group.

2. Discuss the history of a client with bipolar disorder. Identify if any family members of that client have experienced depression or mania and how many family members would be identified.

3. Select a client with bipolar disorder who has significant others with whom the client routinely interacts. Identify communication issues that might be improved by psychotherapy. Plan an intervention that might be appropriate and how the patient can be evaluated.

SUMMARY

• Bipolar disorder is a recurrent mood disorder featuring one or more episodes of mania or mixed episodes of mania and depression.

• Bipolar mood state episode is characterized by irritability, racing thoughts, and hypomania.

• Bipolar disorder affects 1 to 1.5 percent of the general population in the United States, affecting equal numbers of males and females.

• There are many theories related to the etiology of this disorder, including psychological, developmental, and neurobiological theories. Research findings indicate that individuals with bipolar disorder exhibit variations in brain structure and impaired brain function.

• Figure 10-7 is a summary of factors influential in the development of bipolar disorder. Bipolar disorder occurs in children and the elderly and is frequently misdiagnosed in both populations.

• There are three major categories of psychotropic medications used in the treatment of this disorder: antidepressants, mood stabilizers, and antipsychotics.

• In the acute phase of the disorder, the focus of treatment is safety, limiting symptoms, and reducing the risk of suicide.

• In the maintenance phase of the disorder, the focus of treatment is safety, limiting symptoms, and reducing the risk of suicide.

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