Basic Concepts of Psychiatric–Mental Health Nursing

EIGHTH EDITION

Basic Concepts of Psychiatric–Mental Health Nursing

Louise Rebraca Shives, MSN, ARNP, CNS

Psychiatric–Mental Health Nurse Practitioner and Clinical Nurse Specialist

Board of Trustees, University Behavioral Center

Orlando, Florida

Health Ministry Cabinet, St. Stephen Lutheran Church

Co-Director C.A.R.E. Team Ministry, St. Stephen Lutheran Church

Longwood, Florida

Wolters Kluwer Health | Lippincott Williams & Wilkins

Philadelphia • Baltimore • New York • London
Buenos Aires • Hong Kong • Sydney • Tokyo

Acquisitions Editor: Jean Rodenberger/Carrie Brandon
Product Manager: Katherine Burland
Editorial Assistant: Amanda Jordan
Design Coordinator: Holly McLaughlin
Manufacturing Coordinator: Karin Duffield
Prepress Vendor: SPi Global

Eighth Edition

Copyright © 2012 Wolters Kluwer Health | Lippincott Williams & Wilkins.

Copyright ©2008 by Lippincott Williams & Wilkins, a Wolters Kluwer business. Copyright ©2005, 2002 by Lippincott Williams & Wilkins. Copyrighy ©1998 by Lippincott-Raven Publishers. All rights reserved. This book is protected by copyright. No part of this book may be reproduced or transmitted in any form or by any means, including as photocopies or scanned-in or other electronic copies, or utilized by any information storage and retrieval system without written permission from the copyright owner, except for brief quotations embodied in critical articles and reviews. Materials appearing in this book prepared by individuals as part of their official duties as U.S. government employees are not covered by the above-mentioned copyright. To request permission, please contact Lippincott Williams & Wilkins at Two Commerce Square, 2001 Market Street, Philadelphia, PA 19103 USA, via email at permissions@lww.com, or via our website at lww.com (products and services).

Printed in China

ISBN-13: 978-1-6054-7887-6

Care has been taken to confirm the accuracy of the information presented and to describe generally accepted practices. However, the author, editors, and publisher are not responsible for errors or omissions or for any consequences from application of the information in this book and make no warranty, expressed or implied, with respect to the currency, completeness, or accuracy of the contents of the publication. Application of this information in a particular situation remains the professional responsibility of the practitioner; the clinical treatments described and recommended may not be considered absolute and universal recommendations.

The author, editors, and publisher have exerted every effort to ensure that drug selection and dosage set forth in this text are in accordance with the current recommendations and practice at the time of publication. However, in view of ongoing research, changes in government regulations, and the constant flow of information relating to drug therapy and drug reactions, the reader is urged to check the package insert for each drug for any change in indications and dosage and for added warnings and precautions. This is particularly important when the recommended agent is a new or infrequently employed drug.

Some drugs and medical devices presented in this publication have Food and Drug Administration (FDA) clearance for limited use in restricted research settings. It is the responsibility of the health care provider to ascertain the FDA status of each drug or device planned for use in his or her clinical practice.

LWW.com

9 8 7 6 5 4 3 2 1

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.

Reviewers

Deanah Alexander
West Texas A&M University
Canyon, Texas

Andrea Anderson, BSN, MSN
Rockford College
Rockford, Illinois

Marsha Bacote-Alleyne, MS, MSN
Baker University, Baldwin City
Topeka, Kansas

Terry Broda
John Abbott College
Ste Anne de Bellevue, Quebec

Florence Budden, BNRN, CPMHN/C
Centre for Nursing Studies
St. John's, Newfoundland

Sharon Chin
Canadore College
North Bay, Ontario

Pat Clowers
East Mississippi Community College
Mayhew, Mississippi

Erin Crane
Holland College
Charlottetown, Prince Edward Island

Marian Doyle, MS, BSN
Northampton Community College
Bethlehem, Pennsylvania

Joseph Dzwielewski
Temple University
Philadelphia, Pennsylvania

Barbara Findley
Riverside School of Professional Nursing
Newport News, Virginia

Debra Gottel, MHS, BSN
University of South Florida Tampa
Tampa, Florida

Shari Gould, RN
Victoria College
Gonzales, Texas

Stacy Harper
Massanutten Technical Center
Harrisonburg, Virginia

Ardyce Hill, MS, RN
Western Wyoming Community College
Evanston, Wyoming

Gloria Mattson Huerta, RN, MSN, RP
Riverside Community College
Riverside, California

Debra Hodge
Academy of Careers and Technology
Beckley, West Virginia

Melissa R. Jones
Waynesville Technical Center
Waynesville, Missouri

Nancy Kostin, BSN, MSN
Madonna University
Livonia, Michigan

Robert G. Krause, MSN, APRN-BC
Yale University
New Haven, Connecticut

Anne Leveille
Medgar Evers College
Brooklyn, New York

Glenna Mahoney, MSN, RN
St. Mary's College, Leavenworth
Leavenworth, Kansas

Shirley Misselwitz
West Liberty University
West Liberty, West Virginia

Magdalena Morris, RN, MS
Carrington College
Boise, Idaho

Hilda G. Nazario
InterAmerican University of Puerto Rico, Ponce
Mercedita, Puerto Rico

Trevah Panek
St. Francis University, Loretto
Loretto, Pennsylvania

Patti Skorupka, PhD, APRN, BC
Duquesne University
Pittsburg, Pennsylvania

Rox Ann Sparks
Merced College
Merced, California

Allison St. Clair, RN, MSN
Summers County School of Practical Nursing
Hinton, West Virginia

Laritha Sweet, MS, RN
Baptist Memorial College of Health Sciences
Memphis, Tennessee

Ann T. Thurman, BSN, RN
Tennessee Technology Center at Hartsville
Hartsville, Tennessee

Wanda Zenzen, DNP, FNP-C
Delta College, University Center
University, Michigan

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 MOVIE viewing GUIDES 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 readily accessible throughout this project: Jean Rodenberger, Senior Acquisitions Editor; Katherine Burland, Product Manager; and Amanda Jordan, Editorial Assistant.

Recognition is also given to the individuals who reviewed the seventh edition of this text and the proposed manuscript of the eighth edition. Their candid comments and constructive criticism regarding the use of this text in the academic or clinical setting by nursing students were considered during the revision process.

Contents

Reviewers vii
Preface ix
Acknowledgments xiii

UNIT I
Psychiatric–Mental Health Nursing 1

CHAPTER 1
Self-Awareness 1
Self-Awareness 2
Frequently Asked Questions by Student Nurses 3
Recommendations by Student Nurses 4

CHAPTER 2
History and Trends in Psychiatric–Mental Health Nursing 7
Concept of Mental Health 8
Concept of Mental Illness 12
Historical Development of Psychiatric–Mental Health Nursing 14
Psychiatric–Mental Health Nursing: Scope and Standards of Practice 17
Psychiatric–Mental Health Nursing Today 18

CHAPTER 3
Development of Psychiatric–Mental Health Nursing Theory 25
Nursing Theory and Research 26
Application to Practice 28
Agreement Among Nursing Theorists 29

UNIT II
Special Issues Related to Psychiatric–Mental Health Nursing 33

CHAPTER 4
Spiritual, Cultural, and Ethnic Issues 33
Spirituality 34
Culture and Nursing 34
Population Groups 36
Use of Mental Health Services by Ethnic Groups 37
Cultural Perceptions: Mental Illness as a Spiritual Concern 38
Cultural Perceptions: Mental Illness as Imbalance or Disharmony in Nature 39
Cultural Expressions of Mental Illness and Nursing Implications 39
Psychiatric Nursing of Ethnic Groups 39
The Nursing Process 42

CHAPTER 5
Ethical and Legal Issues 49
Ethics in Nursing 50
Legal Issues in Nursing 53
Forensic Psychiatry 58

CHAPTER 6
Forensic Nursing Practice 63
Introduction to Forensic Nursing Practice 64
History of Forensic Nursing Practice 64
Scope of Forensic Nursing Practice 64
Standards of Forensic Nursing Practice 65
The Forensic Nurse's Code of Ethics 65
Forensic Nursing Education 65

CHAPTER 7
Loss, Grief, and End-of-Life Care 71
Loss 72
Grief 72
End-of-Life Care 74
Children and Death 80

CHAPTER 8
Continuum of Care 85
Inpatient Care 86
Community Mental Health 89
The Continuum of Care in the 21st Century 94

UNIT III
Components of the Nurse–Client Relationship 99

CHAPTER 9
Assessment of Psychiatric–Mental Health Clients 99
Client Assessment 100
Collection of Data 103
Medical Issues 110
Documentation of Assessment Data 112

CHAPTER 10
Nursing Diagnosis, Outcome Identification, Planning, Implementation, and Evaluation 117
Nursing Diagnosis 118
Outcome Identification 121
Planning 122
Implementation 123
Evaluation 123

CHAPTER 11
Therapeutic Communication and Relationships 127
Communication 128
Social and Therapeutic Communication 131
The One-to-One Nurse–Client Therapeutic Relationship 135

CHAPTER 12
The Therapeutic Milieu 143
Development of the Therapeutic Milieu 144
Components of a Therapeutic Milieu 145
Evaluation of the Therapeutic Milieu 154

UNIT IV
Interactive Therapies 157

CHAPTER 13
Crisis and Disaster Intervention 157
Crises 158
Crisis and Disaster Intervention 161
Crisis and Disaster Intervention for Children and Adolescents 166

CHAPTER 14
Individual Psychotherapy 171
Individual Psychotherapy 172
Individual Therapy with Children and Adolescents 175
Counseling 176
Alternate Approaches to Psychotherapy 176
Transcultural Psychotherapy 177

CHAPTER 15
Family, Couples, and Group Therapy 181
Overview of Families 182
History of Family and Couples Therapy 184
Family Therapy 185
Couples Therapy 190
Group Therapy 192

UNIT V
Special Treatment Modalities 199

CHAPTER 16
Psychopharmacology 199
The Science of Psychopharmacology 200
Medicating the Psychiatric–Mental Health Client 204
Antipsychotic Agents 205
Antianxiety Agents and Hypnotics 210
Antidepressants 215
Stimulants as Mood Elevators 220
Antimanic Agents or Mood Stabilizers 221
Anticonvulsants 222
Antiparkinsonism Agents 224

CHAPTER 17
Somatic Therapies 229
History of Electroconvulsive Therapy 230
Electroconvulsive Therapy 231
Role of the Nurse During ECT 233
Alternative Somatic Therapies 235

CHAPTER 18
Complementary and Alternative Medicine 239
Holistic Nursing 241
Use of Complementary and Alternative Therapies in the Psychiatric–Mental Health Setting 242
Indications for Use of Complementary and Alternative Therapy 243
Implications for Nursing 246

UNIT VI
Clients with Psychiatric Disorders 253

CHAPTER 19
Anxiety Disorders 253
Overview of Anxiety 254
Etiology of Anxiety 255
Clinical Symptoms and Diagnostic Characteristics 256
The Nursing Process 263

CHAPTER 20
Somatoform and Dissociative Disorders 277
Etiology of Somatoform and Dissociative Disorders 278
Clinical Symptoms and Diagnostic Characteristics 279
The Nursing Process 286

CHAPTER 21
Mood Disorders 297
Historical Perspective of Mood Disorders 298
Etiology of Mood Disorders 299
Clinical Symptoms and Diagnostic Characteristics of Depressive Disorders 302
Clinical Symptoms and Diagnostic Characteristics of Bipolar Disorder 304
Clinical Symptoms and Diagnostic Characteristics of other Mood Disorders 306
The Nursing Process 307

CHAPTER 22
Schizophrenia and Schizophrenic-like Disorders 323
History of Schizophrenia 324
Etiology of Schizophrenia 324
Clinical Symptoms and Diagnostic Characteristics 326
Schizophrenic-Like Disorders 329
The Nursing Process 330

CHAPTER 23
Eating Disorders 343
History of Eating Disorders 344
Etiology of Anorexia Nervosa and Bulimia 344
Etiology of Obesity 346
Clinical Symptoms and Diagnostic Characteristics of Eating Disorders 347
The Nursing Process 352

CHAPTER 24
Personality Development and Personality Disorders 369
Theories of Personality Development 370
Etiology of Personality Disorders 372
Characteristics of Personality Disorders 373
Clinical Symptoms and Diagnostic Characteristics of Personality Disorders 374
The Nursing Process 380

CHAPTER 25
Substance-Related Disorders 393
History of Substance Use and Abuse 394
Overview of Substance-Related Disorders 394
Etiology of Substance-Related Disorders 397
Clinical Symptoms and Diagnostic Characteristics of Alcohol-Related Disorders 399
Clinical Symptoms and Diagnostic Characteristics of other Substance-Related Disorders 401
Designer Drugs, Club Drugs, and Anabolic Steroids 404
Prescription Drug Abuse 405
Internet Addiction Disorder 406
Impaired Nurse 406
The Nursing Process 407

CHAPTER 26
Sexuality and Sexual Disorders 427
Overview of Gender Identity and Sexual Orientation 428
Clinical Symptoms and Diagnostic Characteristics of Gender Identity Disorders 430
Overview of Sexual Disorders 430

Clinical Symptoms and Diagnostic Characteristics of Sexual Disorders 433
Sexual Addiction 435
The Nursing Process 435

CHAPTER 27
Cognitive Disorders 449
History of Dementia 450
Cognitive Function 450
Etiology of Cognitive Disorders 451
Clinical Symptoms and Diagnostic Characteristics of Cognitive Disorders 454
The Nursing Process 460

CHAPTER 28
Delusional and Shared Psychotic Disorders 475
History of Delusional and Shared Psychotic Disorders 476
Etiology of Delusional Disorders 476
Clinical Symptoms and Diagnostic Characteristics 476
Etiology of Shared Psychotic Disorder 478
Clinical Symptoms and Diagnostic Characteristics 478
The Nursing Process 479

UNIT VII
Special Populations 487

CHAPTER 29
Infant, Child, and Adolescent Clients 487
History of Child and Adolescent Psychiatry 488
Terminology 489
Etiology 489
Clinical Symptoms and Diagnostic Characteristics 494
The Nursing Process 501

CHAPTER 30
Aging Clients with Psychosocial Needs 521
History of Geriatric Psychiatry 522
Etiology of Aging 523
Developmental Tasks of Aging 524
Psychodynamics of Aging 532
The Nursing Process 534

CHAPTER 31
Suicidal Clients 547
Etiology 548
Individuals at Risk for Self-Destructive Behavior 550
The Nursing Process 553

CHAPTER 32
Clients with a Dual Diagnosis 567
Etiology of Dual Diagnosis 568
Clinical Symptoms and Diagnostic Characteristics 569
The Nursing Process 570

CHAPTER 33
Clients Experiencing Abuse and Violence 577
Abuse 578
Child Abuse 578
Adult Sexual Abuse 583
Elder Abuse 585
Violence 586
Domestic or Intimate Partner Violence 586
The Nursing Process 591

CHAPTER 34
Clients Coping with Acquired Immunodeficiency Syndrome (AIDS) 603
History and Etiology of HIV/AIDS 604
Epidemiology 604
Psychosocial Impact of AIDS 605
The Nursing Process 607

CHAPTER 35
Seriously and Persistently Mentally Ill, Homeless, or Incarcerated Clients 617
Scope of Serious and Persistent Mental Illness 618
The Nursing Process 623

Index 637