Psychiatric Mental Health Nursing 10th edition Videbeck Solutions Manual

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Guided Lecture Notes, Chapter 1, Foundations of Psychiatric–Mental Health Nursing

Learning Objective 1: Describe the characteristics of mental health and mental illness.

- Discuss the initial feelings of excitement, uncertainty, and anxiety that students may experience when beginning their study of psychiatric–mental health nursing. Emphasize the importance of understanding the history, advances in treatment, current issues, and the role of psychiatric nurses. **(Refer to Introduction.)**

- Explain the challenges in defining mental health and mental illness, highlighting the influence of cultural and societal values. Discuss the World Health Organization's definition of health and the factors influencing mental health, including individual, interpersonal, and social determinants. **(Refer to Mental Health and Mental Illness.)**

Learning Objective 2: Discuss the purpose and use of the *American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, Text Revision *(DSM-5-TR)*.

- Introduce the *DSM-5-TR* as a taxonomy published by the American Psychiatric Association, providing standardized nomenclature and diagnostic criteria for mental disorders. **(Refer to *Diagnostic and Statistical Manual of Mental Disorders.*)**

- Explain the three primary purposes of the *DSM-5-TR*: (1) standardizing language for mental health professionals, (2) defining characteristics of specific diagnoses, and (3) assisting in identifying underlying causes of

disorders. **(Refer to *Diagnostic and Statistical Manual of Mental Disorders.*)**

- Describe the classification system, which includes major psychiatric disorders (e.g., depression, anxiety), relevant medical conditions, and psychosocial/environmental factors affecting diagnosis and treatment. **(Refer to *Diagnostic and Statistical Manual of Mental Disorders.*)**

- Highlight the *DSM-5-TR*'s role in guiding clinical practice and its use as a resource for understanding psychiatric illnesses, even though student nurses do not use it for diagnosis. **(Refer to *Diagnostic and Statistical Manual of Mental Disorders.*)**

- Compare the *DSM-5-TR* to other taxonomies, such as the *International Classification of Diseases (ICD-11)*, used globally for mental health diagnoses. **(Refer to *Diagnostic and Statistical Manual of Mental Disorders*.)**

- Emphasize the importance of the *DSM-5-TR* in promoting consistency and accuracy in diagnosing and treating mental disorders. **(Refer to *Diagnostic and Statistical Manual of Mental Disorders.*)**

Learning Objective 3: Identify important historical landmarks in psychiatric care.

- Discuss ancient beliefs about mental illness as divine or demonic punishment, leading to exorcisms, incarceration, and brutal treatments. **(Refer to Historical Perspectives of the Treatment of Mental Illness.)**

- Highlight the Enlightenment period (1790s) and the concept of asylums as safe havens, introduced by Philippe Pinel and William Tuke, and Dorothea

Dix's advocacy for humane treatment in the United States. **(Refer to Historical Perspectives of the Treatment of Mental Illness.)**

- Explain Sigmund Freud's contributions to the scientific study of mental disorders, including psychoanalysis and classification of mental illnesses by Emil Kraepelin and Eugen Bleuler. **(Refer to Historical Perspectives of the Treatment of Mental Illness; Sigmund Freud and Treatment of Mental Disorders.)**

- Describe the development of psychopharmacology in the 1950s, including the introduction of antipsychotics, antidepressants, and antianxiety medications, which revolutionized mental health treatment. **(Refer to Historical Perspectives of the Treatment of Mental Illness; Development of Psychopharmacology.)**

- Discuss the Community Mental Health Centers Construction Act of 1963, which initiated deinstitutionalization and the shift to community-based care. **(Refer to Historical Perspectives of the Treatment of Mental Illness.)**

- Address the ongoing challenges of deinstitutionalization, such as the revolving door phenomenon and homelessness, as well as the need for adequate community resources. **(Refer to Mental Illness in the 21st century.)**

Learning Objective 4: Discuss current trends in the treatment of people with mental illness.

- Highlight the shift from institutional care to community-based care, emphasizing deinstitutionalization and the development of community mental health programs. **(Refer to Historical Perspectives of the Treatment of Mental Illness, Move Toward Community Mental Health.)**

- Discuss the challenges of the revolving door phenomenon, where shorter hospital stays lead to frequent readmissions due to inadequate stabilization and community support. **(Refer to Mental illness in the 21st century, Revolving Door)**

- Address the rise of homelessness among individuals with severe mental illness and the need for trauma-informed housing and community support services. **(Refer to** Mental illness in the 21st century, Homelessness and Trauma-Informed Design)

- Explain the role of managed care in controlling costs and its impact on mental health services, including limitations on access and funding disparities. **(Refer to Mental illness in the 21st century, Cost Containment and Managed Care)**

- Highlight the *Healthy People 2030* objectives, focusing on prevention, treatment access, and improving quality of life for individuals with mental health disorders. **(Refer to Mental illness in the 21st century, Objectives for the future)**

- Emphasize the importance of culturally competent care in addressing the needs of a diverse population with varying cultural, racial, and family structures. **(Refer to Mental illness in the 21st century, Cultural Considerations)**

Learning Objective 5: Discuss the American Nurses Association (ANA) standards of practice for psychiatric–mental health nursing.

- Introduce the ANA standards of care as authoritative guidelines describing the responsibilities and scope of psychiatric–mental health nursing practice. **(Refer to Psychiatric Nursing Practice)**

- Explain the standards' incorporation of the nursing process (assessment, diagnosis, planning, implementation, evaluation) and specific interventions for psychiatric settings. **(Refer to Psychiatric Nursing Practice)**

- Highlight the areas of concern outlined in the standards, such as health promotion, prevention of distress, addressing stigma, and managing social determinants of mental health. **(Refer to Psychiatric Nursing Practice)**

- Discuss the contributions of Hildegard Peplau and June Mellow to psychiatric nursing, including the therapeutic nurse–client relationship and psychosocial-focused care. **(Refer to Psychiatric Nursing Practice)**

- Emphasize the importance of professional performance standards, including ethics, collaboration, research, and resource utilization, in guiding psychiatric nursing practice. **(Refer to Psychiatric Nursing Practice)**

- Address the role of the American Psychiatric Nurses Association (APNA) in developing and revising standards to reflect contemporary practice needs. **(Refer to Psychiatric Nursing Practice)**

Learning Objective 6: Describe the common student concerns about psychiatric nursing.
- Address students' fear of saying the wrong thing, emphasizing the importance of active listening, genuine interest, and therapeutic communication. **(Refer to Student Concerns , What If I Say the Wrong Thing?)**

- Discuss concerns about not knowing what to do, highlighting the value of building trust and therapeutic relationships over time. **(Refer to Student Concerns, What Will I Be Doing?)**

- Reassure students about client rejection, explaining that reclusive behavior is not personal and that many clients welcome genuine interest. **(Refer to Student Concerns, What If No One Will Talk to Me?)**

- Provide strategies for handling inappropriate or bizarre behavior, including maintaining professionalism, setting boundaries, and seeking instructor support. **(Refer to Student Concerns, How Will I Handle Bizarre or Inappropriate Behavior?)**

- Emphasize the importance of confidentiality when encountering someone they know in a clinical setting and how to handle such situations appropriately. **(Refer to Student Concerns, What If I Encounter Someone I Know?)**

- Encourage self-awareness and reflection to manage personal feelings and beliefs that may arise during psychiatric nursing experiences. **(Refer to Student Concerns, Self-Awareness Issues)**