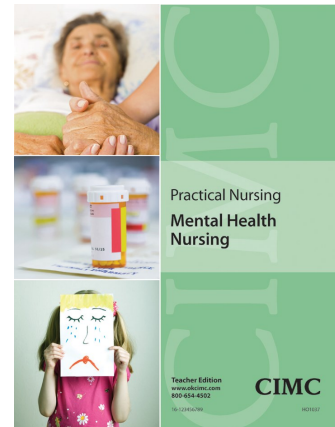


# Practical Nursing Series: Mental Health Nursing

*Mental Health Nursing* adheres to the revised objectives approved by the Oklahoma Board of Nursing. This text builds on the concepts and skills from previous courses. It focuses on nursing for mental health, including: psychiatric care environment, teams, and treatment; therapeutic communication; psychopharmacology; stress, anxiety, and coping; addictive disorders; abuse and neglect; depression; impaired cognition. *Mental Health Nursing* is designed to teach the nursing student focused nursing skills and the ability to apply their knowledge to prepare for the NCLEX-PN. A test bank CD for *Mental Health Nursing* is also available for purchase.

Modules include:

- Introduction to the Psychiatric Care Environment
- Psychiatric Treatment Team Roles and Treatments
- Therapeutic Communication Skills/Mental Health Concepts
- Psychopharmacology
- Stress, Anxiety, and Coping
- Addictive Disorders
- Abuse & Neglect
- Understanding Common Mental Health Disorders
- Depression
- Impaired Cognition



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Mental Health Nursing  
2016**

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PRACTICAL NURSING SERIES

# MENTAL HEALTH NURSING

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**TEACHER  
EDITION**

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Curriculum and Instructional Materials Center  
Oklahoma Department of Career and Technology Education

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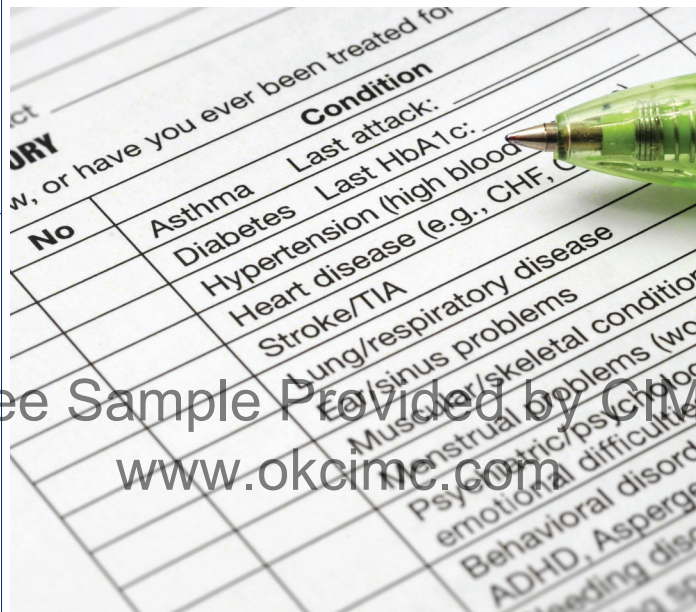
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# MODULE 2

## PSYCHIATRIC TREATMENT TEAM ROLES AND TREATMENTS



Upon completion of this module, the student will be able to describe the role of each member of the multidisciplinary psychiatric care team. The student nurse will be able to explain how the *Diagnostic and Statistical Manual* is used in psychiatric diagnosis. They will explore the use of treatment plans in the care of

patients with a mental health alteration and understand the role of the nurse within the treatment plan. The student nurse will examine the common treatment modalities used in mental health by being able to list, state the goal of, and give an example of each.



Review the Learning Objectives with the students. Look ahead to the Learning Activities in this module and plan to introduce them.

## LEARNING OBJECTIVES

1. List the members of the psychiatric care team.
2. Describe the role of each of the members of the psychiatric care team.
3. Explain how the *Diagnostic and Statistical Manual* is used in psychiatric diagnosis.
4. Explore the use of treatment plans in the care of patients with a mental health alteration.
5. Examine the common treatment modalities used in mental health by listing them, stating the goal of each, and giving an example.

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## LEARNING OBJECTIVES

**Objective** List the members of the psychiatric care team.

**Objective** Describe the role of each of the members of the psychiatric care team.

There are many members of the psychiatric care team. Each member has a role in assisting the patient. When the team works together, there is greater success with the patient's outcome. Listed below are the different members of the psychiatric team. Each member provides input for the *treatment plan*.

### Psychiatrist

The *psychiatrist* is a licensed physician (MD or DO) specializing in, and having received advanced education in, the treatment of mental disorders and psychiatry. The psychiatrist completes a 3-4 year residency program. The psychiatrist is the leader of the multidisciplinary care team, who diagnoses mental health disorders, conducts therapy sessions and prescribes medications used to treat patients with mental health disorders and/or addictions. They are able to apply biomedical and psychosocial diagnostic skills to manage patients with physical and mental disorders.

### Mental Health Nurses

A mental health nurse/psychiatric nurse is typically a registered nurse specializing in psychiatric nursing. They coordinate the services provided by the multidisciplinary care team. The nurse is a leader, teacher, and advocate within the therapeutic environment. The mental health nurse works to provide a safe environment for the patient. They work to regain the patient's normal level of functioning as quickly as possible. Some nurses with a master's degree or special certification are qualified to conduct group therapy. Some advanced practice nurses have the authority to prescribe medications.

A mental health nurse technician is an unlicensed member of the multidisciplinary care team. They are specifically trained to work with and interact with psychiatric patients. The "nurse tech" is able to assist

patients with activities of daily living and perform other tasks as delegated by the nurse.

### Psychologists, Counselors, and Therapists

Clinical *psychologists* have a master's or doctoral (PhD, EdD, PsyD, DMH) degree in clinical psychology. Completing four years of graduate study in mental health disorders and their treatments allows the clinical psychologist to practice. They perform counseling, individual therapy, group therapy, diagnostic testing, interpretation and evaluation.

Counselors or "Licensed Professional Counselors" (LPC) are one of the mental health professionals who provide psychotherapy. They are required to have a master's degree in counseling or a related field. In addition to their education, LPCs must obtain supervised clinical experience and must pass a state licensure exam. They are able to diagnose and treat patients with mental disorders. Psychologists typically have more extensive research training than physicians.

While a bachelor's degree is the minimum requirement, a master's degree in social work or a related field has become the standard for most social workers. Social workers help patients by assisting them to cope with issues in their everyday lives, deal with their relationships, obtain necessary resources and improve problem solving skills. Social workers can assist families with serious domestic issues and coordinate services to assist families in caring for loved ones with mental health disorders.

*Occupational therapists* help patients improve their ability to perform tasks in living and working environments. They use individualized treatments to develop, recover, or maintain the activities of daily living and work skills. The goal is to help patients have independent and productive lives.



American Psychiatric Association Website (Click on the Mental Health Tab)  
<http://www.psychiatry.org/>

## Classroom Activity

Divide the class into groups. Assign each one to two members of the psychiatric team. (Such as Psychiatrist, Psychologist, Counselor, Community Support Worker, Psychotherapist, Social Worker, Music Therapist, Art Therapist, Occupational therapist, Psychiatric nurse) Have the groups research the roles and responsibilities of the psychiatric team members. Have the students present findings to the class.



**Educational therapists** are able to determine effective methods for teaching and training patients through assessing the individual's capabilities and creating a plan accordingly. They might assist a pediatric patient to keep up with school work or coordinate continuing education for an adult patient.

**Art therapists** obtain specialized training in art therapy. The art therapist's goal is to assist the patient through creative artwork to help the patient express his/her feelings. Colors and symbols from art can even be used to diagnose alterations in mental health.

**Musical therapists** focus on the expression of emotion through music, which is a universal language. Emotions can be channeled through the musical outlet and produce positive behavior modification. Music therapy can involve singing, dancing and playing or composing a song.

A **play therapist** can be any provider trained in counseling (psychiatrist, psychologist, psychiatric nurse, social worker) who observes the patient's behavior

during play time to gain insight into the child's emotions. Play is used to help the child deal with difficult issues. Through play, patients can learn to socialize and improve adaptation to the outside world.

**Recreational therapists** work to motivate individuals through incorporating recreational activities. These activities may take place on or off the mental health unit. The patients learn to relate to others during group activities. These activities allow the patient to learn and exhibit life skills in a fun way.

Chaplains work to identify spiritual needs of patients and their families. They provide necessary spiritual support and counseling services in some cases.

Each psychiatric team consists of different members depending on the patient's needs. If team members work together, using each member's expertise, the patient's needs are better met. Once again, the goal of the psychiatric team is that the patient is able to live a successful existence as independently as possible.

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## LEARNING ACTIVITY 1

### NAME \_\_\_\_\_

#### Introduction

It is important to understand the role of each member of the psychiatric team. This activity is designed to determine each member's role in acting as a team on a psychiatric unit.

#### Supplies

- Pen/pencil
- Paper
- Internet access

#### Activity

You will be assigned a patient with a diagnosis of a mental health disorder. You will decide the role of each member that is needed on the care team. Create a one-page report describing the role of each team member and the desired patient outcome.

#### Application

Turn in completed assignment to the facilitator or discuss with the class.

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## Learning Activity 1 Example of Scenario and Answers

**Report:** Patient S. Lee is an 82 year old female. She has recently been admitted to a geriatric psychiatric unit for depression. She is hard of hearing, wears glasses, has dentures, and recently had a colostomy placed. She ambulates using a walker and tires easily. She is isolative, makes little eye contact, and cries easily. She lived alone until this last surgery. She will be unable to return to her home because she is having difficulty performing activities of daily living independently. Her primary diagnosis for this unit is depression. Secondary diagnosis includes CHF, HTN, and colon cancer.

- Psychiatrist: Diagnose patient and prescribe medications, monitor patient outcomes, change medications as needed, assist family with questions as needed
- Nurse: Assess patient for changes and report abnormal findings, promote a trust relationship, teach patient and family, administer medications

- Nurse Technician: Assist patient with activities of daily living, provide companionship
- Clinical Psychologist: Provide individual therapy and group therapy for the patient
- Social Worker: Assist patient and families with outside resources to assist after discharge. Discharge planning begins on the day of admission
- Occupational Therapist: Provides individualized plan to assist the patient with ADL's while helping the patient to increase independence with ADL's.
- Art Therapist: Assist the patient using creative art work to express her feelings.
- Music Therapist: Assists the patient, through music, to channel feelings. Even though the patient is hard of hearing, music can be therapeutic.
- Recreational therapist: Assists the patient individually or through group activities to learn life skills in fun ways. An example of this might include baking cookies
- Chaplain: provides spiritual support for patient and family members

## LEARNING OBJECTIVE

**Objective** Explain how the *Diagnostic and Statistical Manual* is used in psychiatric diagnosis.

Historically speaking, the practice of medicine needed a classification system for mental disorders. However, it was difficult to agree upon disorders to be included and how to group them. Additionally, the American Psychiatric Association needed a classification system for gathering statistical information and to ensure consistency.

The *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision (DSM IV-TR) is accepted as standard for identifying psychiatric disorders. Insurance companies require a diagnosis using *DSM-IV-TR* criteria for reimbursement. The DSM-IV-TR is also used to accurately communicate public health statistics. It is the manual physicians, psychiatrists, psychologists, therapists, advanced practice nurses, and social workers use in order to diagnose mental illness.

Mental disorders are also classified by a multi-axial system set out in the DSM-IV and used by health-care professionals for diagnoses and by insurance companies for reimbursement. This manual lists criteria for diagnosing and treating mental illnesses. Five axes are listed with findings for each diagnosis. These axes identify clinical disorders, personality and development disorders, general medical conditions, psychosocial disorders, and a rating of global functioning (See Table 1). In this way, the whole patient is treated, rather than focusing treatment on only one aspect of the patient's illness. Many times medical conditions influence a patient's mental health, so it is

important that these conditions be considered when treating the mental disorder.

Table 1

Axis I	Clinical Psychiatric Disorders
Axis II	Personality Disorders and Mental Retardation
Axis III	General Medical Condition
Axis IV	Psychosocial and Environmental Factors
Axis V	Global Assessment of Functioning

Structured decision trees are in place to assist the clinician in understanding the hierarchical structure of the classification system. They are in place to assist in the decision making process.

Decision trees are in place for the following categories:

- Disorders due to a general medical condition
- Substance-induced disorders
- Psychotic disorders
- Mood disorders
- Anxiety disorders
- Somatoform disorders



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## Classroom Activity

Have students take the quiz for depression on Psychology Today. This will give the students an understanding of the type of questions that are asked on the diagnosis tests for mental health disorders.

[http://psychologytoday.tests.psychtests.com/take\\_test.php?idRegTest=1308](http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=1308)



## Learning Activity 2 Answers

Answers will vary depending on the depressive disorder that is assigned to the student.

## LEARNING ACTIVITY 2

### NAME \_\_\_\_\_

#### Introduction

The DSM-IV-TR is also used to accurately communicate public health statistics. It is the manual physicians, psychiatrists, psychologists, therapists, advanced practice nurses, and social workers use in order to diagnose mental illness. The following activity will familiarize the student with the DSM-IV-TR.

#### Supplies

- Pen/pencil
- Paper
- Internet access
- DSM-IV-TR

#### Activity

Research the DSM-IV-TR criterion for depression. List the specified behaviors, the length of time they must be observed, and how many must be observed to make a diagnosis. Make sure the specific depressive disorder is listed.

The following should be included:

- List of behaviors
- The number of behaviors required to achieve diagnosis

#### Application

Turn in completed assignment to the facilitator or discuss with the class.

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## Teaching Suggestions

Make sure to assign a specific depressive disorder and specify how the student should present the topic to the class. One suggestion for presentation might include displays with information posted.

## LEARNING OBJECTIVE

**Objective** Explore the use of treatment plans in the care of patients with a mental health alteration.

The multidisciplinary care team meets and communicates throughout treatment to ensure that all areas of the treatment plan are being addressed. The nursing care plan is a vital part of the patient's treatment plan. The nurse is able to coordinate the services of all members of the care team and assist the psychiatrist in determining if all treatment goals are being met.

### Assessment

The assessment is important since it serves as a guideline for organizing and prioritizing care. In the first step of the nursing process, the nurse assists with data collection for use in the assessment stage of the nursing process. Data collection can consist of interviewing, completion of questionnaires and observation of body language and other non-verbal cues. Principles of therapeutic communication are vital to making the most of the patient interview. The use of open-ended questioning is important to best explore mental status. The nurse must communicate with empathy and be sensitive to the potentially embarrassing subject matter of the interview. The nurse will need to ask about previous psychiatric treatment, medications, compliance and psychiatric history in the family. Data collection about adaptive mechanisms and maladaptive mechanisms; educational, occupational, and economic, levels; support groups; culture and access to health care services are also gathered during the assessment. Documenting coping responses to physical and mental status is performed during the assessment. This would include sleep patterns, diet history, exposure to toxic substances, mood, affect, interactions, perceptions,

thought process, concentration, intelligence, insight, judgment, as well as any knowledge deficits in coping skills, or understanding of the mental health issue.

### Planning

Developing a treatment plan is vital to guiding the necessary interventions for the patient with an alteration in mental health. The RN individualizes each plan for the patient's unique needs. This plan of care can be modified as needed throughout the recovery/treatment period.

Registered nurses process data that has been collected. The LPN and RN collaborate in order to incorporate data for the identification of appropriate issues. This data is vital to formulating the nursing diagnoses and interventions into the plan of care. The nurse can serve as a partner to the RN in establishing the plan of care. Short- and long-term goals are stated from the patient's perspective. This helps to keep the goals patient-centered. Treatment should be collaborative with the patient, not done to the patient.

Some common nursing diagnoses observed in an inpatient or outpatient setting or in general population patients might include:

- Anxiety
- Coping
- Denial
- Chronic low self-esteem
- Self-mutilation
- Violence — either self- or other-directed

## Classroom Activities

- Divide the class into groups. Have each group identify the expected results of a mental status exam for a patient with schizophrenia. Describe the implications for nursing interventions. Have the groups present the information to the rest of the class and have the class provide feedback.
- Divide the class into two groups. Have each group identify results of a mental status evaluation for a patient with major depression and for a patient with bipolar disorder. Have them describe the implications for nursing interventions. Have each group present its information to the rest of the class and have the class provide feedback.

## Classroom Activity

Divide the class into several small groups. Have each group identify the results of a mental status evaluation for a patient with a personality disorder. Have each group present its information to the rest of the class and have the class provide feedback.

## Implementation

The nurse may help adapt particular interventions to the specific patient. They may communicate progress or regression with respect to the interventions and goal achievement. The nurse should be prepared to explain and discuss the rationales for particular interventions with their patients and the patients' families.

Priority setting is a key element. The nurse applies, as always, Maslow's hierarchy of needs to ensure that first and foremost, basic physiological needs are being met. For instance, a comorbid medical condition must be stabilized prior to meeting self-esteem and self-actualization needs.

Interventions for the suicidal patient after discharge from a hospital might include that a no-suicide contract is developed and signed by the patient. This contract would include suicide hotline numbers or instructions to report to the emergency room if a patient becomes suicidal. Family and friends should not allow the patient to be left alone and hazardous items should be removed from the home.

For the patient who is at risk for violence, interventions might include:

- Observing patient behavior
- Redirecting violent behavior
- Administering medications
- Using restraints or isolation

As with any nursing diagnosis and medical intervention, mental health interventions vary depending on the nursing diagnosis.

## Evaluation

Short-term and long-term goals are stated from the patient's perspective. The patient and the patient's family/support system must be actively involved in the plan of care. The multidisciplinary care team meets to discuss the patient's progress with regard to the treatment plan. Progress with short-term and long-term goals is discussed and decisions are made based on how to best help the patient in achieving goals set forth by the treatment plan.

For a patient who has been diagnosed with low self-esteem, a specific short-term goal might be that the patient will participate in their own self-care, and discuss with the nurse aspects of themselves in which they feel good about. A long term goal for that same patient might be that the patient will demonstrate increased feeling of self-worth by verbalizing positive statements about self and exhibiting fewer manipulative behaviors.

As the nurse, you must always remember that the goal for the patient is to live as independently as possible, without increased risk of harm. Some patients will be able to return home and live healthy lives where others will never be able to live independently without supervision.



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## Clinical Activities

- Assign the students to rotate through community health settings such as self-help groups, community clinics, and school counselors. Have your students journal about their experience. Have students present a report of clinical experience.
- Assign students to rotate through a mental health hospital or clinic. Have students journal regarding their experience. Have the students present a report of their clinical experience.
- Schedule a field trip to a mental health hospital. Have the students journal regarding their experiences.



## LEARNING OBJECTIVE

**Objective** Examine the common treatment modalities used in mental health by listing them, stating the goal for each, and giving an example.

### Therapeutic Communication

The goal of therapeutic communication is to get the patient to talk openly about thoughts, fears and emotions. Through therapeutic communication, the nurse follows a process that helps the patient feel comfortable in expressing feelings and emotions. The nurse must recognize power struggles and manipulative behavior and learn effective communication techniques in order to avoid losing control of situations.

The patient must feel safe and secure. Although it is necessary to set limits and boundaries, the nurse needs to focus on creating a calm and comfortable environment. Providing positive feedback is very important. The patient must understand what is expected of them, and the consequences of not following the rules should be discussed and upheld. The nurse can assist the patient in learning to cope with stressful or frightening situations.

Using open-ended questions, silence, restating, reflecting, and communicating with empathy are examples of therapeutic communication.

### Psychopharmacology

The goal of pharmacotherapy is to control the symptoms associated with psychiatric disorders. The medications are typically used in conjunction with therapy. When medications are used, it is easier for patients to focus on therapy. Psychiatric medications are prescribed by psychiatrists and some advanced practice nurses. Examples of psychiatric medications

are antipsychotics (Thorazine), antianxiety medications (Xanax, Valium), antidepressants (SSRIs-Prozac, Paxil), tricyclic antidepressants (Elavil), antimanic agents (Lithium), and anticonvulsants (Tegretol, Depakote).

### Psychotherapy

The goal of psychotherapy is to improve the patient's emotional state and improve their ability to function appropriately in daily life with respect to relationships, work, and school. Examples of psychotherapy include individual psychotherapy and group/family psychotherapy.

Psychotherapy is typically performed by psychiatrists and clinical psychologists. Psychotherapy may also be performed by specially trained registered nurses and social workers. The patient enters into a contract with the therapist in order to achieve problem resolution and personal growth. Other forms of therapy (music, art, recreation, play) are conducted by other providers as previously discussed.

### Counseling

The goal of counseling is to assist patients in improving or returning to their previous ability to cope with the stressors of everyday life. Licensed professional counselors, psychiatric nurses, social workers, and chaplains use counseling interventions. Examples of counseling interventions are therapeutic communication techniques, behavior modification, stress management, relaxation, and conflict resolution.



Violence Free NYC - Descriptions of Therapy Modalities and Philosophies  
[http://www.svfreenyc.org/media/research/bc\\_4\\_modules.pdf](http://www.svfreenyc.org/media/research/bc_4_modules.pdf)



## KEY SUMMARY

- Psychiatric patients are treated by a multidisciplinary care team. There are many members of the psychiatric care team. Each member has a role in assisting the patient. Each member must work together to provide the greatest success for the patient.
- The nurse is a vital member of the multidisciplinary care team. The nurse spends the greatest amount of time with the hospitalized patient and needs to be part of the psychiatric care team.
- As with any other patient, Maslow's hierarchy of needs states that basic physiological needs are the highest priority.
- The *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision (DSM-IV-TR) is accepted as standard for identifying psychiatric disorders.
- A certain number of diagnostic criteria must be present for a specified amount of time for a diagnosis to be made according to the DSM-IV-TR.
- Treatment plans are formulated and followed to help patients return to a normal level of function.
- Therapeutic communication is a valuable and necessary tool while working with psychiatric patients.
- With therapeutic communication, the nurse follows a process that helps the patient feel comfortable in expressing feelings and emotions.
- The goal of pharmacotherapy is to control the symptoms associated with psychiatric disorders.
- The goal of psychotherapy is to improve the patient's emotional state and improve the patient's ability to function appropriately in daily life with respect to relationships, work, and school.
- The goal of counseling is to assist patients in improving or returning to their previous ability to cope with the stressors of everyday life.

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## GLOSSARY

**Art therapist:** Uses art as a creative outlet to observe patient behavior and help patients explore feelings.

**DSM-IV-TR:** The accepted standard for diagnosing and classifying mental health disorders.

**Educational therapist:** Assesses the patient's educational capabilities and supports learning needs.

**ICD-9 Codes:** *International Classification of Disease*, 9th edition, Clinical Modification. It is a standardized classification of disease, injuries, and causes of death, identified through a 6-digit number, which allows healthcare workers and laypersons to speak a common language.

**Musical therapist:** Focuses on expression of emotion through music.

**Occupational therapist:** Helps the patient to perform activities of daily living as well as work-related tasks.

**Play therapist:** Observes patient behaviors during play. Uses play as a means for socialization and behavior modification.

**Psychiatrist:** Licensed physician specializing in the diagnosis and treatment of individuals with psychiatric/mental health disorders.

**Psychologist:** Specializes in diagnostic testing, counseling, and psychotherapy.

**Recreational therapist:** Uses recreational activities to improve socialization and learn life skills in a fun way.

**Treatment plan:** Plan of care for the patient including short-term and long-term goals that are set from the patient's perspective.

**NOTES**

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