

How to use this book

Mental Health Nursing Skills explores and demonstrates the skills required of mental health nurses through the use of specific features and learning tools. This brief tour shows you how to get the most out of this textbook package.

Clearly mapped against professional benchmarks

Table 1.1 in Chapter 1 maps the best practice competencies and capabilities of mental health nurses against each chapter in the book. Learning outcomes at the start of each chapter highlight the specific knowledge and skills set that readers will acquire by reading on.

Learning outcomes

By the end of this chapter you should be better able to:

- 1 Consider the concept of caring in terms of the language of caring and its ethical underpinnings
- 2 Demonstrate an awareness of the relevance of caring to contemporary mental health nursing practice when working with people towards their recovery from mental health problems
- 3 Display the interpersonal and intrapersonal skills required to adopt a caring approach to practice
- 4 Transfer these skills into your mental health nursing

Theory and practice balanced

Clear sections on theory, step-by-step guidance, and practice are provided in each chapter so readers can see what to do and why. The policy and evidence base for each skill is explored to promote rigorous practice before the authors outline a step-by-step description of that skill and then demonstrate how to apply it in practice.

The evidence base

The person-centred approach

The central premise of the person-centred approach is that the therapeutic relationship is sufficient in itself for change to take place. Rogers (1957) proposed that the use of warmth, **empathy, unconditional positive regard and genuineness**, in the immediate therapeutic encounter, are necessary and sufficient conditions for therapeutic gain. He argued that, for constructive psychological change to occur, certain core conditions should be in existence: the client's state of incongruence and the helper's congruence and experience of unconditional positive regard for the client. The helper should demonstrate

Health and Clinical Excellence 2004). However, the recency of these new evidence reviews (Culipers et al. 2007, Ekers et al. 2007) means that BA is certainly being included as a treatment option in revisions of these guidelines, and is likely to be recommended in future editions. Our new understanding of the evidence base strongly suggests that BA should be offered to patients as a routine choice in care.

Step-by-step description

The following protocol for BA is drawn from a clinical trial of depression management in the UK (Richards et al. 2008). It was developed from the clinical methods described by Martell et al. (2001) and Hopko et al. (2003a).

Skills are applied to practice

'Practice Examples and Tips' boxes clearly demonstrate how to develop and use the skills in nursing practice through the use of realistic scenarios, suggested activities, and sample material. Dark blue in colour, these are easy to find for a quick reminder.

Practice Example and Tips

Case

A young man, John, has been admitted to the ward where you work. He has never been in hospital before or had contact with mental health services. Recently he has had troubling experiences of voices, which prompted him to harm himself in the hope that this would help stop them.

John is fearful and suspicious of help, and you, as his primary nurse, must reassure him and begin to engage him. Based on this chapter what would you do?

Once you have finished this chapter, you can go online at

- Engage meaningfully in order to facilitate later and ongoing work.
- Spend time getting to know the person as a whole person and not simply as a service user.
- Offer opportunities to talk and listen.
- Do not automatically expect trust—nurses must work to achieve it.

Sustaining therapeutic relationships

- 1 Carry out a focused assessment to identify the service user's priorities for recovery.
- 2 If applicable, facilitate opportunities for the service

Online support

Where you see the icon and web address in the text, the authors have devised a specific online resource to help readers practise and develop their skills.

ent-centred approach is often useful in engendering hope and realistic optimism.

A fictitious case example is included in the web-based material accompanying this book www.oxfordtextbooks.co.uk/orc/callaghan. We would encourage you to examine the findings of assessment and answer the short answer questions based on what has been learnt from this chapter.

Assignments and developing your knowledge further

Each chapter finishes with directions to our online resource centre where scenarios, quizzes, and other activities can help you develop your skills further. Directions to useful websites and further reading are given in addition to the references employed by the authors.

Website

You may find it helpful to work through our short online quiz and scenario intended to help you to develop and apply the skills in this chapter

www.oxfordtextbooks.co.uk/orc/callaghan

Further reading

Khan, K., ter Riet, G., Galanville, J., Sowden, A., and Kleijnen, J. (2002). *Undertaking Systematic Reviews of Research on Effectiveness CRD's Guidance for Those Carrying Out or Commissioning Reviews. Report 4.*

Mowrer, O. H. (1950). *Learning Theory and Personality Dynamics*. New York: Arnold.

Skinner, B. F. (1953). *Science and Human Behaviour*. New York: Macmillan.

References

American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders*, 4th edn (DSM-IV). Washington, DC: APA.

Beck, A. T., Rush, A. J., Shaw, B. J., and Emery, G.

Ekers, D., Richards, D., and Gilbody, S. (2007). *A meta-analysis of randomized trials of behavioural treatment of depression*. *Psychological Medicine* 35(5), 611–23.

Hopko, D. R., Lejuez, C. W., Ruggiero, K. J., and Eifert,

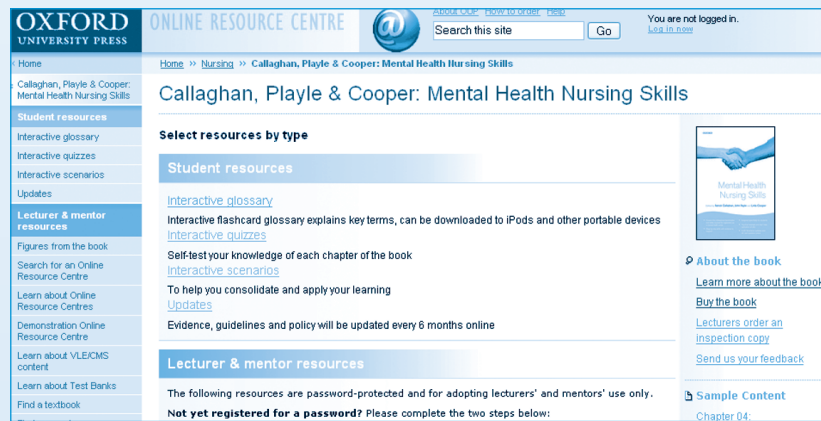
Glossary terms

Technical terms particular to mental health nursing are highlighted in colour in the text and explained in the glossary at the start of the text.

brief contact between mental health workers and patients, as well as being used as a more traditional **high-intensity psychological treatment**, in which therapists and patients work together for longer and more numerous sessions. It has shown to be as equally effective as both **cognitive therapy** and **antidepressants** (Dmidjian et al. 2006). Competence in applying BA will equip any nurse with a highly effective and acceptable psychological technique to assist people with depression.

This chapter outlines the theory, history, and evidence base for BA and describes a seven-step BA protocol (Richards et al. 2008) illustrated by practice examples. Details of how BA can be used in **relapse prevention strategies** is also described, followed by key references and further reading.

How to use the online resource centre

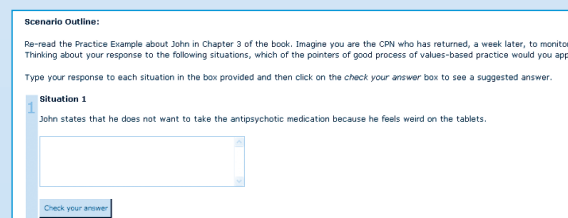


This textbook is accompanied by a free online resource centre (website) that provides students and lecturers with interactive resources to develop and practise mental health nursing skills. You can access the online resource centre from any computer with internet access. You will find it helpful to save the web address in to your 'favourites' at the earliest opportunity:

www.oxfordtextbooks.co.uk/orc/callaghan

Scenarios

Interactive scenarios give students the chance to try out their skills in a safe environment prior to placements. A short description of a service user or a challenge in practice is outlined before a set of questions prompt the student to consider how they would employ their mental health nursing skills. There is an opportunity to note these down and compare them to the author's suggested answer.

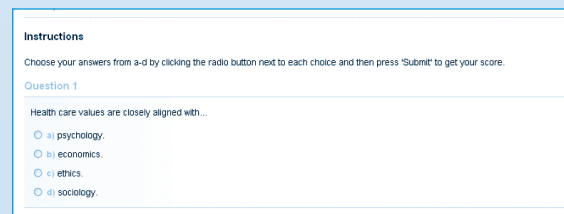


Updates

Major developments in evidence, policy, and guidelines in the field of mental health skills will be posted to the online resource centre on a regular basis. Sign up to be alerted to the updates by clicking on the link 'Keep me updated about this site' (on the main home page of the online resource centre www.oxfordtextbooks.co.uk/orc/callaghan) and send us an email as instructed there.

Quizzes

To register as a nurse, students need to demonstrate their knowledge and understanding of nursing practice. To help you, the authors have written short online quizzes for each chapter to reinforce your learning. Feedback is provided for each question and page references signpost where to find the topic in the book for further investigation.



Interactive glossary

Technical terms from the book are presented in an interactive 'flashcard' format to help students learn and revise terms and concepts.