

How to use this book

Fundamentals of Mental Health Nursing has been developed to bring mental health nursing to life through the use of specific features and learning tools. This brief tour shows you how to get the most out of this textbook package.

Service user comments

Service user's comment

Is it usual practice for people to be interviewed in unfamiliar, perhaps rather clinical and unwelcoming surroundings? This caused distress, adding to Albert's difficulty in giving answers to questions.

Whilst the interviewer had a very friendly and sympathetic attitude, sometimes the interview seemed more like a test than an exploratory conversation. Is it good to ask certain kinds of questions that the person is clearly going to have difficulty with, e.g.

find words they've forgotten, a good idea? It was noticeable that Albert hadn't forgotten the actions to go with what he was trying to explain, e.g. the wheel of a car. So, as in other areas of mental and emotional distress, is it equally important to pay attention to non-verbal communication?

One of the things this clip highlighted for me – as well as the other clips – was how difficult it can be for practitioners to elicit information to help them make an assessment of what is actually going on, e.g. trying to find out about the betting shop and what Albert's

Throughout the book real service users offer their insights and perspectives on a range of key issues and on the fictional care episodes in chapters 4 – 9. This vital input will help readers to understand and deliver person-centred care.

Clinical scenarios

Clinical scenario: Anthony

In this chapter you will meet 'Anthony' and his brother 'David' following Anthony's referral to mental health services. You will find it useful to read the scenario first and then access the brief films that show both Anthony and his brother talking about the situation.

Anthony's story


Anthony is a 45-year-old man who lives alone in a rented

little neglected. Anthony often appears to be hearing voices although he denies this; on occasions he hints to the practice nurse that the Internet is trying to control him.

Anthony has never worked and spends his time either alone in his flat or in the local library where he goes and spends most of his mornings, although recently he has been complaining that blurred vision is making it difficult to read the newspapers there. Anthony is quite overweight, smokes very heavily, and eats a diet that consists mostly of 'junk' food; he often complains of feeling hungry and gets

Practice based chapters (4–9) address the needs of a diverse range of fictional service users and explain how key nursing knowledge and skills are applied in practice. Each chapter introduces the reader to one or more clinical cases which are explored in depth so that readers can transfer these skills to their own practice.

Videos

 <http://www.oxfordtextbooks.co.uk/orc/clarke> and choose the video link. After watching the film you will also find it helpful to undertake Online quiz 2.

When you see the video icon, the clinical scenario is accompanied by a video of the fictional service user, mimicking real life presentations in practice. The videos are hosted online on a free accompanying website and the authors will prompt you to watch them at key points in the text. Accessing and watching the videos is very straightforward and instructions are included overleaf.

Student activity

Student activity 2

View the video of Joyce and her boyfriend Mark meeting with Simon. Make notes on anything you find significant. Do you think the short-term goals have been met?

These encourage you to consider issues particular to each case and to develop your nursing skills. These can also include prompts to watch the videos and/or undertake an online activity.

Assessment plan

Assessment

Today, mental health nurses are much less likely to focus on assessment based on medical diagnosis, tending now towards a more person-centred approach

ple's problems in living but also their strengths. Here it is stressed that it is important when assessing to consider the impact on the individual. The use of diagnosis to inform assessment and care is impractical. We know of people who suffer the same illness but who react to it in totally differing ways. The use of signs

blow to the head is related to you and can not be assumed to have the same impact on another person. Therefore the use of the diagnosis that Joyce has bipolar affective disorder will not give us the whole picture about the nature of her crisis or its impact on her.

Having seen the video of the first assessment, you will already have begun the process of assessing Joyce. It is important though that the assessment process is supported by knowledge. As previously stated, we must avoid jumping to conclusions. For example when Joyce swears loudly at the nurse, is this symptomatic of disinhibition or just the result of Joyce being angry at

This highlights core issues and skills for the nursing assessment that readers can begin to use in their own practice.

Care plan

Care plan

Based on the above assessment, the care plan is as follows:

Identified Need	Action	Responsible for action	Desired outcome	Review date
Mental health needs (1) Paul needs to feel safe, calm, in control. He needs to	(a) Nurse to introduce self to Paul, clearly stating who he/she is and why they are there. Ensure that clear language is used and that a positive and open	Paul, CMHN, and family	<ul style="list-style-type: none">Paul is made aware that people are prepared to listen to and support him.Paul is able to express fears freely and receive	One week

Each fictional service user has a care plan which is clearly written and laid out to illustrate the approach and rationale for nursing care so that students can develop their own skills in this arena.

Pharmacist's view

Lithium: a pharmacist's perspective

While on the ward, the lithium treatment would be assessed and it would be a good opportunity to check the plasma lithium level. The dose of lithium may need to be increased when the hypomanic

episode is over to prevent future relapses. If the level is low, compliance should be examined before increasing the dose. In the film, Joyce was complaining of feeling cold, which could be a symptom of lithium toxicity. Other symptoms are blurred vision, paraesthesia, ataxia, tremor, cognitive impairment, muscle weakness, hyperextension *

Where relevant, pharmacists explain and explore issues of medication, side effects, dosages, concordance, and advice for management.

Discussion points

● Discussion point: Social Inclusion

We really debated whether it was appropriate and realistic to include the community mental health nurse in meeting the residents in Anthony's community to raise their awareness of mental health issues. One major concern was the issue of whether this strategy could compromise Anthony's confidentiality. We agreed that any such approach must be carried out with sensitivity to Anthony's rights and wishes at all times. One of the options we considered was that a CPN uninvolved with Anthony's direct care should take on the responsibility for promoting social

health nurses in any circumstances, due to their caseload pressures and requirements from their employing trusts to be involved in the delivery of service user care, not education of local communities.

We also discussed whether this is actually part of the community mental health nurse's role, or whether it should be referred to a social worker as an aspect of social care, not health. Eventually we agreed to disagree. There are clear policy guidelines and very specific drivers that indicate that the Department of Health and a range of gov-

Key issues in care plans and in chapter text are often explored in further detail, particularly where there are important debates around a topic.

Assignments and developing your knowledge further

🔗 Useful web links

📖 Sources of help and advice

📚 References

Each chapter finishes with directions to our online resource centre where 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.

Glossary terms

- In cluster A, which they refer to as the odd/eccentric cluster, they identify three types of disorder: **paranoid**; **schizoid**; and **schizotypal**.
- In cluster B, the dramatic/erratic cluster, there are four types: **antisocial**; **borderline**; **histrionic**; and

Technical terms particular to mental health nursing are highlighted

in colour in the text and then explained in the glossary at the end of the text.

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, including the videos for each clinical scenario. You can access the


online resource centre from any computer with internet access and so you will find it helpful to save the web address in to your 'favourites' at the earliest opportunity:

www.oxfordtextbooks.co.uk/orc/clarke

Videos of fictional service users



Each clinical scenario is accompanied by a short film of the fictional service user to mimic real life presentations to mental health nursing services. Where you see

the video icon  in the chapter text, you should watch the accompanying video of the fictional service user at your earliest convenience. These can be watched as many times as you like so you can observe different user needs and issues and practice a variety of nursing skills in each viewing.

To access the videos, visit the home page for the online resource centre and click on 'videos'. You will see that the videos are listed according to the fictional service users name AND chapter number.

You will need Windows Media Player to watch the videos. Simply click on the link and the video will start playing. For some video clips you may find it helpful to use headphones, particularly if in the university library or a noisy environment.

Chapter specific resources: quizzes, extra scenarios and activities

Each chapter is supported by a range of online resources written by the authors to help readers apply and develop their skills around the issues discussed in the chapter.

Chapter 1 and 10 include helpful student-centred activities such as accounts of nursing students' experiences beginning a mental health nursing course (Chapter 1) and a blank CV template (Chapter 10).

The remaining chapters have very helpful quizzes, activities, and scenarios covering fundamental nursing areas such as nursing skills and mental health law, as well as clinical practice related issues.