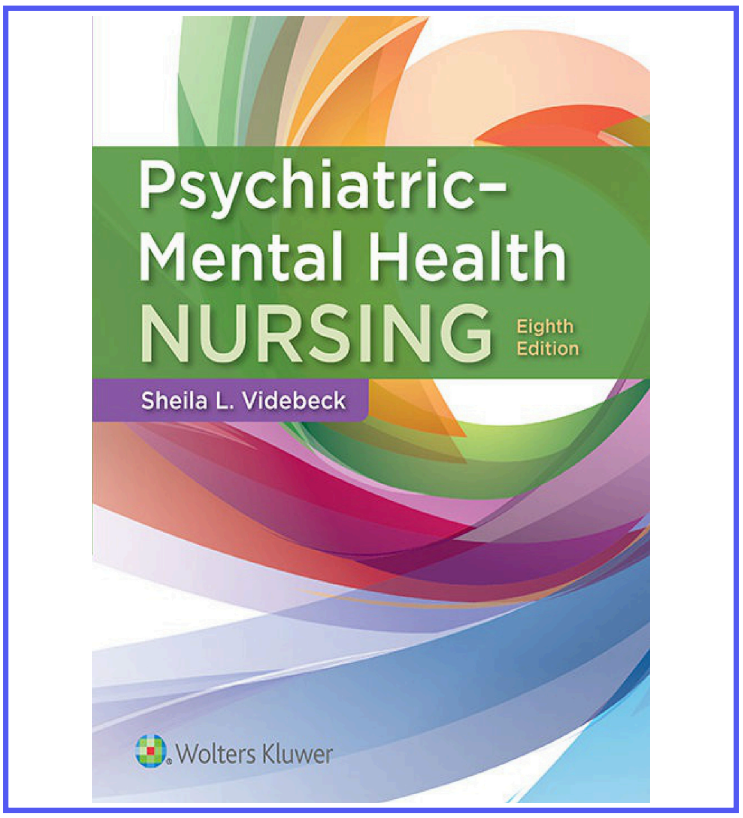


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Preface

The eighth edition of *Psychiatric–Mental Health Nursing* maintains a strong student focus, presenting sound nursing theory, therapeutic modalities, and clinical applications across the treatment continuum. The chapters are short, and the writing style is direct in order to facilitate reading comprehension and student learning.

This text uses the nursing process framework and emphasizes therapeutic communication with examples and pharmacology throughout. Interventions focus on all aspects of client care, including communication, client and family education, and community resources, as well as their practical applications in various clinical settings.

In this edition, all content has been updated, as well as the "Best Practice" boxes, to highlight current evidence-based practice. Special features include "Concept Mastery Alerts," which clarify important concepts that are essential to students' learning. "Cultural Considerations" and "Elder Considerations" have special headings to help call attention to this important content. The nursing process sections have a new design to help highlight this content as well. New to this edition are unfolding vignettes that guide students in thinking critically by applying what they've learned to different client scenarios.

Organization of the Text

Unit 1: Current Theories and Practice provides a strong foundation for students. It addresses current issues in psychiatric nursing as well as the many treatment settings in which nurses encounter clients. It thoroughly discusses neurobiologic theories, psychopharmacology, and psychosocial theories and therapy as a basis for understanding mental illness and its treatment.

Unit 2: Building the Nurse–Client Relationship presents the basic elements essential to the practice of mental health nursing. Chapters on therapeutic relationships and therapeutic communication prepare students to begin

working with clients both in mental health settings and in all other areas of nursing practice. The chapter on the client's response to illness provides a framework for understanding the individual client. An entire chapter is devoted to assessment, emphasizing its importance in nursing.

Unit 3: Current Social and Emotional Concerns covers topics that are not exclusive to mental health settings. These include legal and ethical issues; anger, aggression, and hostility; abuse and violence; and grief and loss. Nurses in all practice settings find themselves confronted with issues related to these topics. Additionally, many legal and ethical concerns are interwoven with issues of violence and loss.

Unit 4: Nursing Practice for Psychiatric Disorders covers all the major categories of mental disorders. This unit has been reorganized to reflect current concepts in mental disorders. New chapters include trauma and stressor-related disorders, obsessive–compulsive disorder and related disorders, somatic symptom disorders, disruptive disorders, and neurodevelopmental disorders. Each chapter provides current information on etiology, onset and clinical course, treatment, and nursing care. The chapters are compatible for use with any medical classification system for mental disorders.

Pedagogical Features

Psychiatric–Mental Health Nursing incorporates several pedagogical features designed to facilitate student learning:

- Learning Objectives focus on the students' reading and study.
- Key Terms identify new terms used in the chapter. Each term is identified in bold and defined in the text.
- Application of the Nursing Process sections, with a special design in this edition, highlight the assessment framework to help students compare and contrast various disorders more easily.
- Critical Thinking Questions stimulate students' thinking about current dilemmas and issues in mental health.
- Key Points summarize chapter content to reinforce important concepts.
- Chapter Study Guides provide workbook-style questions for students to test their knowledge and understanding of each chapter.

Special Features

- **Clinical Vignettes**, provided for each major disorder discussed in the text, "paint a picture" of a client dealing with the disorder to enhance understanding.
- **Nursing Care Plans** demonstrate a sample plan of care for a client with a specific disorder.
- **Drug Alerts** highlight essential points about psychotropic drugs.
- **Warning boxes** are the FDA black box drug warnings for specific medications.
- **Cultural Considerations** sections highlight diversity in client care.
- **Elder Considerations** sections highlight the key considerations for a growing older adult population.
- **Therapeutic dialogues** give specific examples of the nurse–client interaction to promote therapeutic communication skills.
- **Client and Family Education** boxes provide information that helps strengthen students' roles as educators.
- **Nursing Interventions** provide a summary of key interventions for the specific disorder.
- ***DSM-5* Diagnostic Criteria** boxes include specific diagnostic information for the disorder.
- **Best Practices boxes** highlight current evidence-based practice and future directions for research on a wide variety of practice issues.
- **Self-Awareness Issues** encourage students to reflect on themselves, their emotions, and their attitudes as a way to foster both personal and professional development.
- **Concept Mastery Alerts** clarify important concepts that are essential to students' learning and practice.
- vSim for Nursing **Unfolding Patient Stories**, written by the National League for Nursing, are an engaging way to begin meaningful conversations in the classroom. These vignettes, which appear throughout the book, feature patients from Wolters Kluwer's vSim for Nursing | *Mental Health.*

Ancillary Package for the Eighth Edition

Instructor Resources

The Instructor Resources are available online at http://thepoint.lww.com/Videbeck8e for instructors who adopt *Psychiatric–Mental Health Nursing.* Information and activities that will help you engage your students throughout the semester include:

- PowerPoint Slides
- Image Bank
- Test Generator
- Pre-Lecture Quizzes
- Discussion Topics
- Web Assignments
- Guided Lecture Notes
- Case Studies

Lippincott CoursePoint+

The same trusted solution, innovation, and unmatched support that you have come to expect from *Lippincott CoursePoint+* is now enhanced with more engaging learning tools and deeper analytics to help prepare students for practice. This powerfully integrated, digital learning solution combines learning tools, case studies, virtual simulation, real-time data, and the most trusted nursing education content on the market to make curriculum-wide learning more efficient and to meet students where they're at in their learning. And now, it's easier than ever for instructors and students to use, giving them everything they need for course and curriculum success!

Lippincott CoursePoint+ includes:

- Engaging course content provides a variety of learning tools to engage students of all learning styles.
- A more personalized learning approach, including adaptive learning powered by PrepU, gives students the content and tools they need at the moment they need it, giving them data for more focused remediation and helping to boost their confidence.
- Varying levels of case studies, virtual simulation, and access to Lippincott Advisor help students learn the critical thinking and clinical judgment skills to help them become practice-ready nurses.
- Unparalleled reporting provides in-depth dashboards with several data points to track student progress and help identify strengths and weaknesses.
- Unmatched support includes training coaches, product trainers, and nursing education consultants to help educators and students implement CoursePoint with ease.

Student Resources

Students who purchase a new copy of *Psychiatric–Mental Health Nursing* gain access to the following learning tools on using the access code in the front of their book:

- **Watch and Learn Videos**, highlighting films depicting individuals with mental health disorders, provide students the opportunity to approach nursing care related to mental health and illness in a novel way.
- **NCLEX-Style Review Questions** help students review important concepts and practice for the NCLEX examination.
- **Journal Articles** offer access to current research available in Wolters Kluwer journals.
- **Internet Resources** provide relevant web links to further explore chapter content.

New with this edition, vSim for Nursing | Mental Health, a new virtual simulation platform is available via thePoint. Codeveloped by Laerdal Medical and Wolters Kluwer, vSim for Nursing | Mental Health helps students develop clinical competence and decision-making skills as they interact with virtual patients in a safe, realistic environment. vSim for Nursing records and assesses student decisions throughout the simulation, then provides a personalized feedback log highlighting areas needing improvement. Also available via thePoint, Lippincott DocuCare combines web-based electronic health record simulation software with clinical case scenarios that link directly to many of the skills presented in *Focus on Nursing Pharmacology*. Lippincott DocuCare's nonlinear solution works well in the classroom, simulation lab, and clinical practice.

Practice Makes Perfect, and This Is the Perfect Practice

PrepU is an adaptive learning system designed to improve students' competency and mastery and provide instructors with real-time analysis of their students' knowledge at both a class and individual student level.

PrepU demonstrates *formative assessment*—it determines what students know *as* they are learning and focuses them on what they are struggling with, so they don't spend time on what they already know. Feedback is immediate and remediates students back to this specific text, so they know where to get help in understanding a concept.

Adaptive and Personalized

No student has the same experience—PrepU recognizes when a student has reached "mastery" of a concept before moving him or her on to higher levels of learning. This will be a different experience for each student based on the number of questions he or she answers and whether he or she answers them