**Guided Lecture Notes, Chapter 41, Caring for People With Mental Illness**

Learning Objective 1. Define the term *mental illness*. (Refer to PowerPoint slides 2 and 3.)

* Discuss how the media has portrayed mental illness, and how this portrayal can stigmatize people with mental health disorders.
* Show clips from the movie “One Flew Over the Cuckoo’s Nest” and talk with the students about this movie’s portrayal of the people with mental health disorders and the stereotype that people with mental health disorder are crazy, violent, or out of control.
* Explain that mental illness is very common in our society and that there are many different types and degrees of mental illness. Mention that the fear many people have of people who are mentally ill stems from a lack of knowledge about what mental illness is and what causes it.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Describe some of the qualities that define good mental health. (Refer to PowerPoint slide 4.)

* Explain that mental health is simply the absence of mental illness. Explain the term *mental health* in light of achieving emotional balance.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. Discuss methods that people use to cope effectively with stress. (Refer to PowerPoint slides 5 to 18.)

* Define *stress* as something that affects a person’s ability to achieve balance and results from a change in a person’s normal routine. Mention that there are two types of stress, physical stress and mental stress. List common examples of these two types of stress.
* Explain that emotional stress can cause physical problems if not managed properly.
* List the factors that affect the amount of stress that the person can deal with at any given time.
* List the signs of excessive stress.
* Explain that people who are mentally healthy can cope with stress and eventually will achieve balance again. People with mental health disorder cannot regain their emotional balance and may need medication, counseling, or a support group to help regain their emotional balance.
* Explain the term *coping mechanism*.
* Ask students to give examples of the way they cope when they feel “stressed out.”
* Explain the term *defense mechanism*.
* Explain each defense mechanism and give examples.

1. Compensation
2. Conversion
3. Denial
4. Displacement
5. Projection
6. Rationalization
7. Regression
8. Repression

* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. List possible causes of mental illness. (Refer to PowerPoint slide 19.)

* Mention the causes of mental illnesses.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Discuss the different treatments that are available for people who have mental health disorders. (Refer to PowerPoint slides 20 to 22.)

* Explain that the word *psychiatric* comes from the Greek words *psyche* (the soul) and *iatreia* (healing).
* Differentiate between a psychiatrist and a psychologist.
* Describe how mental illness was treated in the past and explain how treatments have improved.
* Explain that many mental illnesses can be managed with medication, counseling, or both, and that it is important to recognize mental illness so that appropriate treatment can be sought. Treatment can help to prevent unnecessary suffering and will improve the person’s quality of life.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Describe common mental illnesses that you may encounter in the health care setting. (Refer to PowerPoint slides 23 to 61.)

* List common mental illnesses that a nursing assistant may encounter.
* Explain the term *anxiety* and discuss that a certain level of anxiety is normal and may actually lead us to do something positive about a bad or potentially dangerous situation. However, too much anxiety or prolonged periods of anxiety can make it hard for us to function or cope with everyday situations.
* List the physical signs and symptoms of anxiety.
* List the common anxiety disorders.
* Explain the term *panic*. Describe what a person who is experiencing a panic attack may experience.
* Explain the terms *obsession* and *compulsion*, and give examples of each.
* Explain the term *phobia*. Discuss the three types of phobias: simple phobia, social phobia, and agoraphobia. Illustrate each phobia with examples.
* Explain the term *posttraumatic stress disorder*. Discuss the causes, signs and symptoms, and potential additional problems which may develop if treatment is not provided.
* Explain *mood disorders* and discuss the two different types.
* Explain the terms *depression,* and differentiate it from *clinical depression.*
* State the factors that can lead to the development of clinical depression.
* Discuss the signs and symptoms of clinical depression.
* Explain that the incidence of depression increases with age, and stress the important role nursing assistants can play in recognizing signs and symptoms of depression in older patients or residents.
* Discuss the effects of bipolar disorder on a person’s behavior.
* Explain that schizophrenia might be an inherited disorder.
* Explain the terms *delusion* and *hallucination* and give examples of each.
* Explain the behavior that may be demonstrated by a person with schizophrenia.
* Explain what *substance use* disorders and *addiction* are.
* Discuss the various types of substances which might be abused.
* List the signs and symptoms which might be an indication a person is misusing a substance or be addicted to one.
* List the common withdrawal signs and symptoms.
* Explain the common types of eating disorders: anorexia nervosa, bulimia nervosa, and binge eating.
* Explain that all eating disorders involve serious and potentially fatal changes in eating behavior, such as reducing the amount of food eaten to almost nothing, or severe overeating.
* Describe the behavior of a person with anorexia nervosa.
* Describe the behavior of a person with bulimia nervosa.
* Describe the behavior of a person with binge eating.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7. Discuss special concerns related to the health care setting and aging that may affect a person’s mental health. (Refer to PowerPoint slides 62 to 64.)

* Explain the various health care settings that specialize in the care of people with mental health disorders (long-term care, acute care, outpatient).
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8. Describe the responsibilities of the nursing assistant when caring for patients and residents who have a mental health disorder. (Refer to PowerPoint slides 65 to 77.)

* Explain that, even if a nursing assistant chooses to work in a health care setting that does *not* specialize in providing care for the mentally ill, there is a good chance that they will still encounter patients or residents with mental illness. A person with mental illness may be admitted to the hospital for treatment of an unrelated disorder, or they may become a resident of a long-term care facility.
* Discuss the new challenges that a patient or a resident faces when they enter a health care facility, and how this can lead to the development of a mental illness.
* Discuss and give examples of some of the unique losses and challenges that an older person faces that may overwhelm the person emotionally and promote mental illness.
* Explain why listening and observation skills are very important when caring for a person with mental illness; in some cases, a nursing assistant’s observations may lead to the diagnosis of a mental illness in a patient or resident.
* Explain that sometimes, especially in older people, a physical problem can cause a person to appear to be mentally ill. Give examples of common physical problems that may manifest as behavioral changes in an older person (e.g., a urinary tract infection).
* Explain guidelines for reporting and recording observations. Stress that, as always, it is important to use the person’s own words when recording or reporting subjective observations.
* Explain the role a nursing assistant plays in assisting a mentally ill patient or resident with activities of daily living (ADLs).
* Have learners refer to learning activities located at the end of the chapter.