

## ORIGINAL ARTICLE

# Nursing documentation in inpatient psychiatry: The relevance of nurse–patient interactions in progress notes—A focus group study with mental health staff

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**Aims and objectives:** To gain insight into mental health staff's perception of writing progress notes in an acute and subacute psychiatric ward context.

**Background:** The nursing process structures nursing documentation. Progress notes are intended to be an evaluation of a patient's nursing diagnoses, interventions and outcomes. Within this template, a patient's status and the care provided are to be recorded. The therapeutic nurse–patient relationship is recognised as a key component of psychiatric care today. At the same time, the biomedical model remains strong. Research literature exploring nursing staff's experiences with writing progress notes in psychiatric contexts, and especially the space given to staff–patient relations, is sparse.

**Design:** Qualitative design.

**Methods:** Focus group interviews with mental health staff working in one acute and one subacute psychiatric ward were conducted. Systematic text condensation, a method for transverse thematic analysis, was used.

**Results:** Two main categories emerged from the analysis: the position of the professional as an expert and distant observer in the progress notes, and the weak position of professional–patient interactions in progress notes.

**Conclusions:** The participants did not perceive that the current recording model, which is based on the nursing process, supported a focus on patients' resources or reporting professional–patient interactions. This model appeared to put ward staff in an expert position in relation to patients, which made it challenging to involve patients in the recording process. Essential aspects of nursing care related to recovery and person-centred care were not prioritised for documentation.

**Relevance to clinical practice:** This study contributes to the critical examination of the documentation praxis, as well as to the critical examination of the documentation tool as to what is considered important to document.

## KEYWORDS

documentation, mental health nursing, nurse–patient interactions, nurse–patient relations, nursing process, psychiatric nursing

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**Patricia G. O'Brien, Winifred Z.  
Kennedy, Karen A. Ballard**



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*Psychiatric & Mental Health Nursing* Katie Evans, Debra Nizette, 2016-10-04 Psychiatric and Mental Health Nursing has established itself as Australia and New Zealand's foremost mental health nursing text and is an essential resource for all undergraduate nursing students This new edition has been thoroughly revised and updated to reflect current research and changing attitudes about mental health mental health services and mental health nursing in Australia and New Zealand Set within a recovery and consumer focused framework this text provides vital information for approaching the most familiar disorders mental health nurses and students will see in clinical practice along with helpful suggestions about what the mental health nurse can say and do to interact effectively with consumers and their families Visit [evolve.elsevier.com](http://evolve.elsevier.com) for your additional resources eBook on Vital Source Resources for Students and Instructors Student practice questions Test bank Case studies Powerful consumer story videos 3 new chapters Physical health care addresses the physical health of people with mental health problems and the conditions that have an association with increased risk of mental health problems Mental health promotion engages with the ways in which early intervention can either prevent or alleviate the effects of mental health problems Challenging behaviours presents a range of risk assessments specifically focused upon challenging behaviours Now addresses emerging issues such as The transitioning of mental health care to primary care The development of peer and service user led services accreditation and credentialing Mental Health Nurse Incentive Program

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attitudes about mental health mental health services and mental health nursing in UK Set within a recovery and patient framework this text provides vital information for approaching the most familiar disorders mental health nurses and students will see in clinical practice along with helpful suggestions about what the mental health nurse can say and do to interact effectively with patients and their families Gives readers a thorough grounding in the theory of mental health nursing Case studies throughout the text allow readers to understand the application of theory in every day practice Includes critical thinking challenges and ethical dilemmas to encourage the reader to think about and explore complex issues Exercises for class engagement complement learning and development in the classroom environment

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Cheryl L. Pollard, Sonya L. Jakubec, 2022-05-07. Gain the knowledge and skills you need to provide psychiatric mental health nursing care in Canada. *Varcarolis's Canadian Psychiatric Mental Health Nursing*, 3rd Edition, uses a practical clinical perspective to provide a clear understanding of this often-intimidating subject. It provides a foundation in nursing techniques and a guide to psychobiological disorders such as bipolar and depressive disorders, trauma interventions, and interventions for distinct populations such as children and older adults. Adapted to meet the needs of Canadian nurses by Cheryl L. Pollard and Sonya L.

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## **Table of Contents Mental Health Nursing Documentation Examples**

1. Understanding the eBook Mental Health Nursing Documentation Examples
  - The Rise of Digital Reading Mental Health Nursing Documentation Examples
  - Advantages of eBooks Over Traditional Books
2. Identifying Mental Health Nursing Documentation Examples
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Mental Health Nursing Documentation Examples
  - User-Friendly Interface
4. Exploring eBook Recommendations from Mental Health Nursing Documentation Examples
  - Personalized Recommendations
  - Mental Health Nursing Documentation Examples User Reviews and Ratings
  - Mental Health Nursing Documentation Examples and Bestseller Lists
5. Accessing Mental Health Nursing Documentation Examples Free and Paid eBooks
  - Mental Health Nursing Documentation Examples Public Domain eBooks
  - Mental Health Nursing Documentation Examples eBook Subscription Services

- Mental Health Nursing Documentation Examples Budget-Friendly Options
- 6. Navigating Mental Health Nursing Documentation Examples eBook Formats
  - ePub, PDF, MOBI, and More
  - Mental Health Nursing Documentation Examples Compatibility with Devices
  - Mental Health Nursing Documentation Examples Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Mental Health Nursing Documentation Examples
  - Highlighting and Note-Taking Mental Health Nursing Documentation Examples
  - Interactive Elements Mental Health Nursing Documentation Examples
- 8. Staying Engaged with Mental Health Nursing Documentation Examples
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Mental Health Nursing Documentation Examples
- 9. Balancing eBooks and Physical Books Mental Health Nursing Documentation Examples
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Mental Health Nursing Documentation Examples
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Mental Health Nursing Documentation Examples
  - Setting Reading Goals Mental Health Nursing Documentation Examples
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Mental Health Nursing Documentation Examples
  - Fact-Checking eBook Content of Mental Health Nursing Documentation Examples
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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web background the hand warmers are filled with sodium acetate click the metal disc and you will notice the liquid changes state and becomes a solid in the process heat is released the sodium acetate is a supersaturated solution

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web oct 9 2021 sodium acetate coin or other small piece of metal plastic bags seal the coin inside a small bag place this bag inside a larger bag containing supersaturated sodium acetate get this by dissolving as much sodium acetate as possible in hot water this chemical hand warmer is reusable

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web the goal of my experiment and research is to evaluate the various number of compounds to be used as hand warmers and locate the ones that can raise the temperature to 20 degrees celsius in 100 g water and costs as little as possible

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web in this lab you are challenged to use chemistry to determine which ionic compound makes the best hand warmer in this experiment you will collect data that will allow you to calculate the heat of solution  $\Delta H_{\text{soln}}$  or the amount of energy released or absorbed in kJ mol of the substance being dissolved

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web mar 4 2014 contains water the hand warmer is struck in a manner that ruptures the inner pouch releasing the ionic salt into the water of the outer pouch the salt dissolves and the water warms this type of hand warmer tends to produce a more vigorous heat than the dry powder type of hand warmer but does not produce heat for quite as long

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web feb 2 2017 this is a video outlining a flinn lab on designing a hand warmer it was created by alex brinley charis conwell and siena joy for our ap chemistry class

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web hand warmers provide a unique and fun way to study the chemistry of crystal formation and heat generation by pressing a button in a pouch which contains a supercooled solution you start a rapid exothermic heat producing crystallization in this science fair project you will determine how the starting temperature affects hand warmer chemistry

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web feb 1 2017 hannah boster seth lewis and william makinen s recorded powerpoint presentation summarizing our work on the flinn handwarmer lab created for mr kerns ap

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web lab investigation in today s experiment you will design and execute an experimental procedure to determine which of three ionic compounds is most suitable for use in a hand warmer the three compounds you will use is determined by the group number you are assigned the ideal hand warmer

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