A Study of Graduate Nurses' Recognition and Ability to Meet the Needs of Adolescent Psychiatric Patients

Mary Jane Loewi

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A STUDY OF GRADUATE NURSES' RECOGNITION AND ABILITY TO MEET THE NEEDS OF ADOLESCENT PSYCHIATRIC PATIENTS

by

Mary Jane Loewi

B. S. N., Cornell University -
New York Hospital School of Nursing, 1958

A Thesis submitted to the Faculty of the Graduate School of the University of Colorado in partial fulfillment of the requirements for the Degree Master of Science
Department of Nursing
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This Thesis for the M.S. degree by
Mary Jane Loewi
has been approved for the
Department of
Nursing
by

Dorothy K. Block
Hannah E. Erickson

Date December 5, 1960
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Mary Jane Loewi
The University of Colorado
Denver, Colorado
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A Study of Graduate Nurses' Recognition and Ability to Meet the Needs of Adolescent Psychiatric Patients

Thesis directed by Assistant Professor Dorothy W. Bloch

The study was an investigation of a selected group of graduate nurses' awareness of the needs and appropriate courses of action as presented in written situations involving adolescent psychiatric patients. The purposes of this study were: (1) to identify the nurse's awareness of the needs of the adolescent and her proposed course of action to meet these needs; (2) to ascertain, via analysis of data, whether similarities or differences might exist according to position of the nurse; and (3) to provide information that might be of value in planning educational programs for nursing personnel.

The descriptive survey with the open end questionnaire was the method used. Initially there were four personal questions and two questions which explored nurses' feelings regarding working with adolescents. Sixteen questions presented situations involving the adolescent patient.

Twenty graduate nurses representing three levels of positions comprised the population for this study. Data were categorized into three main categories and thirteen sub-categories. The responses to these categories were
analyzed and tabulated. None of the nurses could recognize more than half of the adolescent needs. All showed a greater ability to handle situations. The majority felt insecure or generally uncomfortable working with adolescent patients.

Recommendations made were: (1) A more generalized study should be made to see if the results from this study are universal. Another study would be beneficial which would investigate the types of basic nursing programs which are offered for understanding of the normal and emotionally ill adolescent; and (2) There is a need for in-service education in the field of adolescence for this group of nurses.

This abstract of about 250 words is approved as to form and content. I recommend its publication.

Signed

Instructor in charge of thesis
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CHAPTER I

THE PROBLEM

Introduction

The National Association for Mental Health states that about 11,500 children and young people are admitted to public mental hospitals each year. Of this number, about 1,500 are under fifteen years of age and 10,000 are between fifteen and twenty-four years of age. An estimated 6,000 children and young people under twenty years of age are under treatment daily in public hospitals.¹

In view of this large number of young people under treatment in mental hospitals, it is of the utmost importance that those involved in their nursing care be understanding and accepting of them. To understand and accept these young people, the nurse must be aware of, and understand, principles of normal growth and development. She must have an adequate knowledge of the disease entities that this age bracket displays. She must also be able to recognize and work effectively with the needs

¹National Association for Mental Health, "Facts About Mental Illness" (leaflet prepared by the National Association for Mental Health, 1959), p. 3.
the young people present, including those connected with normal growth and development, and specific illness.

It seemed important to study graduate nurses' awareness of normal adolescent needs and those presented by the illness. It is also important to study the course of action the nurse takes to meet these needs. Before the nurse can adequately care for these patients, she must be able to recognize the individuals' specific needs.

Statement of the Problem

A study of a selected group of graduate nurses to investigate their awareness of the needs and appropriate courses of action as presented in written situations involving adolescent psychiatric patients.

Purposes of the Study

The purposes of this study were: (1) to identify the nurse's awareness of the needs of the adolescent and her proposed course of action to meet these needs; (2) to ascertain, via analysis of data, whether similarities or differences might exist according to the position of the nurse (head nurse, assistant head nurse, and staff nurse); and (3) to provide information that might be of value in planning educational programs for nursing personnel.
Importance of the Study

There is increasing recognition that the role of the nurse involves much more than nursing procedures...

Chief among the professional functions are those involving understanding and skill in establishing and maintaining effective interpersonal relations with patients.... The need to study more precisely what does go on between the nurse and the patient is recognized too; in order to make known the kind of interpersonal problems presented to nurses which they must help solve.2

The above holds true for the adolescent patient as well as the adult. Today in nursing there appears to be a lack of knowledge concerning how to give adequate care to the adolescent patient. Sellew and Pepper stated,

Adolescent needs have been neglected in medicine and nursing. We have tended to think of the adolescent either as a child or an adult with the result that our care has not been of maximum benefit.3

This implied the necessity to understand the nurse’s awareness of the adolescent needs to understand her total response to the patient.

It is relatively simple to write about the needs of a particular patient and how a particular nurse could meet his needs. It is infinitely more difficult to generalize and write of the needs of all emotionally ill patients and to indicate how all

nurses can learn or be taught to meet these needs. Miss Behymer went on to state in her article,

Since the needs of the emotionally ill patients are the needs of all human beings the nurse must become a student of human behavior in many and varied life situations.

It, therefore, can be seen that it is vital for the nurse to recognize and understand the needs of her patient in order to give effective therapeutic nursing care of the highest quality. Without recognition of needs and skill to meet them, the nurse cannot function adequately in psychiatric nursing today.

Limitations of the Study

The study was confined to a psychiatric unit of a state university hospital. The responses of a random stratified sample in appropriate proportion of head nurses, assistant head nurses, and general staff nurses were elicited.

Assumptions

Nurses are able to identify and meet patients' needs.


5Ibid., p. 6.
needs to varying degrees.

**Definition of Terms**

**Adolescent Patient.** Any boy or girl between the ages of thirteen and twenty, hospitalized in a psychiatric hospital.

**Graduate Psychiatric Nurse.** A professional registered nurse who cares for patients confined to a psychiatric hospital.

**A Need.** A condition, either physical or emotional, which exists within the individual and which demands certain responses to be satisfied.

**Plan for Development of the Thesis**

Chapter II will contain a survey of literature related to the normal growth and development of the adolescent and therapeutic nursing care applied specifically to the adolescent patient.

A discussion of the methodology used in the investigation and a description of the questionnaire used in the collection of data will be included in Chapter III. Also included in this chapter will be a discussion of the pilot study and the plans for analysis of data.

Chapter IV will include the analysis and
interpretation of the questionnaire. The responses will be analyzed by tabulating each-question in relation to the ways the nurse responded to the situation, what needs she felt were present, and how she handled the situation.

A summary of the findings of the study, conclusions, and recommendations for further studies will be included in Chapter V.
A survey of literature in *The American Journal of Nursing*, *Nursing Outlook*, *American Journal of Psychiatry*, *American Journal of Orthopsychiatry*, and *The Journal of Pediatrics*, 1950 through 1959, revealed relatively little research on the nursing care of the adolescent in the psychiatric hospital. Other selected articles and books were reviewed in the areas of psychiatric nursing, adolescent growth and development, the hospitalized adolescent patient, and the adolescent hospitalized in a psychiatric hospital.

This chapter contains a review of literature in the areas of the normal adolescent and nursing care of the psychiatrically ill adolescent patient.

Normal Adolescence

With the large number of adolescents hospitalized today, it is important for the nurse to understand and recognize normal adolescent needs. In order to successfully identify these needs, she must understand normal growth and development.
Adolescence is a crucial period in the individual's life. In a few short years the adolescent must adapt himself to a rapidly changing body, intensified instinctual drives, new relationships, new responsibilities and a society which expects a great deal of its youth. However, his society simultaneously offers opportunities for a satisfying, democratic way of life. The adolescent has to resolve old conflicts, find solutions to new ones, develop mature attitudes and discover ways that he can get pleasure in socially acceptable ways. It is natural for the adolescent to be anxious and upset. He has many major problems to solve, and his future life is dependent upon the kind of adjustment he is able to make in the period prior to becoming a working adult member of society.¹

During this period, many adolescents tend to feel overwhelmed, lost, and alone, due to their rapid growth and development both in the realm of physical and emotional changes. There is also increased conflict present at this time between the id, ego, and super ego. This increased conflict tends to add to the adolescents' confusion.

Adolescents display a wide variety of characteristics. According to Benjamin Balser, they can be found to be confused, impatient, lack stability, inconsistent, forgetful, lazy, aggressive, and self assertive. The normal adolescents are dependent one minute and want to be fully independent the next. They desire privileges, but at the same time lack a sense of responsibility. They tend to display high ideals one time and the next time they engage

in outrageous behavior.²

**Status of Adolescents**

This period is often referred to as the in-between stage. The adolescents are neither considered to be adults or children. This precarious position often leaves the adolescents with feelings of insecurity, lack of understanding by adults, and a general feeling of isolation and self-consciousness. Therefore, the adolescents are often forced to seek reassurance from their own age group. These adolescents are ambivalent and bewildered individuals striving for maturity.

**Tasks and Needs of Adolescents**

Before the adolescents can reach adulthood or maturity they have several major tasks to perform. The tasks are as follows: (1) achieving new and more mature relationships with age mates of both sexes; (2) achieving a masculine or feminine social role; (3) accepting one's physique and using one's body effectively; (4) achieving assurance of economic independence; (5) achieving emotional independence from parents and other adults; (6) selecting and preparing for an occupation; (7) preparing

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for marriage and family life; (8) desiring and achieving socially acceptable and responsible behavior; (9) acquiring a set of values and an ethical system as a guide to behavior; (10) developing a philosophy of life; and (11) learning the appropriate use of leisure time. 3

In order to achieve the above, the adolescent has certain needs that must be met. These are: (1) acceptance by age mates; (2) an adequate knowledge and understanding of sexual relationships and attitudes; (3) help in accepting his permanent physical appearance; (4) opportunities to carry responsibility and make decisions; (5) opportunities to earn and save money; (6) provision for recreation and wholesome activities with the opposite sex; (7) assistance in learning about and choosing a vocation; (8) help in establishing more mature relationships with other members of the family; and (9) guidance which is offered kindly and holds no threat to his feelings of freedom. 4

Adolescents have many tasks to accomplish and many needs to be met before they can adequately achieve

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adulthood. The nurse has a responsibility to recognize and work with these needs and the tasks the adolescent is expressing through normal and abnormal behavior.

Summary

In summary, it can be said that the adolescent period is characterized by storm and stress. "Adolescence is a stage of emotional growth. It cannot be avoided if adulthood is to be attained." This is an extremely difficult period for the adolescents since there are so many major changes taking place within them in a relatively short period of time. One day they are considered a child and almost the next they are expected to assume an adult role.

Therapeutic Care Applied to The Emotionally Ill Adolescent Patient

Present Psychiatric Nursing Trends

Today in psychiatric nursing, the trend is toward therapeutic care of the mentally ill, rather than emphasis purely on custodial care. The dynamic or therapeutic nursing care involves the nurse as a tool in the total therapeutic environment. The nurse uses herself as an

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5Irene M. Josselyn, The Adolescent and His World (New York: Family Service Association of America, 1952), p. 120.
agent in the patient's therapy. She strives to establish a close therapeutic interpersonal relationship with the patient in order to promote growth within him to reach his potential. This is a difficult role for the nurse. She must first have insight and understanding into her own behavior and reactions before she can adequately understand her patient's behavior. She must understand her patient before she can be of help to him.

There is no easy method for dealing effectively with patients nor is there one type of nurse-patient relationship that invariably will contribute to the patient's improvement. Nursing the mentally ill is a complex, difficult and demanding task if it is to result in therapeutic benefit for the patient. Therefore, it is important that the nurse develop a way of thinking about her nursing situation and a way of looking at the nurse-patient relationship.6

It has been stated that today the nurse has a better understanding of the factors that influence behavior. Therefore, the nurse should be able to respond to a patient's untoward behavior with acceptance and understanding. This statement is especially applicable to the adolescent patient. Many adolescents act out their conflicts and needs in behavior that might be termed untoward.

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Hospitalization of Adolescents

There seems to be a controversy today as to where to place the adolescent patient in the psychiatric hospital. Cameron stated that the adolescent who requires hospitalization creates a problem in placement. He went on to state that they provide a distracting influence on both the child and adult patient. The adolescent is adversely affected by such placement as well.  

The adolescent reaction to the hospital situation is individualized. The extent of their reaction will depend partly on the extent of their illness and their contact with reality. The hospitalization, for awhile, might only serve to heighten some of their conflicts. The nurse plays an important part in this area in helping the adolescent adjust to the hospital situation.

Specific Needs of the Emotionally Ill Adolescent Patient

The adolescent who necessitates hospitalization for his emotional problems has most likely had a poor adjustment to many of the childhood tasks and situations. Therefore, the needs of these patients are more intense and perhaps more magnified due to their poor childhood development. They experience, or will experience, the needs of

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the normal adolescent. In addition, many of them will exhibit the needs of childhood. The nurse who cares for these patients must be cognizant of these needs. These patients require support, understanding, love, and acceptance like all individuals. However, the exception is that they require more overt and frequent demonstration both verbally and non-verbally than do the so-called normal individuals. They require constant reassurance of their status and acceptance. They will test and retest individuals to make sure adults will unconditionally accept them. Some individuals, due to an earlier experience, will not be able to accept close relationships. These individuals require short, frequent contacts and the feeling that they are accepted and wanted.

Nursing Care of the Adolescent Patient

One of the adolescent's greatest needs is to understand himself. Consequently, it is of the utmost importance that the personnel caring for these patients do not fail them through lack of knowledge in the normal stages of physical, emotional and psychological development, as well as the specific disease entity that the patient is displaying. Understanding the adolescent is necessary in order to plan for and meet the individual needs of these patients.
Since the adolescent is neither an adult or a child, his care must be planned to meet his needs for his stage of development. He does not have the experience, wisdom, stability, or background of an adult, but his needs, both psychological and emotional, will vary from that of a child's needs. The nurse who cares for these patients must be aware that they present specific needs. Therefore, the nursing care should not be modified from that of an adult or child, but rather the care should be adapted to their stage of development.

There are general psychiatric nursing care principles that can be applied to all patients regardless of age or manifested behavior. All patients have certain needs that must be met. Therefore, certain principles or concepts have been devised to be used as a general guide to meet all patient needs. Matheney and Topalis have set forth such a list or guide for an approach to all patients.\(^8\) Since these concepts act only as a guide, it is necessary for the nurse to adopt other principles that will meet the individual patient's needs as well.

The nurse who is working with these patients has an important role to play in their total therapeutic

environment. She can have the capacity to offer them the understanding and guidance which many of them have never experienced before. If she is adequately prepared she can offer them an environment that is conducive to healthy growth and development. Blake states,

> When an adolescent feels respected, understood and enjoyed as a person, he takes himself less seriously, feels loved and supported and has energy available to master his conflicts and attain emotional maturity.\(^9\)

If the nurse is able to acquire a role that offers gratification of the adolescent's needs, she can help the youth strengthen his ego capacity to work with his internal conflicts and his external reality.

People who meet life with the assumption that they know the only correct answer to any problem should never work with adolescents. . . . Similarly, people who have not found a workable philosophy and who are themselves in a state of confusion, are not capable of dealing with adolescents. The adult who will work most effectively with them is the individual who is relatively comfortable in his own adjustment but who is genuinely tolerant of other constructive patterns of adjustment.\(^10\)

From a review of literature it seemed apparent that the nurse who cares for the adolescent must possess certain qualities and attributes. According to Sellew and Pepper, the nurse who works with this age bracket has the


\(^10\)Josselyn, *op. cit.*, p. 84.
capacity to help or hinder their return to health.\textsuperscript{11}

In a thesis completed in 1959, it was revealed that confusion does exist about the nurse's specific role in the care of the mentally ill adolescent. Her role will depend on the hospital setting and its philosophy of treatment.\textsuperscript{12}

\textbf{Summary}

The review of literature contained a discussion of the normal adolescent care and therapeutic nursing care applied to the psychiatrically ill adolescent.

Normal adolescence is a period of growth and development which is characterized by storm and stress. It is a period of rapid growth physically, mentally, and emotionally. There are conflicts present between the ego, id, and super ego which adds to the anxiety of this phase of development. During this period, the adolescent has several major tasks and needs to successfully negotiate before he can attain adulthood with the best adjustment.

Today, there appears to be a definite trend toward

\textsuperscript{11}Sellew and Pepper, \textit{op. cit.}, p. 134.

the nurse taking a more active role in the patient's total therapeutic milieu. In order to assume this active role, the nurse must have insight into her own behavior, as well as an understanding of the patient and his behavior. The present trend in nursing is toward establishment of therapeutic interpersonal relationships, with the hope that this will foster growth within the patient toward the most satisfactory adjustment possible.

At present, there does not seem to be a clearly defined role for the nurse in caring for the mentally ill adolescent patient. In reviewing the literature, many authors stressed qualities that a nurse should possess in caring for the adolescent patient. Major qualities to have are an honest love for adolescents and the ability to recognize and work effectively with the exhibited behavior.
The purpose of this investigation was to study a selected group of graduate nurses' awareness of the needs and appropriate courses of action as presented in written situations involving adolescent psychiatric patients. The descriptive method was chosen as the best method of research for this investigation. The investigator wanted to determine what facts were present at the time, so the descriptive survey method was used because it is of value in obtaining this type of information. "Descriptive studies are of great value in providing facts on which professional judgments are based."¹

This method was appropriate for this study because:

(1) it is directed toward discovering the present facts;
(2) it attempts to find out what the real facts are in relation to the prevailing situation; and (3) it is an appropriate method whenever objects of any class vary among

themselves. This method of research has one disadvantage. It usually does not delve deeply into interrelationships, but stops with the disclosure of facts and suggests relatively prominent connections between these facts and apparent causes. This disadvantage did not seem to interfere sufficiently enough with this investigation to prevent the use of the descriptive method of research.

The Technique

The technique chosen as the most appropriate for this study was the questionnaire schedule. In using this technique, several people could participate at one time and the investigator was available to answer any questions. It was also economical in time, money and staff hours. The disadvantages of the questionnaire schedule were several. There was a possibility that the respondent did not convey all the material she might have in a personal interview. Another disadvantage was that there was no way of determining whether the respondent was truthful. Also, all respondents were unable to take it at one time, which meant that all the questionnaires could not be returned to the


\[3\] Ibid.
An open end questionnaire was used which allowed the respondents freedom of expressing themselves within limits of the question. This type of question allows a certain amount of personal bias on the part of the investigator in interpreting the responses.

Introductory Questions

The respondents were asked to respond to four questions which asked personal facts (see Appendix A). These questions were asked in order to study whether there was any correlation between years of experience, type of program, time of graduation, present position, and the ability of the nurse to recognize adolescent needs and handle the situation well, in view of the presenting needs of the patient.4

Questions one to four were:

1. How long have you been in psychiatric nursing?
2. What type of program did you graduate from?
3. Date of your graduation?
4. What is your present position?

Question five,

Working with adolescents makes me feel

was asked in order to find out how the nurse felt about working with this type of patient.

Question six,

Compared to children and adult needs, adolescent needs are ____________________________.

was asked to find out what type of needs the nurse felt the adolescent presents. The investigator wanted to know if there was any correlation between how the nurse feels about working with adolescents and how she perceives their needs.

**Situational Questions**

The last sixteen questions were asked to find out how the nurse responds to the situation, how she perceives the needs, and the way she would handle the situation in view of the presenting needs. The investigator wanted to know if there was an interrelationship between the way the nurse answered these situational questions and the first six questions.

These last questions were devised from recordings of a one to one therapeutic interpersonal relationship and group process recordings with adolescent psychiatric patients, together with the needs which were discussed in
general readings. Questions fifteen through eighteen contained definite symptoms or situations of a particular disease entity. Many of the needs in these situations were based on the illness which the patient presented.

The last sixteen questions were accompanied by the following directions: "After each of the following situations please indicate your reaction. Please include in your answer what needs (if you feel some are present), the patient is expressing and how you would handle the situation."

Question seven was the following situation:

John comes to you and asks your help in making a decision. He has done this several times before and then completely ignored any suggestions or help you have offered him.

This situation indicated the need for dependence and independence. There was a need for opportunity to carry


responsibilities and make decisions. Also there was the need here to test adult authority.

Question eight presented the needs for rebellion against adult authority and to test and act out. There was also the need for limit setting.

John and you have a one to one therapeutic relationship. Both of you decided together on the time of your daily meeting. The first few times he came willingly; but lately, even after frequent reminders, he has failed to come for the meetings.

Question nine presented the following needs—guidance in learning about and choosing a vocation and thinking about future and immediate goals. This situation also showed the need for dependency.

Bill is often heard to state how he must study so he can get good grades and go to college to become an engineer. When he is offered help, he shows no ambition or interest. One day he approaches you and tells you how he is afraid he will flunk school this year and won't be able to become an engineer.

Question ten required a response to the following:

One day you hear the six adolescents discussing their families. The gist of their conversation was about "how backward they are and how little they know." One of the girls is overheard to state, "I'd rather discuss my problems with the young neighbor lady next door."

This situation indicated the need for dependence and independence, need to deauthorize the parents, need for peer approval, and the need to discuss such problems.

Question eleven illustrated the need to act out, need for peer approval, and the need for limits.
Four of the teenagers were involved in a prank in which they took the screws out of several of the older patient's beds. When you approached them about this prank, Joe states, "John and Bill dared us to. They bet we couldn't do it."

Question twelve stated the following situation:

The ward had a picnic, during which time John and Bill disappeared. They were found a few hours later walking along the road near the picnic area. When you approached them about their disappearance, John stated, "We just felt like taking a hike. We didn't know we had to tell anyone. We just wanted some different kind of fun."

This situation indicated the need to rebel, act out, and the need for fun and adventure, as well as the need for limits.

Question thirteen illustrated the normal concern of adolescents about their physical appearance and moral values.

One day you overhear the three girls discussing some of their personal problems such as acne, overweight, and morals. Donna was heard stating, "I don't understand why everyone gets so upset because I date while I am here, even though I am married."

This situation showed the need to adopt acceptable moral and ethical values within the framework of society. There was also a need to seek approval from the peer group and the need for help in accepting permanent physical appearance.

Question fourteen indicated a need for adult approval, acceptance, reassurance, and dependence.
John is now able to start a part-time job. Since he got the job a few days ago, he has approached you several times and asks you, "Do I look O.K. when I am dressed for work?"

In Question fifteen was the following situation.

Joe can often act in a rather suspicious manner. Quite often he is rather stubborn about complying with the rules. At other times he can be found alone and depressed. One day while he is in a depressed mood you approach him and inquire how he is feeling. He responds, "No one understands me, you don't even understand me."

This behavior was normal for this diagnosis. He displayed a need for understanding, acceptance, and trust.

Question sixteen revealed the need for limit setting, understanding, security, and acceptance. This was normal behavior for a sociopath.

Recently Bill has been involved in pulling one prank after another. He has been paying no attention to any rules that might stand in his way of something he wants to do. When you discuss his recent behavior with him, he shows no guilt or remorse. He even seems quite cold and callous.

Question seventeen indicated a need for acceptance.

You approach Lynn one day and ask her how she is and take an interest in an oil painting she is doing. She replies, "Why do you care how I am or what I am doing? You must want something from me."

This was normal behavior for this disease entity. This patient presented the need to form a trusting relationships and a need to feel she is liked and accepted for herself.

Question eighteen revealed the need for acceptance,
understanding, and limits. This is typical behavior for an hysterical patient. It pointed out the need for immediate gratification.

Joan is demanding, loud and very childish in her actions. She appears to sexualize all her movements. One day she asks you for medication for a headache. You find she does not have a P.R.N. order and you put in a call for her doctor. You then explain the situation to her and tell her that as soon as he calls you will bring the medication to her. She states she wants it right now and she begins to kick and scream, "I hate you; you don't want me to have the pill anyway."

Question nineteen stated the following need:

Lynn is crying. You sit down beside her and she starts telling you no one loves her because she is so fat and ugly.

This patient was expressing the need for acceptance of her own body and the knowledge to use it effectively. It also indicated a need for guidance and good grooming.

Question twenty presented a prominent need in adolescence, the need for a model with whom to identify.

Donna has suddenly taken an interest in grooming and asks you how you set your hair and what color nail polish and lipstick you use.

In Question twenty-one, the following needs were exhibited:

You and the three girls are having a discussion when the girls start asking you such questions as, "Do you drink?" "Do you believe in pre-marital relations," and "How old are you?"

This situation indicated a need for peer group, sex information, an adult to identify with, and a need for limit
Question twenty-two indicated the normal need to question sex and the need for peer group approval and discussion.

The boys are being very loud and boisterous. You go down to their room to see what's going on. As you approach their room you hear them discussing sex and laughing after every comment.

The Setting

A psychiatric hospital in a university teaching center located in a western city was used for this investigation. Adolescents could be housed on any of the four wards with adult patients.

Preparation for the Study

Letters requesting permission to use the facilities of the hospital and to obtain the participation of the graduate staff nurses were sent respectively to the director of the hospital and the administrator of nursing service. A carbon copy of the letter sent to the administrator of nursing service was sent to the associate administrator of nursing service of the psychiatric hospital (see Appendix B).

Following the letters, a telephone interview was conducted with the administrator of nursing service. At
this time, a brief resume of the study was discussed. A personal interview was held with the associate administrator of the psychiatric hospital. The investigator discussed the problem of the study and the purposes and plan for collecting data. At this time, the investigator received permission to contact the personnel who would participate in completing the questionnaire schedule.

The Pilot Study

A pilot study was conducted to test the effectiveness of the questionnaire schedule. The population consisted of three nurses chosen from a list of all employed graduate nursing personnel of the psychiatric hospital. The list was prepared by the secretary of nursing service. The names were placed in alphabetical order in each of the categories of head nurse, assistant head nurse, and staff nurse. The investigator chose the first name in each category for the pilot study.

The results of the pilot study indicated the impossibility of the investigator to remain with each respondent during the entire administration of the questionnaire due to the duties of some of the personnel, which prevented them from completing it at one setting. It was found that two or three visits by the investigator while the respondents answered the questionnaire were sufficient in order
to answer any questions. The pilot study also revealed that for the purposes of clarity and ease of analysis the following words reaction, patient needs, and handling of the situation, should be added in the space for the answers in questions seven through twenty-two (see Appendix C). The respondents took an average of thirty-five to forty minutes to complete the questionnaire. This time was within the limits set by this investigator. Other than the two mentioned points, the instrument appeared to be effective.

Source of Data

A total of twenty graduate nurses including two head nurses, two assistant head nurses, and sixteen staff nurses from this hospital provided the data for this investigation. This group included nurses from all wards. A random stratified sample was used and it included a proportionate sample of head nurses, assistant head nurses, and staff nurses as selected by the use of a table of random numbers. In selecting the sample, no consideration was given to the number of years of experience in psychiatric nursing, years of employment, or race.

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Each nurse on the random sample list was contacted personally to ask her if she would participate in the study. At that time, a future meeting was arranged when the questionnaire could be administered at the convenience of the participating member and the investigator.

Collection of Data

The best possible arrangements were made to administer the questionnaire at a convenient time for the respondents. When it was feasible, a comfortable private room was used where several nurses could write the questionnaire at the same time. In some cases, it was necessary to give the questionnaire on the ward in the nurses' station due to the difficulty in arranging adequate coverage for the floor during the time of the administration of the questionnaire. This difficulty was avoided whenever possible.

The investigator saw each respondent a minimum of two times during the period when the respondent was answering the questions.

Plan for Analysis

The plan for analysis is: (1) to analyze each of the separate sections in questions seven through twenty-two separately and then as a whole; and (2) to tabulate the answers on a master sheet for each question, compare the
number of total correct and incorrect answers, and assign sub-categories as indicated and tally the results.

The last step will be to categorize the first six questions, tabulate the results, and compare the correct and incorrect responses from questions seven through twenty-two to determine whether any specific patterns exist. Also, the investigator expects to find the mean average of correct answers for each group of head nurses, assistant head nurses, and staff nurses.
CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Introduction

The problem was a study of a selected group of graduate nurses to investigate their awareness of the needs and appropriate courses of action as presented in written situations involving adolescent psychiatric patients.

After the data had been collected, the investigator examined them and assigned definite categories. Then the categories were tabulated and the results were listed in the proper areas. A presentation of the responses to the twenty-two questions follows.

Summary of the Data

Of the twenty questionnaires distributed to the twenty nurses on the list, nineteen were returned. One was incomplete due to the nurse's having an emergency leave, one was returned with the last page missing, and one was returned in an incomplete form. The following is a summary of the responses to the twenty-two questions.

Introductory Questions

The first six questions received nineteen responses.
These were tabulated in the following manner.

**Question one, How long have you been in psychiatric nursing?**

The answers varied from three weeks to seven years with 1.6 years being the mean length of employment. One had been working three weeks, one four weeks, one two months, four had been working four months, one had been working six months, one nine months, one had been working for one year, three for two years, five for three years and one seven years.

**Question two, What type of program did you graduate from?**

This question received the following responses: nine graduated from a three-year program, nine graduated from a degree program, and one graduated from a three-year program, but since then has received an M.A. degree.

**Question three, Date of your graduation?**

The year of graduation ranged from the years 1937 to 1960. Seven graduated in 1960, two in 1959, three in 1957, two in 1956, one each graduated in 1954 and 1952, two graduated in 1948 and one graduated from nursing school in 1937—receiving her B.S. degree in 1938, and her M.A. degree in 1958.

**Question four, What is your present position?**

Two head nurses, two assistant head nurses and fifteen staff nurses were the responses to this question.
Table I, a tabular presentation of the position and length of time in psychiatric nursing for each respondent, may be found on page 36. Table II, page 37, contains a tabular presentation of the positions, types of programs, and years of graduation of the respondents.

Question five, Working with adolescents makes me feel ____________________________.

The following responses were received for this question. One each said "confused," "gratified," "insecure," "very satisfied," and "challenged." Two respondents replied "needed." Three each said, "inadequate" and "frustrated." One each said, "challenged, weary, satisfied and rewarded," "weary, on guard, sympathetic, and conscious of my actions," "good and sometimes threatened," "satisfied and frustrated," and "adequate and threatened by a sociopath." One respondent replied, "Life is good and these young people will carry on as well or better than the present generation." Table III contains a tabular picture of question five and may be found on page 38.

Question six, Compared to children and adult needs, adolescent needs are ____________________________.

In response to this question, five felt the needs were greater, two each felt the needs were "more demanding," and "many," one each felt the adolescent needs were "much stronger," "unending," "conflicting," "multiple," and "more complex." One each felt the needs to be, "greater,
<table>
<thead>
<tr>
<th>Respondent</th>
<th>Position</th>
<th>Time in Psychiatric Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff</td>
<td>4 months</td>
</tr>
<tr>
<td>2</td>
<td>Staff</td>
<td>4 months</td>
</tr>
<tr>
<td>3</td>
<td>Staff</td>
<td>3 weeks</td>
</tr>
<tr>
<td>4</td>
<td>Staff</td>
<td>6 months</td>
</tr>
<tr>
<td>5</td>
<td>Staff</td>
<td>4 months</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Head Nurse</td>
<td>3 years</td>
</tr>
<tr>
<td>7</td>
<td>Staff</td>
<td>2 years</td>
</tr>
<tr>
<td>8</td>
<td>Staff</td>
<td>1 month</td>
</tr>
<tr>
<td>9</td>
<td>Staff</td>
<td>2 years</td>
</tr>
<tr>
<td>10</td>
<td>Staff</td>
<td>7 years</td>
</tr>
<tr>
<td>11</td>
<td>Head Nurse</td>
<td>3 years</td>
</tr>
<tr>
<td>12</td>
<td>Staff</td>
<td>9 months</td>
</tr>
<tr>
<td>13</td>
<td>Staff</td>
<td>3 years</td>
</tr>
<tr>
<td>14</td>
<td>Staff</td>
<td>2 months</td>
</tr>
<tr>
<td>15</td>
<td>Staff</td>
<td>3 years</td>
</tr>
<tr>
<td>16</td>
<td>Staff</td>
<td>4 months</td>
</tr>
<tr>
<td>17</td>
<td>Head Nurse</td>
<td>2 years</td>
</tr>
<tr>
<td>18</td>
<td>Assistant Head Nurse</td>
<td>3 years</td>
</tr>
<tr>
<td>19</td>
<td>Staff</td>
<td>1 year</td>
</tr>
</tbody>
</table>
TABLE II

POSITIONS, TYPES OF PROGRAMS, AND YEARS OF GRADUATION OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Position</th>
<th>Type of Program</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff</td>
<td>Degree</td>
<td>1960</td>
</tr>
<tr>
<td>2</td>
<td>Staff</td>
<td>Degree</td>
<td>1960</td>
</tr>
<tr>
<td>3</td>
<td>Staff</td>
<td>Degree</td>
<td>1960</td>
</tr>
<tr>
<td>4</td>
<td>Staff</td>
<td>3 year</td>
<td>1954</td>
</tr>
<tr>
<td>5</td>
<td>Staff</td>
<td>Degree</td>
<td>1960</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Head Nurse</td>
<td>3 year</td>
<td>1959</td>
</tr>
<tr>
<td>7</td>
<td>Staff</td>
<td>3 year</td>
<td>1957</td>
</tr>
<tr>
<td>8</td>
<td>Staff</td>
<td>Degree</td>
<td>1960</td>
</tr>
<tr>
<td>9</td>
<td>Staff</td>
<td>3 year</td>
<td>1937, 1938 B.S. M.A. 1958</td>
</tr>
<tr>
<td>10</td>
<td>Staff</td>
<td>3 year</td>
<td>1952</td>
</tr>
<tr>
<td>11</td>
<td>Head Nurse</td>
<td>3 year</td>
<td>1948</td>
</tr>
<tr>
<td>12</td>
<td>Staff</td>
<td>Degree</td>
<td>1959</td>
</tr>
<tr>
<td>13</td>
<td>Staff</td>
<td>3 year</td>
<td>1948</td>
</tr>
<tr>
<td>14</td>
<td>Staff</td>
<td>3 year</td>
<td>1960</td>
</tr>
<tr>
<td>15</td>
<td>Staff</td>
<td>3 year</td>
<td>1956</td>
</tr>
<tr>
<td>16</td>
<td>Staff</td>
<td>Degree</td>
<td>1959</td>
</tr>
<tr>
<td>17</td>
<td>Head Nurse</td>
<td>3 year</td>
<td>1957</td>
</tr>
<tr>
<td>18</td>
<td>Assistant Head Nurse</td>
<td>Degree</td>
<td>1957</td>
</tr>
<tr>
<td>19</td>
<td>Staff</td>
<td>Degree</td>
<td>1959</td>
</tr>
</tbody>
</table>
## TABLE III

RESPONSES OF THE NURSES BY POSITION TO QUESTION FIVE

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Position</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff</td>
<td>Inadequate</td>
</tr>
<tr>
<td>2</td>
<td>Staff</td>
<td>Frustrated</td>
</tr>
<tr>
<td>3</td>
<td>Staff</td>
<td>Confused</td>
</tr>
<tr>
<td>4</td>
<td>Staff</td>
<td>Gratified</td>
</tr>
<tr>
<td>5</td>
<td>Staff</td>
<td>Good, sometimes threatened</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Head Nurse</td>
<td>Challenged, weary, satisfied, rewarded</td>
</tr>
<tr>
<td>7</td>
<td>Staff</td>
<td>Inadequate</td>
</tr>
<tr>
<td>8</td>
<td>Staff</td>
<td>Conscious of my actions, weary, sympathetic, on guard</td>
</tr>
<tr>
<td>9</td>
<td>Staff</td>
<td>See footnote*</td>
</tr>
<tr>
<td>10</td>
<td>Staff</td>
<td>Frustrated</td>
</tr>
<tr>
<td>11</td>
<td>Head Nurse</td>
<td>Needed</td>
</tr>
<tr>
<td>12</td>
<td>Staff</td>
<td>Satisfied and frustrated</td>
</tr>
<tr>
<td>13</td>
<td>Staff</td>
<td>Inadequate</td>
</tr>
<tr>
<td>14</td>
<td>Staff</td>
<td>Needed</td>
</tr>
<tr>
<td>15</td>
<td>Staff</td>
<td>Insecure</td>
</tr>
<tr>
<td>16</td>
<td>Staff</td>
<td>Adequate, threatened by sociopath</td>
</tr>
<tr>
<td>17</td>
<td>Head Nurse</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>18</td>
<td>Assistant Head Nurse</td>
<td>Challenged</td>
</tr>
<tr>
<td>19</td>
<td>Staff</td>
<td>Frustrated</td>
</tr>
</tbody>
</table>

*Life is good and these young people will carry on as well or better than the present generation.*
and more constant," "inconsistent, rather demanding, and difficult to meet," "more acute demanding and affection."
One respondent stated, "In the area of finding out who they are, their capabilities, their limitations, their interests and adopting them to living in a socially acceptable manner." One respondent stated the needs were "firm, kindness and guidance."

It appeared that questions five and six show an interrelationship. The majority of nurses felt either inadequate, frustrated, confused or challenged when working with adolescents. The majority also feel the needs are many, greater, unending, more constant and demanding, than those of children or adults. A tabular presentation of question six may be found in Table IV on page 40.

**Categories for Situational Questions**

The following sixteen questions were tabulated according to the three categories of reaction, patient needs, and handling of situation. Each of the three categories were broken down further into sub-categories and were analyzed and tabulated according to the sub-categories.

**Reaction.** This category was analyzed according to two sub-categories. Right answer indicated that the respondent reacted appropriately according to the situation and the presenting needs. Over or under reaction was assigned
TABLE IV
RESPONSES OF THE NURSES BY POSITION TO QUESTION SIX

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Position</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff</td>
<td>Much stronger</td>
</tr>
<tr>
<td>2</td>
<td>Staff</td>
<td>Greater</td>
</tr>
<tr>
<td>3</td>
<td>Staff</td>
<td>Greater</td>
</tr>
<tr>
<td>4</td>
<td>Staff</td>
<td>Firm, kindness, guidance</td>
</tr>
<tr>
<td>5</td>
<td>Staff</td>
<td>More demanding</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Head Nurse</td>
<td>Unending</td>
</tr>
<tr>
<td>7</td>
<td>Staff</td>
<td>Conflicting</td>
</tr>
<tr>
<td>8</td>
<td>Staff</td>
<td>Greater, more consistent</td>
</tr>
<tr>
<td>9</td>
<td>Staff</td>
<td>See footnote*</td>
</tr>
<tr>
<td>10</td>
<td>Staff</td>
<td>Greater</td>
</tr>
<tr>
<td>11</td>
<td>Head Nurse</td>
<td>Multiple</td>
</tr>
<tr>
<td>12</td>
<td>Staff</td>
<td>Difficult, demanding, inconsistent</td>
</tr>
<tr>
<td>13</td>
<td>Staff</td>
<td>More complex</td>
</tr>
<tr>
<td>14</td>
<td>Staff</td>
<td>Greater</td>
</tr>
<tr>
<td>15</td>
<td>Staff</td>
<td>Many</td>
</tr>
<tr>
<td>16</td>
<td>Staff</td>
<td>Support, controls</td>
</tr>
<tr>
<td>17</td>
<td>Head Nurse</td>
<td>More</td>
</tr>
<tr>
<td>18</td>
<td>Assistant Head Nurse</td>
<td>Greater</td>
</tr>
<tr>
<td>19</td>
<td>Staff</td>
<td>Affection, more demanding acute</td>
</tr>
</tbody>
</table>

*In the area of finding out who they are, their capabilities, their limitations, their interests, and adopting them to living in a socially acceptable manner.
to the category reaction, when the respondent over or under reacted according to the patient needs and the presenting situation.

**Patient Needs.** This category was divided into four sub-categories. They are as follows:

1. **Recognition of major adolescent needs** indicated that the respondent was able to recognize the adolescent needs present in the situation.

2. **Partially recognized adolescent needs** indicated that the respondent was able to recognize some adolescent needs but not all.

3. **Recognized general needs** indicated that the respondent was able to recognize some general needs which were present, but not the major adolescent needs.

4. **Failed to recognize needs** was the sub-category assigned to the respondents who failed to recognize any needs correctly.

**Handling of Situation.** This category was divided into two sub-categories. **Handled situation well** was the sub-category indicating that the respondent handled the situation well according to the presenting adolescent needs. **Handled situation well but missed adolescent needs** indicated that the respondent was able to handle the situ-
ation well, but missed the presenting adolescent needs.

There were two other sub-categories that were applicable to all three main categories. They were the failure to respond to this section of the question and the inability to interpret the response.

After the sub-categories were tabulated, all the answers were tallied and two final sub-categories were added. The first was that the respondent answered the entire question well. This indicated that the respondent answered all three sections of the question correctly. The second was missing the entire question which indicated that the respondent missed all three sections of the question.

Responses to Questions Seven Through Twenty-two

Question seven received nineteen responses.

John comes to you and asks your help in making a decision. He has done this several times before and then has completely ignored any suggestions or help you have offered him.

The needs presented here were the need for dependence versus independence. The opportunity to carry responsibilities and make decisions was also evidenced and the need for testing adult authority. Three answered the entire question well and two missed it entirely.

Patient needs. Six recognized adolescent needs, two
partially recognized adolescent needs, nine recognized
general needs, and two failed to recognize any presenting
needs.

Handling of Situation. Fourteen handled the situation well, but out of the fourteen, seven missed adolescent needs.

Reaction. Five over or under reacted to the situation and one did not respond to this section of the question.

Question eight indicated the need for rebellion against adult authority, the need to test and act out, and the need for limit setting.

John and you have a one to one therapeutic relationship. Both of you decided together on the time of your daily meeting. The first few times he came willingly; but lately, even after frequent reminders, he has failed to come for the meetings.

Question eight received nineteen responses. Two answered the entire situation well and no one missed the entire situation.

Patient Needs. Three recognized major adolescent needs, two partially recognized adolescent needs, nine recognized general needs, and no one failed to recognize any needs. Three responses could not be interpreted. Two did not respond to this section of the question.
Handling of Situation. Fourteen handled the situation well, and of the fourteen, nine missed the presenting adolescent needs. One over or under reacted to the situation.

Reaction. One did not respond to the reaction section of the question.

Question nine offered nineteen responses.

Bill is often heard to state how he must study so he can get good grades and go to college and become an engineer. When he is offered help he shows no ambition or interest. One day he approaches you and tells you how he is afraid he will flunk school this year and won't be able to become an engineer.

Indicated here were the need for guidance in learning about and choosing a vocation, and the need to think about the future and immediate goals. This situation also indicated the need for dependency. No one answered the entire question well and no one missed the entire question.

Patient Needs. Two respondents recognized major adolescent needs, two partially recognized adolescent needs, seven recognized general needs, and six failed to recognize the presenting needs.

Handling of Situation. Fourteen handled the situation well, and of the fourteen, ten did not recognize the adolescent needs.
Reaction. Eight over or under reacted to the situation and two did not respond to this section of the question.

Nineteen responses were given to question ten.

One day you overhear the six adolescents discussing their families. The gist of their conversation was about "how backward they are and how little they know." One of the girls is overheard to state, "I'd rather discuss my problems with the young neighbor lady next door."

Needs in this situation were normal reaction for dependence versus independence and deauthoritizing parents. Also, there is need for peer approval and discussion. Five answered the entire question well and one missed the entire question.

Patient Needs. Eight respondents recognized adolescent needs, four partially recognized adolescent needs, five recognized general needs and two failed to recognize any needs.

Handling of Situation. Nine handled the situation well. Two of these handled it well, but missed adolescent needs.

Reaction. Seven over or under reacted.

This situation was handled least well of all sixteen situations. It was also one of four questions where most adolescent needs were identified.
The needs presented in question eleven were the need to act out, need for peer approval, and need for limit setting.

Four of the teenagers were involved in a prank in which they took the screws out of several of the older patient's beds. When you approached them about this prank, Joe states, "John and Bill dared us to. They bet we couldn't do it."

This question received nineteen responses. Six answered the entire question well and one missed the entire question.

**Patient Needs.** Eight recognized major adolescent needs, two partially recognized adolescent needs, four recognized general needs, and five failed to recognize any needs correctly.

**Handling of Situation.** Thirteen handled the situation well, and out of the thirteen, three missed the adolescent needs. One did not respond to this section of the question.

**Reaction.** Five over or under reacted to the situation and one did not answer this section of the question.

This was one of four situations in which the most nurses were able to identify adolescent needs.

Question twelve indicated the needs to rebel, act out, need for fun and adventure, and the need for limits.
The ward had a picnic, during which time John and Bill disappeared. They were found a few hours later walking along the road near the picnic area. When you approached them about their disappearance, John stated, "We just felt like taking a hike. We didn't know we had to tell anyone. We wanted some different kind of fun."

Eighteen responded to this question. Two answered the entire question well, and one missed the entire question.

Patient Needs. Two respondents recognized adolescent needs, seven partially recognized adolescent needs, six recognized general needs, and three failed to recognize any needs.

Handling of Situation. Ten handled the situation well. Two of the ten handled the situation well but missed the adolescent needs.

Reaction. Three over or under reacted to the situation.

The needs in question thirteen were normal concern of adolescents for physical appearance, need to adopt moral and ethical values, need for group discussion, and acceptance and need for help in accepting one's permanent physical appearance.

One day you overhear the three girls discussing some of their personal problems such as acne, overweight and morals. Donna was heard stating, "I don't understand why everyone gets so upset because I date while I am here, even though I am married."
Eighteen answered this question. Two answered the entire question well, and two missed the entire question.

**Patient Needs.** One recognized adolescent needs, four partially recognized adolescent needs, seven recognized general needs, and five failed to recognize any needs.

**Handling of Situation.** Four handled the situation well. Three of the respondents handled the situation well without recognizing the adolescent needs, and one did not respond to this section of the question.

**Reaction.** Nine over or under reacted to the situation.

The least amount of correct identification of adolescent needs were found in this situation. Most over or under reactions to the situations were found in this question, and the least amount of handling the situation well occurred here.

The needs in question fourteen were for reassurance and for acceptance and approval by an adult figure. Some dependency needs were exhibited here also.

*John is now able to start a part time job. Since he got the job a few days ago, he has approached you several times and asks you, "Do I look O.K. when I am dressed for work?"

Eighteen responded to this question. Six answered the
question well, and one missed the entire question.

**Patient Needs.** Six recognized adolescent needs, six partially recognized adolescent needs, two recognized general needs, and one failed to recognize any needs.

**Handling of Situation.** Fifteen handled the situation well. Four of them handled it well, but did not recognize adolescent needs.

**Reaction.** One over or under reacted to the situation.

Question fifteen presented the following situation:

*Joe can often act in a rather suspicious manner. Quite often he is rather stubborn about complying with the rules. At other times he can be found alone and depressed. One day while he is in a depressed mood you approach him and inquire how he is feeling. He responds, "No one understands me, you don't even understand me."*

This behavior was normal for this diagnosis. He displayed a need for understanding, acceptance, and trust. Seventeen responded to this situation. Six answered the entire question well, and one missed the entire question.

**Patient Needs.** Five recognized adolescent needs, seven partially recognized the adolescent needs, two recognized general needs, and three failed to identify any needs correctly.
**Handling of Situation.** Thirteen handled the situation well, and out of the thirteen, three failed to recognize adolescent needs. One did not answer this section of the question.

**Reaction.** Two over or under reacted to the situation.

The needs that were exhibited in question sixteen were as follows: Needs for limit setting, understanding, security, and acceptance by his elders and peers. This behavior was normal for the sociopath.

Recently Bill has been involved in pulling one prank after another. He has been paying no attention to any rules that might stand in his way of something he wants to do. When you discuss his recent behavior with him, he shows no guilt or remorse. He even seems quite cold and callous.

Question sixteen received seventeen responses. Two answered the question well, and no one missed the entire question.

**Patient Needs.** Two recognized adolescent needs, six partially recognized these needs, six recognized general needs, and two failed to correctly identify any needs. One person did not respond to this section of the question.

**Handling of Situation.** Ten people correctly handled the situation, and out of these ten, five failed to recognize adolescent needs. One person did not respond to this
Reaction. In this situation, no one over or under reacted to the problem.

Question seventeen presented the following situation.

You approach Lynn one day and ask her how she is and take an interest in an oil painting she is doing. She replies, "Why do you care how I am or what I am doing? You must want something from me."

This was normal behavior for this particular disease entity. This patient had a need to form a trusting relationship and a need to feel wanted, and accepted for herself. Seventeen responded to this question. Four answered the entire question well, and no one missed the entire situation.

Patient Needs. Three recognized the adolescent needs and eight partially recognized the needs. Four recognized general needs, and one failed to recognize any needs correctly. One answer could not be interpreted.

Handling of Situation. Eleven handled the situation well, and out of the eleven, two missed the adolescent needs.

Reaction. Three over or under reacted to the situation, and one did not respond to this section of the question.
The needs in question eighteen were as follows: the needs for understanding, acceptance, and limits. This was typical behavior for an hysterical patient and it pointed out the need for immediate gratification.

Joan is demanding, loud and very childish in her actions. She appears to sexualize all her movements. One day she asks you for medication for a headache. You find she does not have a P.R.N. order and you put in a call for her doctor. You then explain the situation to her and tell her that as soon as he calls you will bring the medication to her. She states she wants it right now and she begins to kick and scream, "I hate you. You don't want me to have the pill anyway."

This situation received seventeen replies. Four answered the entire question well, and one missed the entire question.

Patient Needs. Six recognized adolescent needs, three partially recognized adolescent needs, and six recognized general needs. One failed to recognize any needs. One did not respond to this section of the question.

Handling of Situation. Eleven handled the situation well. Out of the eleven, four missed identifying adolescent needs.

Reaction. Two over or under reacted to this situation.

In question nineteen, the following situation was noted:
Lynn is crying. You sit down beside her and she starts telling you no one loves her because she is so fat and ugly.

The needs in this situation were: the need for acceptance of her body and the knowledge to use it effectively, and a need for guidance and good grooming. This situation received eighteen replies. Three answered the entire question well, and no one missed the entire question.

Patient Needs. Four recognized adolescent needs, five partially did, eight recognized general needs, and no one missed any needs. One did not respond to this section of the question.

Handling of Situation. Ten handled the situation well; of those ten, five missed identifying adolescent needs. One did not respond to this section of the question.

Reaction. Two over or under reacted to the situation and one did not answer this section of the question.

Question twenty presented the need for identification with a model.

Donna has suddenly taken an interest in grooming and asks you how you set your hair and what color nail polish and lipstick you use.

This question received eighteen responses. Five answered the entire question correctly, and no one missed the entire
question.

Patient Needs. Eight nurses recognized adolescent needs, six partially did, and three recognized general needs. One failed to correctly identify any needs.

Handling of Situation. Fifteen handled the situation well, and two out of the fifteen failed to recognize adolescent needs. One person did not respond to this section of the question.

Reaction. No one over or under reacted, and two did not answer this section of the question.

This question received the highest number of correct handling of the situation. It was one of four questions to have the highest number of adolescent needs recognized, and it was one of three questions where no one over or under reacted. It was also one of two questions where fifteen handled the situation well.

Question twenty-one stated the following situation.

You and the three girls are having a discussion when the girls start asking you such questions as "Do you drink?" "Do you believe in pre-marital relations," and "How old are you."

The situation indicated the needs for peer group approval, sex information, and an adult with whom to identify. The need for limit setting is indicated here. This question received seventeen responses. Six answered the entire
question well, and no one missed the entire question.

**Patient Needs.** Eight were able to identify adolescent needs, four partially identified adolescent needs, two recognized general needs, and three failed to recognize any needs correctly. One person did not respond to this section of the question.

**Handling of Situation.** Ten handled the situation correctly, and one of these ten did not recognize adolescent needs. One did not answer this section of the question.

**Reaction.** One over or under reacted to the situation, and three did not answer this part of the question.

This was one of four questions to receive eight correct identifications of adolescent needs.

Question twenty-two indicated the normal need to question sex, the need for peer group approval, and for discussion.

The boys are being very loud and boisterous. You go down to their room to see what's going on. As you approach their room you hear them discussing sex and laughing after every comment.

This question received sixteen replies. Four answered the entire question well, and no one missed the entire question.

**Patient Needs.** Six recognized adolescent needs,
seven partially recognized adolescent needs, one recognized general need, and one failed to recognize any needs. One did not respond to this section of the question.

Handling of Situation. Ten handled the situation well. Out of this ten, one did not recognize the adolescent needs. One did not answer this part of the question.

Reaction. No one over or under reacted.

Table V, page 57, presents a tabular illustration of the summary of total number of responses of the nurses by category and sub-category. Table VI, which presents a tabular illustration of the number of correct responses per sub-category by respondents according to position, may be found on page 58.

Summary

After the data were collected and analyzed, they were put into categories and sub-categories to elicit the nurse's awareness of adolescent needs and her course of action in handling the situation.

Question thirteen received the lowest number of correct responses in a single question in all three categories, and question twenty received the highest number of correct answers in all three categories together in a single question.
### TABLE V
SUMMARY OF TOTAL NUMBER OF RESPONSES OF THE NURSES BY CATEGORY AND SUB-CATEGORY

<table>
<thead>
<tr>
<th>Categories</th>
<th>Question Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Handled entire question well</td>
<td>3</td>
</tr>
<tr>
<td>Missed entire question</td>
<td>2</td>
</tr>
<tr>
<td>Recognized adolescent needs</td>
<td>6</td>
</tr>
<tr>
<td>Partially recognized adolescent needs</td>
<td>2</td>
</tr>
<tr>
<td>Recognized general needs</td>
<td>9</td>
</tr>
<tr>
<td>Failed to recognize any needs</td>
<td>2</td>
</tr>
<tr>
<td>Did not answer question on needs</td>
<td>0</td>
</tr>
<tr>
<td>Could not interpret response</td>
<td>0</td>
</tr>
<tr>
<td>Handled situation well</td>
<td>14</td>
</tr>
<tr>
<td>Handled situation well, missed adolescent needs</td>
<td>6</td>
</tr>
<tr>
<td>Did not answer question on handling situation</td>
<td>0</td>
</tr>
<tr>
<td>Over-under reaction</td>
<td>5</td>
</tr>
<tr>
<td>Did not answer question on reaction</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE VI

NUMBER OF CORRECT RESPONSES PER CATEGORY BY RESPONDENTS ACCORDING TO POSITION

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Position</th>
<th>Complete questions correctly answered</th>
<th>Recognition of adolescent needs</th>
<th>Correct handling of situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>Staff</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Staff</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Staff</td>
<td>4</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Staff</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Staff</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Head Nurse</td>
<td>7</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>Staff</td>
<td>5</td>
<td>6</td>
<td>9</td>
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<tr>
<td>8</td>
<td>Staff</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>Staff</td>
<td>6</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Staff</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>Head Nurse</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Staff</td>
<td>4</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
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<td>Staff</td>
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<td>6</td>
<td>12</td>
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<tr>
<td>14</td>
<td>Staff</td>
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<td>16</td>
<td>Staff</td>
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<td>1</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Head Nurse</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>Assistant Head Nurse</td>
<td>3</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>19*</td>
<td>Staff</td>
<td>2</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

*Incompleted questionnaires
The arithmetic mean was found for the following sub-categories: total number of correct situational questions, recognition of adolescent needs, and handling the situation well. The mean represents the average number of questions correctly answered in each sub-category. The mean was found for each of the positions of the nurses of the aforementioned sub-categories.

In the sub-category, total number of situations answered correctly, the highest mean was only five out of sixteen questions. According to position, the head nurses scored a mean of 2.5 questions, assistant head nurses received an average of 5 questions, and the staff nurses scored a mean of 3.06 questions. These averages are low for all three levels of nurses. Figure 1, page 60, presents a graphic illustration of the mean averages of the number of correct responses to the sub-category, total number of correct answers, by position.

The sub-category, recognition of adolescent needs, received the following mean averages out of a possible sixteen questions: head nurses scored a mean of 3.5 questions, the assistant head nurses scored an average of 6.5 questions, and the staff nurses had a mean of 4.5 questions. These mean averages were a little higher than those of the sub-category, total number of correct answers. This appeared to indicate that the nurses are able to recognize
FIGURE 1

MEAN AVERAGE OF TOTAL NUMBER OF CORRECT ANSWERS BY POSITION
some needs, but they either were not always able to handle the situation well, or they reacted inappropriately to the situation. Figure 2, page 62, presents a graphic illustration of the mean average of the number of correct responses to the sub-category, recognition of adolescent needs, according to position.

In the third sub-category, handling the situation well, the highest mean average was 12.5 questions out of sixteen questions. According to the level of the nurses, the head nurses received an average of 9.5 questions, the assistant head nurses scored a mean of 12.5 questions, and the staff nurses received an average of 9.2 questions. In this sub-category, the staff nurses moved down from their previous position and the head nurses progressed in position and average, in comparison with the previous two sub-categories. These results indicated that some situations are handled well without a realization or knowledge of the presenting needs. Some situations are handled well although the nurse may react inappropriately to the situation. Figure 3 presents a graphic illustration of the mean average of the number of correct responses to the sub-category, handling of the situation well, according to position. It is found on page 63.

The summary, conclusions and recommendations will follow in the next chapter.
FIGURE 2

MEAN AVERAGE OF THE NUMBER OF CORRECT RESPONSES TO THE SUB-CATEGORY, RECOGNITION OF ADOLESCENT NEEDS, ACCORDING TO POSITION
FIGURE 3

MEAN AVERAGE OF THE NUMBER OF CORRECT RESPONSES TO THE SUB-CATEGORY, HANDLING OF SITUATION WELL, ACCORDING TO POSITION
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The problem of this investigation was a study of a selected group of graduate nurses to investigate their awareness of the needs and appropriate courses of action, as presented in written situations involving adolescent psychiatric patients. The purposes of this study were to identify the nurse's awareness of the needs of the adolescent, and her proposed course of action to meet those needs, and to ascertain via analysis of data, whether similarities or differences might exist according to the position of the nurse. The third purpose was to provide information that might be of value in planning educational programs for nursing personnel.

The review of literature in psychiatric, pediatric, and nursing journals, plus selected articles and books in the areas of adolescence and therapeutic nursing care, revealed relatively little information on the care of the adolescent patient in the psychiatric hospital. The review of literature provided some material in the areas of normal growth and development of the adolescent, general
therapeutic care of the mentally ill, and the hospitalized adolescent patient in the general hospital.

The descriptive survey method was chosen for studying this problem. An open end questionnaire was selected as the best technique for the collection of data necessary for this study.

A pilot study was conducted to test the effectiveness of the questionnaire schedule. Three graduate nurses participated in the pilot study. They were one head nurse, one assistant head nurse, and one staff nurse. Two major revisions were made after completion of the pilot study. One was that the words, reaction, patient needs, and handling of situation were inserted in the space for the answers in questions seven through twenty-two. These words were added for clarity and to facilitate the analysis of data. The second revision was that the investigator found it was impossible to remain with the respondents during the entire time it took them to complete the questionnaire schedule. The revision was due to the inability of many of the respondents to complete the questionnaire at one time due to their various ward duties. The investigator found that a minimum of two contacts during the time the respondents were completing the questionnaire schedule were sufficient to answer any questions.

The twenty nurses who were asked to participate in
the questionnaire study were chosen via the use of a table of random numbers. The sample was stratified and included two head nurses, two assistant head nurses, and sixteen staff nurses. A total of nineteen questionnaires were returned with three returned in an incomplete form. One nurse had to leave the ward on an emergency leave of absence, one questionnaire had the last page missing, and the third was returned unfinished.

Data obtained from the questionnaire were analyzed and tabulated into three main categories and thirteen sub-categories. These categories were designated in order to classify the information necessary for this investigation. The mean averages were calculated according to position for the sub-categories of total questions completely answered, recognition of adolescent needs, and correct handling of the situation. In the category of complete questions answered correctly, the head nurses had a mean average of 2.5 questions, the assistant head nurses had a mean average of 5 questions, and the staff nurses had a mean average of 3.06 questions, out of a possible sixteen questions.

In the category of recognition of adolescent needs, the head nurses had a mean average of 3.5 questions, the assistant head nurses had an average of 6.5 questions, and the staff nurses scored a mean average of 4.5 questions.
The last category of total number of correctly handled situations received the following mean averages. For head nurses, the mean average was 9.5 questions, for assistant head nurses, an average of 12.5 questions, and for staff nurses, a mean average of 9.2 questions out of a possible sixteen questions.

Conclusions of the Study

Data having been collected from this study led this investigator to make the following conclusions.

1. It appeared as if many situations were handled intuitively rather than based on the presenting needs of the patient in the situation. In this study, this was due apparently to a lack of fundamental knowledge of the adolescent needs on the part of the nurses.

2. Many personal values were evident in some situations which blocked the effective handling of the situation and perhaps the recognition of the presenting needs of the patient.

3. The position of the nurse did not seem to make a difference in the ability or inability of the nurse to recognize adolescent needs or handling the situation correctly.
4. The year of graduation, length of experience, 
or type of basic program does not seem to con- 
sistently influence the nurse's ability to re- 
cognize adolescent needs or her ability to 
handle situations effectively.

5. According to the data from this particular in- 
vestigation, there appears to be a need for in-
service education of graduate nursing personnel 
in the areas of normal growth and development 
of adolescents, and the care of the psychia-
trically ill adolescent patient.

Recommendations of This Study

The data obtained from this study led this investi-
gator to make the following recommendations for further 
study.

1. A more generalized study should be made to see 
if the results from this limited study are pre-
valent in other areas of the country.

2. The data from this study indicated the need for 
an in-service educational program for graduate 
nurses in the growth and development of adoles-
cents, and the care of the emotionally ill ado-
lescent patient.

3. There was an apparent lack of knowledge on the
part of the graduate nurses who participated in this study of the adolescent, his growth and development, and the care necessary to help the mentally ill adolescent patient. A study of basic nursing programs would be beneficial in the areas of practice and theory in adolescent care, both in the general hospital and in the psychiatric hospital.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


Daubenmire, Jean M., Lillian M. Pierce, and Barbara R. Weaver. "Adolescence in the Hospital," *Nursing Outlook*, VIII (September 1960), 397-404.


C. UNPUBLISHED MATERIAL


APPENDIX A

Pilot Questionnaire
Pilot Questionnaire

Directions: Please answer the following questions.

1. How long have you been in psychiatric nursing?

2. What type of program did you graduate from?

3. Date of your graduation?

4. What is your present position?

5. Working with adolescents makes me feel ________________

6. Compared to children and adult needs, adolescent needs are ________________
Directions: After each of the following situations please indicate your reaction. Please include in your answer how you would handle the situation and what needs (if you feel some are present), the patient is expressing.

John age 17, diagnosis: Adolescent Rebellion
Joe age 15, diagnosis: Schizoid Personality
Bill age 16, diagnosis: Sociopathic Personality
Joan age 16, diagnosis: Hysterical Character
Lynn age 18, diagnosis: Neurotic with Paranoid Trends
Donna age 19, diagnosis: Borderline

These adolescents are patients on ward Z. They have all been hospitalized about a month. The six of them can be found together much of the time. They have been labeled by the older patients on the ward as "trouble makers," "no goods," and "loud mouths." They are often involved in pranks and seem to defy authority figures. They can be found making boisterous and loud noises at any time of the day or evening.

7. John comes to you and asks your help in making a decision. He has done this several times before and then has completely ignored any suggestions or help you have offered him.

8. John and you have a one to one therapeutic relationship. Both of you decide together on the time of your daily meeting. The first few times he came willingly; but lately, even after frequent reminders, he has failed to come for the meetings.
9. Bill is often heard to state how he must study so he can get good grades and go to college to become an engineer. When he is offered help, he shows no ambition or interest. One day he approaches you and tells you how he is afraid he will flunk school this year and won't be able to become an engineer.

10. One day you hear the six adolescents discussing their families. The gist of their conversation was about their parents and "how backward they are and how little they know." One of the girls is overheard to state, "I'd rather discuss my problems with the young neighbor lady next door."

11. Four of the teenagers were involved in a prank in which they took the screws out of several of the older patient's beds. When you approached them about this prank, Joe states, "John and Bill dared us to. They bet we couldn't do it."
12. The ward had a picnic, during which time John and Bill disappeared. They were found a few hours later walking along the road near the picnic area. When you approached them about their disappearance, John stated, "We just felt like taking a hike. We didn't know we had to tell anyone. We wanted some different kind of fun."

13. One day you overhear the three girls discussing some of their personal problems such as acne, overweight, and morals. Donna was heard stating, "I don't understand why everyone gets so upset because I date while I am here, even though I am married."

14. John is now able to start a part time job. Since he got the job a few days ago, he has approached you several times and asks you, "Do I look O.K. when I am dressed for work?"
15. Joe can often act in a rather suspicious manner. Quite often he is rather stubborn about complying with the rules. At other times he can be found alone and looks depressed. One day while he is in this depressed mood you approach him and inquire how he is feeling. He responds, "No one understands me, you don't even understand me."

16. Recently Bill has been involved in pulling one prank after another. He has been paying no attention to any rules that might stand in his way of something he wants to do. When you discuss his recent behavior with him, he shows no guilt or remorse. He even seems quite cold and callous.

17. You approach Lynn one day and ask her how she is and take an interest in an oil painting she is doing. She replies, "Why do you care how I am or what I am doing? You must want something from me."
18. Joan is quite demanding, loud and very childish in her actions. She appears to sexualize all her movements. One day she asks you for medication for a headache. You find she does not have a P.R.N. order and you put in a call for her doctor. You then explain the situation to her and tell her that as soon as he calls you will bring the medication to her. She states she wants it right now and she begins to kick and scream, "I hate you; you don't want me to have the pill anyway."

19. Lynn is crying. You sit down beside her and she starts telling you no one loves her because she is so fat and ugly.

20. Donna has suddenly taken an interest in her personal grooming. One day she approaches you and asks you how you set your hair and what color nail polish and lipstick you use.
21. You and the three girls are having a discussion when the girls start asking you such questions as, "Do you drink?" "Do you believe in pre marital relations, and how old are you?"

22. The boys are being very loud and boisterous. You go down to their room to see what's going on. As you approach their room you hear them discussing sex and laughing after every comment.
APPENDIX B

Letters Requesting Permission to Conduct Study
Mrs. __________________
Administrator of Nursing Service

Dear __________________:

This letter is a request for permission to conduct a study at ________________________________. The purpose of this study will be an investigation to ascertain the anticipated responses of graduate nurses to a selected group of problem situations involving adolescent patients. The study is being done in partial fulfillment of the requirements for degree of Master of Science in Nursing at the University of Colorado.

A random sample of head nurses, assistant head nurses, and general staff nurses would be asked to participate in this study. Participation would require completion of an interview or questionnaire schedule. Total response performance would not exceed an hour. Interviews would be scheduled at the convenience of Nursing Administration.

With your permission, I would like to contact Miss _______________ to discuss the proposed plans with her.

I will be very happy to share the results of the study with you or answer any questions you may have concerning the study.

I will call your office in a few days to ascertain your decision concerning my request.

Sincerely yours,

Graduate Student
University of Colorado
School of Nursing
Denver, Colorado

cc
Dear Dr. [Name]:

This letter is a request for permission to use the facilities of [Location] in a study which will involve the participation of nursing service personnel. A random sample of head nurses, assistant head nurses, and general staff nurses would be asked to participate in answering a questionnaire schedule. They will be asked to identify needs expressed by adolescent patients in selected situational questions and to state their purposed course of action in each situation. The study is being done in partial fulfillment of the requirements for degree of Master of Science in Nursing at the University of Colorado.

I have contacted Mrs. [Name] and have received permission to conduct the study from nursing service administration.

I will be very happy to share the results of the study with you and answer any questions you may have concerning the study.

I will contact your office in a few days to obtain your decision.

Sincerely yours,

(Miss) Mary Jane Loewi
Graduate Student
University of Colorado
Department of Nursing
Denver, Colorado
APPENDIX C

Questionnaire
Questionnaire

Directions: Please answer the following questions.

1. How long have you been in psychiatric nursing?

2. What type of program did you graduate from?

3. Date of your graduation?

4. What is your present position?

5. Working with adolescents makes me feel __________

____________________________________________________________________

6. Compared to children and adult needs, adolescent needs are ________________________
Directions: After each of the following situations please indicate your reaction. Please include in your answer what needs (if you feel some are present), the patient is expressing and how you would handle the situation.

John age 17, diagnosis: Adolescent Rebellion
Joe age 15, diagnosis: Schizoid Personality
Bill age 16, diagnosis: Sociopathic Personality
Joan age 16, diagnosis: Hysterical Character
Lynn age 18, diagnosis: Neurotic with Paranoid Trends
Donna age 19, diagnosis: Borderline

These adolescents are patients on ward Z. They have all been hospitalized about a month. The six of them can be found together much of the time. They have been labeled by the older patients on the ward as "trouble makers," "no goods," and "loud mouths." They are often involved in pranks and seem to defy authority figures. They can be found making boisterous and loud noises at any time of the day or evening.

7. John comes to you and asks your help in making a decision. He has done this several times before and then has completely ignored any suggestions or help you have offered him.

Reaction:

Pt. Needs:

Handling of Situation:

8. John and you have a one to one therapeutic relationship. Both of you decided together on the time of your daily meeting. The first few times he came willingly; but lately, even after frequent reminders, he has failed to come for the meetings.

Reaction:
Pt. Needs:

Handling of
Situation:

9. Bill is often heard to state how he must study so he can get good grades and go to college to become an engineer. When he is offered help, he shows no ambition or interest. One day he approaches you and tells you how he is afraid he will flunk school this year and won't be able to become an engineer.

Reaction:

Pt. Needs:

Handling of
Situation:

10. One day you hear the six adolescents discussing their families. The gist of their conversation was about their parents and "how backward they are and how little they know." One of the girls is overheard to state, "I'd rather discuss my problems with the young neighbor lady next door."

Reaction:

Pt. Needs:

Handling of
Situation:
11. Four of the teenagers were involved in a prank in which they took the screws out of several of the older patient's beds. When you approached them about this prank, Joe states, "John and Bill dared us to. They bet we couldn't do it."

Reaction:

Pt. Needs:

Handling of Situation:

12. The ward had a picnic, during which time John and Bill disappeared. They were found a few hours later walking along the road near the picnic area. When you approached them about their disappearance, John stated, "We just felt like taking a hike. We didn't know we had to tell anyone. We wanted some different kind of fun."

Reaction:

Pt. Needs:

Handling of Situation:

13. One day you overhear the three girls discussing some of their personal problems such as acne, overweight, and morals. Donna was heard stating, "I don't understand why everyone gets so upset because I date while I am here, even though I am married."

Reaction:
Pt. Needs:

Handling of Situation:

14. John is now able to start a part time job. Since he got the job a few days ago, he has approached you several times and asks you, "Do I look O.K. when I am dressed for work?"

Reaction:

Pt. Needs:

Handling of Situation:

15. Joe can often act in a rather suspicious manner. Quite often he is rather stubborn about complying with the rules. At other times he can be found alone and looks depressed. One day while he is in this depressed mood you approach him and inquire how he is feeling. He responds, "No one understands me, you don't even understand me."

Reaction:

Pt. Needs:

Handling of Situation:
16. Recently Bill has been involved in pulling one prank after another. He has been paying no attention to any rules that might stand in his way of something he wants to do. When you discuss his recent behavior with him, he shows no guilt or remorse. He even seems quite cold and callous.

Reaction:

Pt. Needs:

Handling of Situation:

17. You approach Lynn one day and ask her how she is and take an interest in an oil painting she is doing. She replies, "Why do you care how I am or what I am doing? You must want something from me."

Reaction:

Pt. Needs:

Handling of Situation:

18. Joan is quite demanding, loud and very childish in her actions. She appears to sexualize all her movements. One day she asks you for medication for a headache. You find she does not have a P.R.N. order and you put in a call for her doctor. You then explain the situation to her and tell her that as soon as he calls you will bring the medication to her. She states she wants it right now and she begins to kick and scream, "I hate you; you don't want me to have the pill anyway."
19. Lynn is crying. You sit down beside her and she starts telling you no one loves her because she is so fat and ugly.

Reaction:

Pt. Needs:

Handling of Situation:

20. Donna has suddenly taken an interest in her personal grooming. One day she approaches you and asks you how you set your hair and what color nail polish and lipstick you use.

Reaction:

Pt. Needs:

Handling of Situation:
21. You and the three girls are having a discussion when the girls start asking you such questions as, "Do you drink?" "Do you believe in pre marital relations, and how old are you?"

Reaction:

Pt. Needs:

Handling of Situation:

22. The boys are being very loud and boisterous. You go down to their room to see what's going on. As you approach their room you hear them discussing sex and laughing after every comment.

Reaction:

Pt. Needs:

Handling of Situation: