



Universitat de Lleida

DEGREE CURRICULUM **MENTAL HEALTH NURSING CARE**

Coordination: BELLON , FILIP BERT MARIE PAUL

Academic year 2023-24

Subject's general information

Subject name	MENTAL HEALTH NURSING CARE			
Code	100469			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Nursing and Degree in Physiotherapy	4	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRALAB	PRAULA	TEORIA
	Number of credits	0.6	2.4	3
	Number of groups	8	4	1
Coordination	BELLON , FILIP BERT MARIE PAUL			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult this link for more information.			
Language	Spanish Catalan English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BELLON , FILIP BERT MARIE PAUL	filip.bellon@udl.cat	5,75	
LOZANO MARIN, MARIA AMOR		7,25	
SALAZAR DEGRACIA, NURIA	nuria.salazar@udl.cat	4,4	

Subject's extra information

Mental health nursing care is a compulsory subject necessary for the comprehensive care and is interrelated with the rest of the subjects. The aim of this programme is to show the importance of the subject of Mental Health within the Nursing curriculum. To introduce the future professional in this field, so that the student obtains a suitable training, both theoretical and practical. The focus of the discipline is based on the interrelation between Psychopathology and Nursing Care, so that the student, through it, develops the necessary knowledge to understand mental health and the process of illness in people, incorporating it into their professional practice at the levels of primary, secondary and tertiary care, thus including these illnesses within the framework of integral health and reducing the stigma that is currently still attached to them. Ultimately to create sensitivity towards these types of patients and their families.

RECOMMENDATIONS:

This subject requires continuous work throughout the semester in order to achieve its objectives.

We recommend frequent visits to the Virtual Campus space associated with the subject, where all the information will be posted.

The communication system for the subject between teachers and students will be the UdL e-mail. It is necessary to consult it on a daily basis.

Learning objectives

Objectives:

- Analyze the situation of Psychiatry and mental health in light of the most relevant historical and theoretical contributions.
- Analyze cross-cultural differences in the consideration of mental health and illness.
- Know the health and social devices and benefits of mental health care. And the structures of the therapeutic circuit in mental health.
- Analyze the situation of the discipline in light of the most relevant historical and theoretical contributions. Analyze the role and specific contributions of nursing within the multidisciplinary work team.

- Knowledge of the professional and therapeutic relationship, the interview with the psychiatric patient and the psychiatric nursing diagnostic system.
- Know and incorporate basic reflections and commitments on ethical and legal issues in psychiatry in the functions, actions and interventions of psychiatric nursing.
- Develop basic skills for the identification and ranking of the most common mental health, psychiatric and relational problems, through information collection and assessment
- Know the most relevant mental health and psychiatric problems at different stages of the life cycle, providing comprehensive and effective care in the field of nursing, at any level of care.
- Acquire basic knowledge regarding psychiatric emergencies and the ways to act in them and measures to adopt.
- Acquire and develop knowledge and strategies regarding the care of mental and psychiatric health problems that occur in the individual.
- Review the most used therapies in the care of mental problems.
- Get started in the effective approach to mental health and psychiatric problems.
- Know the main therapeutic modalities and existing interventions in existing nursing.
- Help the patient and family in the development of mental health promotion, protection and education activities.
- Possess the skills and develop the necessary attitudes to develop nursing care that allows you to carry out satisfactory interventions with the patient, family and community.
- Develop skills, a destigmatizing attitude regarding learning the processes of health/illness/professional care towards people with a mental disorder or mental health problems.

GROUP SESSIONS

Objectives:

- Complement the learning of attitudes and skills in the specific procedures necessary for the care of patients with mental health and psychiatric problems.
- Experience the different nursing procedures that can be carried out in the care of patients with mental and psychiatric disorders.
- Identify the needs and problems of the possible patient and family with mental and psychiatric illness, both physical and mental.
- Identify and differentiate the specific characteristics of different mental and psychiatric disorders.
- Apply a nursing care plan to psychiatric patients.
- Learn to apply confidentiality rules
- Learn to control your own fears and anxieties when faced with a patient with a mental and/or psychiatric illness.
- Change your attitude and mental representation of the psychiatric patient as much as possible.

Competences

Basic:

CB2. Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within

their area of study.

CB3 Ability to gather and interpret relevant data (normally within your area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.

Specific:

CE34. Have a cooperative attitude with the different members of the team.

CE48. Know the Spanish Health System.

CE52. Provide care, guaranteeing the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of the patient and family.

CE54. Know the most relevant mental health problems at different stages of the life cycle, providing comprehensive and effective care in the field of nursing.

Transverse:

CT3. Acquire training in the use of new technologies and information and communication technologies.

General:

CG1. Capacity for adapting to new situations

CG2. Skills on information management

Learning outcomes:

- Present in a reasoned manner, through the established evaluative resources, the most relevant mental health problems at the different stages of the life cycle, as well as the influence of the factors that act in said processes.
- Select, justify and execute, based on previously planned problem situations, the professional interventions that best respond to the person's needs in the area of mental health (PAE), guaranteeing the right to dignity, confidentiality and decision-making capacity. .
- Critically judge socio-health and technological resources aimed at the needs of people with mental health problems.

Subject contents

Thematic unit I: Introduction to the concepts of mental health and mental illness.

Topic 1.-Historical evolution of mental illness. Theoretical contributions of psychiatric and mental health concepts.

Topic 2.- Mental Health and Psychiatric Services. Current situation: healthcare network. Multidisciplinary team. Classification of psychiatric and mental health diseases.

Topic 3.- Ethical and legal aspects in psychiatry and mental health. Characteristics of esteem in mental health

Topic 4.- Historical perspective of nursing care in mental health and psychiatry. Therapeutic nursing role.

Topic 5.- Mental status examination. Main assessment instruments: observation, interviews. Verbal and non-verbal communication techniques.

Thematic unit II: Treatment modalities in psychiatry and mental health. Nursing care.

Topic 6.- Intervention strategies in nursing care.

Topic 7.-Psychopharmacological treatments: Commonly used drugs. Indications. Contraindications. Expected

effects. Col • lateral and secondary effects. Poisoning. Monitoring and compliance. Assessment, care planning and nursing interventions.

Topic 8.- Therapy and containment techniques. Action mechanisms. Nursing indication and actions.

Topic 9.- Electroconvulsive therapy (ECT). Action mechanisms. Indications. Nursing preparation and actions.

Topic 10.- Psychotherapy. Different types of therapies: behavioral, dynamic, cognitive and systemic. Definition, characteristics, classifications, indications.

Thematic unit III: Mental Health Problems throughout the life cycle

Topic 11.- Etiology and pathogenic factors of psychiatry and mental illness.

Topic 12.- Instinctive behavior disorders: Eating disorders (anorexia and bulimia). Wake-are cycle. Assessment, care planning and interventions.

Thematic unit IV: Mental health and psychiatric problems.

Topic 13.- Childhood and adolescent disorders

Topic 14.- Anxiety disorders: Anxiety, stress. Assessment, care planning and interventions.

Topic 15.- Behavioral disorders: aggression, agitation, violence, addictions

Topic 16.- Neurotic disorders. Classification and clinical form. Assessment, care planning and interventions.

Topic 17.- Personality and behavioral disorders. Classification and clinical form. Assessment, care planning and interventions.

Topic 18.- Psychotic disorders. Concept and generalities. Clinical forms. Alterations of the different psychic functions. Assessment, care planning and interventions.

Topic 19.- Mood disorders: bipolar disorders. Depression. Suicide. Concept and generalities. Clinical form. Alterations of the different psychic functions. Assessment, care planning and interventions.

Topic 20.- Dual Pathology. Concept and generalities. Alterations of the different psychic functions. Assessment, care planning and interventions.

GROUP SESSIONS

- Assistance resources
- Assessment and recording techniques: observation, psychiatric interview and psychiatric nursing records.
- Addictions: Smoking, alcoholism, substance addictions, other addictions.
- Case study of Pathologies: Eating disorders, Anxiety, Thought disorder
- Childhood and Adolescent Disorders

Methodology

Methodological axes of the subject

Teaching will be focused on self-learning, and will use different teaching strategies to ensure that all students benefit based on their abilities.

Master classes: In the presentation of the theoretical contents in a large group, the methodology will be interactive deductive: The master lesson with classical and audiovisual supports, facilitating the student's participation as much as possible and encouraging reflection and final discussion. The "Flipped learning" teaching methodology will

also be introduced in thematic unit IV (Mental Health and Psychiatric Problems). A pedagogical model that transfers the work of certain learning processes outside the classroom and will use the time of master classes, together with the teacher's experience, to facilitate and enhance other processes of knowledge acquisition and practice within the classroom. This will facilitate students' participation in classes through questions, discussions, and activities that encourage exploration, articulation, and application of ideas.

Seminars and group work: In the theoretical-practical presentation in medium groups (4 groups) the methodology will be interactive, deductive and collaborative, where activities related to the topics and modules taught in the master classes, practices, individually and in class will be worked on. cluster. Audiovisual material, case studies, and search for information on the templated topics will be used.

Group work and oral presentation: It consists of making a video that raises awareness about mental health and that can have a dissemination impact on social networks. Students will prepare a video of maximum 60 seconds on mental health taking into account the premise that we can all go through a mental health process and that the people who will watch the video may or may not have some psychological suffering. With this initiative the FIF participates in a joint project with other Catalan faculties to raise awareness of mental health in the population. The best videos (after authorization from the authors) will be published on the @docentsinfsalutmental account. In addition to a work on an organization that promotes mental health in society.

Evaluation

ASSESSMENT

The evaluation of the subject can be continuous or unique, and includes three main parts: theory, follow-up of seminars and the application of knowledge in work:

Continuous assessment

This is a continuous and cumulative evaluation during the teaching period of the subject.

To pass the subject, it is necessary to pass each of the following sections separately:

Taking an exam (40%) of the subjects of the programs, theoretical and face-to-face seminars. The exam may include open questions, multiple response questions, or cases. The exam will be passed with a grade of 5 out of 10.

Written presentation of the theoretical-practical documents scheduled in groups or individually within the seminars (30%). Of which will be the resolution of cases and preparation of reports.

Participation in the classroom and seminars, virtual tutorials, participation in videoconferences (if applicable), and contact via messages/forums on the virtual campus with the professor for questions (10%)

Preparation and presentation of group work (20%)

The student must attend 80% of the scheduled seminars. Absences exceeding 20% for justified reasons will be compensated with specific work.

Single evaluation

The evaluation is agreed upon through an academic contract with the professor. The single evaluation of those students who opt for this situation will carry out the activities with tutorial sessions in a blended manner where their learning process will be assessed. The evaluation will be summative. All parts, which are indicated, will have to be approved with a 5. Attendance at the tutorial sessions will be mandatory.

To pass the single evaluation, the student must pass:

1. Taking an exam (40%) of the subjects of the theoretical programs and seminars. The exam may include open questions, multiple response questions, or cases.
2. Presentation of the exercises requested by the teacher of autonomous work through the virtual campus (30%)
3. Attendance and participation in an agreed tutorial in a responsible virtual format (10%)
4. Preparation of group/individual work (20%)

Evaluation summary table

Activity

Evaluative Value

Carrying out an exam of the subjects of the programs, theory and seminars

40%

Preparation of seminar reports (simulation and resolution of cases)

30%

Preparation and presentation of group/individual work

twenty%

Continuous evaluation: Participation in theories and seminars

Single evaluation: Attendance and participation in a tutorial

10%

Other evaluation requirements

80% attendance at group sessions

The evaluation will be summative. All parts, which are indicated, will have to be approved with a 5 out of 10.

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