



Universitat de Lleida

DEGREE CURRICULUM **MENTAL HEALTH NURSING CARE**

Coordination: GIRALT PALOU, ROSA MARIA

Academic year 2023-24

Subject's general information

Subject name	MENTAL HEALTH NURSING CARE			
Code	100669			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Nursing	3	COMPULSORY	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	4	2	1
Coordination	GIRALT PALOU, ROSA MARIA			
Department	NURSING AND PHYSIOTHERAPY			
Important information on data processing	Consult this link for more information.			
Language	The subject's language of instruction is Catalan, adapting some content to Spanish if necessary.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GIRALT PALOU, ROSA MARIA	rosamaria.giralt@udl.cat	10,2	

Subject's extra information

Additional information on the subject

It is a compulsory subject necessary for the work of integral care and interrelated with the rest of the subjects. The aim of this programme is to show the importance of the subject of Mental Health in 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, to incorporate them 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 still exists today. In short, to create sensitivity towards this type of patients and their families.

RECOMMENDATIONS:

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

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

The communication system of the subject between teachers and students will be the UdL e-mail. It must be consulted daily.

Learning objectives

Academic objectives of the subject

Objectives:

- To analyse the situation of the discipline in the light of the most relevant historical and theoretical contributions.
- To analyse the role and specific contributions of nursing within the multidisciplinary work team.

- To analyse the transcultural differences in the consideration of mental health and illness.
- Know the health and social services and devices for mental health care. And the structures of the therapeutic circuit in mental health.
- Knowledge of the professional and therapeutic relationship, the interview with the psychiatric patient and psychiatric nursing diagnosis systems.
- Knowing and incorporating 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 prioritisation of the most common mental health, psychiatric and relationship problems, through the collection of information and assessment.
- Know the most relevant mental health and psychiatric problems in the different stages of the life cycle, providing comprehensive and effective care in the field of nursing, at any level of care.
- Acquire basic knowledge of psychiatric emergencies and the measures to be adopted in such emergencies.
- Acquire and develop knowledge and strategies for the care of mental health and psychiatric problems that occur in the individual.
- Review the most commonly used therapies in the care of mental problems. Initiate in the effective approach to mental health and psychiatric problems.
- Know the main therapeutic modalities and interventions existing in nursing.
- Assist the patient and family in the development of activities of promotion, protection and education in mental health.
- Possess the aptitudes and develop the necessary attitudes to develop nursing care that will enable them to carry out satisfactory interventions with the patient, family and community.
- Develop aptitudes and attitudes that de-stigmatise learning about the processes of health/illness/professional care for people with mental disorders or mental health problems.

GROUP SESSIONS

Objectives:

- To complement the learning of attitudes and skills in the specific procedures necessary for the care of the patient with mental health and psychiatric problems.
 - To experience the different nursing procedures that can be performed in the care of patients with mental and psychiatric disorders.
 - Identify the needs and problems of the potential patient and family with mental and psychiatric illness, both physical and mental.
 - Identify and differentiate the specific characteristics of the different mental and psychiatric disorders.
- Apply a nursing care plan to psychiatric patients.
- Learn to apply confidentiality rules.
 - Learn to manage their own fears and anxieties when faced with a patient with a mental and/or psychiatric illness.
 - Change, where possible, their attitude and mental representation of the psychiatric patient.

Competences

Competences

- Basic:

CB2. Apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems in their area of study.

CB3 Ability to gather and interpret relevant data (usually in their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

- Specific:

CE34. Have a cooperative attitude with the different members of the team. SC48. Be familiar with the Spanish health system.

SC52. Provide care, guaranteeing the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of the patient and family.

SC54. Know the most relevant mental health problems in the different stages of the life cycle, providing comprehensive and effective care in the field of nursing.

- Transversal:

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

- General (White Paper on the Bachelor's Degree in Nursing, ANECA)

CG1. Ability to adapt to new situations CG2. Information management skills.

Learning outcomes

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

Subject contents

Fundamental contents of the subject

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

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

Teme 2.- Historical perspective of nursing care in mental health and psychiatry. Therapeutic role of nursing.

Teme 3.- Mental and Psychiatric Health Services. Current situation: care network. Multidisciplinary team. Classification type of mental health problems.

Teme 4.- Examination of the mental state. Main assessment instruments: observation, interview. Verbal and non-verbal communication techniques.

Teme 5.- Ethical and legal aspects in psychiatry and mental health. Characteristics of stigma in mental health.

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

Teme 6.- Intervention strategies in nursing care.

Teme 7.-Type of treatments. Psychopharmacological and non-pharmacological treatments (therapies, ECT). Indications. Contraindications. Expected effects. side effects and side effects. Poisoning. Monitoring and compliance. Nursing assessment, care planning and interventions.

Teme 8.- Therapy and mechanical containment measures. Action mechanisms. Nursing interventions. Indications, contraindications. Ethical and legal aspects.

Thematic Unit III: Mental Health Problems throughout the life cycle

Teme 10.- Etiology and pathogenic factors of psychiatry and mental illness.

Teme 11.- Sleep disorders. Nursing assessment, care planning and interventions. .

Thematic unit IV: Mental health and psychiatric problems

Teme 13.- Disorders in Childhood and Adolescence. Developmental disorders.

Teme 14.- Anxiety Disorders. Type of Anxiety Disorders. Obsessive Compulsive Disorder. Nursing assessment, care planning and interventions.

Teme 15.- Personality and behavior disorders. Classification and clinical form. Nursing assessment, care planning and interventions.

Teme 16.- Psychotic Disorders. Schizophrenia. Chronic Delusional Disorder. Concept and generalities. clinical forms. Alterations of the different psychic functions. Nursing assessment, care planning and interventions.

Teme 17.- Mood disorders: Bipolar Disorder. Depression. Suicide. Concept and generalities. clinical form. Alterations of the different psychic functions. Nursing assessment, care planning and interventions.

Teme 18.- Eating Disorders. Anorexia and Bulimia. Clinical features. Nursing assessment, care planning and interventions.

Teme 19.- Substance use disorders. Dual pathology. Concept and generalities. Alterations of the different psychic functions. Assessment, care planning and interventions Assessment, care planning and nursing interventions.

GROUP SESSIONS

Care resources

Assessment techniques and records: observation, psychiatric interview and psychiatric nursing records.
Addictions: Smoking, alcoholism, substance addictions, other addictions.

Study of cases of Pathologies: Eating disorders, Anxiety, Thought disorder Disorders in Childhood and Adolescence.

Therapeutic techniques: types of relaxation techniques, electroconvulsive therapy, mechanical restraint.

Methodology

Methodological axes of the subject

Teaching will be focused on self-learning, and will use different teaching strategies to encourage all students to 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 class with classical and audiovisual supports, facilitating student participation as much as possible and encouraging reflection and final discussion.

The teaching methodology of Flipped Learning will also be introduced in the presentation of a thematic unit (Eating Disorders and/or Personality Disorders). This type of pedagogical model allows transferring the work of certain learning processes outside the classroom and will use the time of the lectures, together with the teacher's experience, to facilitate and promote other processes of acquisition and practice of knowledge within the classroom. This will make it easier for students to participate in classes through questions, discussions, and activities that encourage exploration, articulation, and application of ideas.

- Seminars and group work:

In the theoretical-practical exhibition in medium 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 groups will be worked on. Audiovisual material will be used, case studies, information search of the topics elaborated.

- 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 see the video may or may not have some mental 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 job

on an organization that promotes mental health in society.

- **High Fidelity Immersive Simulation:** Through assistance to the 4dHealth simulation center, providing training in specific skills in mental health, intertwining knowledge, skills and aptitudes, as well as teamwork, decision-making, communication, leadership management and conflict. All this through the generation of a maximum fidelity health care environment, and in which we work with care professionals, simulators and actors who represent the users. Teaching will be focused on self-learning, and will use different teaching strategies to encourage all students to benefit based on their abilities.

Evaluation

Evaluation system

The evaluation of the subject can be through a continuous evaluation or a single evaluation, and it comprises three large parts:

Evaluation of theoretical contents, attendance, participation and follow-up of seminars, and preparation and presentation of the different learning through delivery and exhibition of works.

• Continuous assessment

It 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:

1. Completion of an exam (40%) of the subjects of the programs, theoretical and face-to-face seminars. The exam may include open questions, multiple choice questions or cases. The exam will be passed with a mark of 5 out of 10.
2. Written presentation of the theoretical-practical documents scheduled in groups or individually within the seminars, which also includes an immersive simulation activity (30%). Of them will be the resolution of cases and preparation of reports.
3. Preparation and presentation of group work (20%).
4. 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 doubts (10%).

The student will have to attend 80% of the scheduled seminars. Absences that exceed 20% for justified reasons will be compensated with a specific job.

- Single evaluation

The evaluation is agreed by means of an academic contract with the professor. The unique evaluation of those students who choose 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 the parts, which are indicated, will have to be approved with a 5. Attendance at the tutorial sessions will be mandatory.

To pass the single assessment, the student must pass:

1. Completion of an exam (40%) of the subjects of the theoretical programs and seminars. The exam may include open questions, multiple choice questions or cases.
2. Presentation of the exercises requested by the teacher of the autonomous work through the virtual campus, which also includes an immersive simulation activity (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	Valor Evaluativo
Examination of the subjects of the theoretical contents and seminars	40%
Presentation of autonomous work exercises	30%
Preparation of group / individual work	20%
Continuous evaluation: Participation in the classroom and seminars Single assessment: Attendance and participation in a tutorial	10%
Other evaluation requirements 80% attendance at group sessions	

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

Bibliography

Bibliography and information resources

Basic Bibliography

- American Psychiatric Association - APA. (2014). Manual diagnóstico y estadístico de los trastornos mentales DSM-5 (5a. ed.)
- Harter: Varcrolis Manual de Planes de Cuidados en Enfermería Psiquiátrica.. 6 ed. Ed. Elsevier España; 2019.
- Fornés Vives J. Enfermería de Salud Mental y Psiquiátrica. Valoración y cuidados. Madrid: Ed. Médica Panamericana; 2012.
- Galiana, J.L. Enfermería Psiquiátrica. Ed. S.A Elsevier España ; 2015
- Montes, J.R. Ética y salud mental. Ed. Herder; 2018
- Mardomingo, M.J. Tratado de psiquiatría del niño y adolescente. Ed. Díaz de Santos; 2015.
- Pacheco Borrella, Germán. La construcción social enfermo mental: su repercusión en el individuo, familia y en los cuidados de salud. Ed: Académica Española, 2013
- NANDA International (2010). Diagnósticos enfermeros: Definiciones y Clasificación, 2009-2011. (4ª edición). Madrid: Elsevier.

Complementary bibliography

- Stuart GW, Laraia MT. Enfermería psiquiátrica. Principios y práctica. 8ª ed. Madrid: Elsevier; 2006.
- Vallejo Ruiloba J. Introducción a la psicopatología y la psiquiatría. 8ª ed. Barcelona: Masson; 2015.
- W. Black, Donald y Andreasen, Nancy C. Introducción a la psiquiatría. 5ªEd. Ed. Médica Panamericana. Buenos Aires, 2012
- [Attitudes and stigma toward mental health in nursing students: A systematic review.](#)

Giralt Palou R, Prat Vigué G, Tort-Nasarre G. Perspect Psychiatr Care. 2020 Apr;56(2):243-255. doi: 10.1111/ppc.12419. Epub 2019 Jul 28. PMID: 31353478

- [The development of positive attitudes toward mental health among university nursing students: Countering the role of social desirability.](#) Giralt Palou R, Prat Vigué G, Torà Suarez N, Romeu-Labayen M, Tort-Nasarre G. *Perspect Psychiatr Care*. 2021 Dec 6:1-11. doi: 10.1111/ppc.12976.

-Ley 44/2003, de 21 de novembre, d'ordenació de professions sanitàries.

REAL DECRETO 146/2006, de 6 d'octubre de 2006, pel qual es regula la relació laboral especial de residència per a la formació d'especialistes en Ciències de la Salut.

-REAL DECRETO 183/2008, de 8 de febrer, pel que es determinen i classifiquen les especialitats en Ciències de la Salut i es desenvolupen determinats aspectes del sistema de formació sanitària especialitzada.

-Orden SPI/1356/2011, de 11 de mayo, por la que se aprueba y publica el programa formativo de la especialidad de Enfermería de Salud Mental.