

Mental Health Interventions

Code: 101776
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OT	4	0

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

David Giménez Díez

Prerequisites

There are no prerequisites, but it is recommended to have done the courses of

Psychosocial Sciences

Therapeutic Communication

Methodological basics of nursing

Scientific Methodology and Bio-Statistics

Objectives and Contextualisation

INTRODUCTION

Health professionals in the community and in general hospitals, as well as those assigned to psychiatric Institutions, often find patients with symptoms of emotional disorders that do not require the treatment of a psychiatrist, but which are so important to force an intervention significantly from the nursing professional. Health professionals may be tempted to move away from these patients because they are not sure what they have to say or how they have say it nor how to start the relationship. Frequently, they fear that their actions may cause a greater deterioration in the somatic or emotional state of the patient.

The professional who is familiar with the behavior patterns of and the advantages and disadvantages of the different interventions will be able to develop in their role with ease, understanding and effectiveness.

At present it is possible to identify more patients with behavioral disorders in the community and hospitals generals than in specialized units. This forces all health professionals to be more aware of the emotional needs of the patients.

The purpose of mental health nursing aims to encourage and maintain behaviors that contribute to the integrity of the sick (the patient can be a person, a family, a group or the whole community). The nurse will use the nursing process, a system for taking nursing decisions that includes assessment, planning, execution and evaluation. The process guides the nurse to provide quality care to the client and the family anywhere.

Following this process, the nurse can develop effective strategies to respond to the current and potential needs of clients and families, promoting mental health.

GENERAL AND SPECIFIC OBJECTIVES

To identify the theories, concepts and research used by nurses in mental health.

To analyze the effects of the context (cultural, legal, ethical, geographical, etc.) in the mental health of the clients (individuals, groups or families) and in the practice of nursing in mental health.

To discuss the relationship between psychosocial factors, physiological states and mental illnesses.

To describe how the nursing process is used in mental health problems.

To analyze the ethical and legal problems involved in the practice of mental health nursing

To identify people, families and vulnerable populations suffering from mental illness.

To prevent and correct mental disorders and their consequences and promote mental health in society, the community and in the individuals that live there.

Competences

- Analyse and synthesise complex phenomena.
- Base nursing interventions on scientific evidence and the available media.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
- Identify, analyse and choose the most suitable option to respond efficiently and effectively to problems in the professional context.
- Identify, analyse and solve ethical problems in complex situations.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Plan and carry out nursing care aimed at people, families and groups orientated to health results and evaluate the impact of them using clinical and care practice guides describing the processes for the diagnosis, treatment or cure of a health problem.

Learning Outcomes

1. Analyse and synthesise complex phenomena.
2. Develop independent learning strategies.
3. Explain scientific knowledge about the health-illness continuum to offer professional care according to the needs of people with mental health problems.
4. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
5. Identify, analyse and solve ethical problems in complex situations.
6. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
7. Justify actions aimed at people with mental health problems according to scientific evidence.
8. Plan nursing care aimed at individual or groups with mental health problems.

Content

Contents

The process of nursing in psychiatric nursing.

1. Assessment. Psychiatric interview. Mental state examination. Physical examination. Nursing diagnosis. Planning. Execution. Evaluation.

2. Classification of mental illness.

3. Anxiety disorders. Assessment: predisposing factors and triggers. Adaptation mechanisms. Nursing diagnostics. Interventions.

4. Mood disorders. Assessment: predisposing factors and triggers. Adaptation mechanisms. Nursing diagnostics. Interventions.

5. Self-destructive behavior. Assessment: predisposing factors and triggers. Adaptation mechanisms. Nursing diagnostics. Interventions.

6. Eating disorders. Assessment: predisposing factors and triggers. Adaptation mechanisms. Nursing diagnostics. Interventions.

7. Schizophrenic disorders and other psychoses. Epidemiology. Clinical forms. Assessment. Nursing diagnosis. Interventions.

8. Personality disorders. Classification. Assessment. Nursing Diagnostics. Interventions.

9. Special populations: children and adolescents.

10. Hospitalization at home. Role of the nurse.

Methodology

Problem Based Learning: They are carried out through tutorial sessions and face-to-face sessions in which the student participates actively in dealing with a specific subject through the exchange of partial information and collective analysis of these information, to analyze mental health problems. Through the seminars, the student acquires skills to face problems, prioritize and search for information, take decisions and evaluate his activity.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Problem Based Learning	30	1.2	1, 2, 3, 4, 6, 5, 7, 8
Type: Autonomous			
PREPARATION OF WRITTEN WORKS / SELF STUDY / READING ARTICLES / REPORTS	113.5	4.54	2, 3, 4, 7, 8

Assessment

The evaluation system is organized in three modules:

The tutorial module evaluates in a continuous and formative way the learning process of the student and has a weight of 25%.

The written test module, which has a weight of 50% and, will be evaluated through multiple-choice questions, in which the correction formula will be applied randomly, at the end of the course.

The evaluation module written by objective tests, consists of answering certain questions of the audio-visual session (viewing a video and answers 4-5 questions about it), and the weight 25%, according to the calendar.

To pass the course, each of the modules must be approved, with a mark equal to or greater than 5.

The student who has not completed any of the three modules foreseen in the evaluation will be considered not evaluated.

Students who have not passed the course may submitted to a recovery test, which will consist of a written test with multiple choice questions and short questions.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in the tutorials	25%	1.5	0.06	1, 2, 3, 4, 6, 5, 7
Evaluation written through objective tests.	25%	1.5	0.06	2, 7
Written evaluation through objective tests: multiple choice questions	50%	3.5	0.14	3, 4, 6, 5, 7, 8

Bibliography

Since one of the general competences that the student wants to acquire is to develop strategies for autonomous learning (CG2), and that the activity directed by the teacher are basically seminars, the bibliography is not specified.

In the seminars, the student has to become competent in the search for information and critical reading of it. In the first session, the students find out what are the adequate sources of information for their work plan. In the second session, they explain the difficulties they have had in the search and compare the findings and evidence. Based on this shared work, they reason the suitability or not of the same. These are the fundamental reasons why it is not considered appropriate for the professor to present a specific list of bibliography.