

Mental Health Interventions

Code: 101776
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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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.

The professional familiar with the behaviour patterns and the advantages and disadvantages of the different interventions will be easily able to develop her role, understanding and effectiveness.

Mental health nursing aims to promote and maintain behaviours that contribute to the integrity of the sick patients (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 a nursing decisions that includes assessment, planning, execution, and evaluation. The process guides the nurse to provide quality care to the client and family anywhere

Following this process, the nurse can develop effective strategies to respond to

GENERAL AND SPECIFIC OBJECTIVES

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

To analyse the effects of the context (cultural, legal, ethical, geographic, among others) on the mental health of clients (individuals, groups or families) and on nursing practice 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 analyse the ethical and legal problems involved in the nursing practice in mental health.

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

1. Classification systems in mental health nursing.
2. Conceptual models of nursing in mental health.

3. Assessment. Psychiatric interview. Mental state examination. Physical exam. Nursing diagnosis. Planning. Execution. Evaluation.
4. Concept of normal grief. Tanatic or pathological duel. Phases of the duel. Nursing support in the grieving process. Migratory grief: fraud of the immigrant with chronic stress (Ulises's S.). The grief approach: psychological treatment and therapy.
5. Bulling. Concept. Causes. Symptoms. Type. Treatment. Prevention.
6. Anxiety disorders. Nursing diagnoses. Interventions.
7. Mood disorders. Nursing Diagnoses. Interventions.
8. Self-destructive behaviour. Assessment. Inter-institutional coordination for suicidal behaviour: CRS CODE. Suicide prevention plan: objectives, strategies and interventions: Promotion of positive mental health and prevention of suicidal behaviours.
9. Eating disorders. Nursing Diagnoses. Interventions.
10. Schizophrenic disorder and other psychoses. Nursing diagnoses. Interventions.
11. Emotional intelligence. Characteristics. Resilience. characteristics
12. Motivational interview. Concept. Processes. Therapeutic principles. Change processes. Communication strategies
13. Hospitalization at home. Role of the nurse
14. Vulnerability of women in street situations and mental pathology. Immigrant care: social codes, immigrant stress, post-traumatic stress in refugees.

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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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 be 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.

Software

No special program is needed