

Nursing Care Applied to Mental Health

Code: 101791
ECTS Credits: 3

Degree	Type	Year	Semester
2500891 Nursing	OB	3	1

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.

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

Prerequisites

This subject has no prerequisites but it is recommended to have studied the following subjects:

Communication and First-Year TIC

Psychosocial Sciences of the first year

Therapeutic communication of second year

Objectives and Contextualisation

GENERAL AND SPECIFIC OBJECTIVES

Identify the continuum mental health - mental illness.

Understand the main paradigms of comprehension and treatment of people, groups, communities and families with mental health problems in Western culture.

Evaluate the interrelation between the biological, psychological, social and cultural components associated with mental health.

Know the basic psychopathology that can occur throughout the life cycle of the people, the interdisciplinary treatment required and associated nursing care.

Identify the role of the mental health nurse in the contexts of intervention of the public and private mental health network.

Distinguish therapeutic interventions (from prevention, psychoeducation, psychotherapeutic and clinical follow-up) from the mental health nurse, both individual and on collaboration, to the individual, family, group and community

according to the current treatment devices.

Analyze the ethical and legal framework that involves the practice of nursing in mental health

Competences

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."

- Base nursing interventions on scientific evidence and the available media.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Develop independent learning strategies.
- 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.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Respect diversity in ideas, people and situations.

Learning Outcomes

1. Argue with scientific evidence selecting those most suitable nursing care for adequate professional attention to the health needs of people.
2. Arguing nursing interventions with scientific evidence.
3. Design strategies that consider the cultural aspects and guarantee respect for opinions, beliefs and values as well as the right to privacy and professional secrecy.
4. Develop independent learning strategies.
5. Draw up a care plan according to the stage and/or phase of the illness at which the patient is, using theoretical and practical principles of nursing and evaluating the results.
6. Draw up nursing plans to be able to act adequately and evaluate the impact of the actions.
7. Establish a relationship between theory and practice.
8. Explain the risk factors involved in the health and illness process.
9. Identify and explain practical clinical and care guides related to attending to health demands of people during their entire life cycle and the changes that may occur, and to offer the necessary care at each stage.
10. Identify and understand the psychosocial responses to loss and death, and understand the appropriate measures for helping people and their families in these circumstances.
11. Identify health needs during the different stages of the life cycle, from the moment of birth to the end of life.
12. Identify the psychosocial components of individuals and their beliefs which identify them as autonomous and independent individuals throughout their life cycles.
13. Identify the risk factors in the health-illness process on a physical, emotional and social level.
14. Identify, analyse and solve ethical problems in complex situations.
15. Identify, analyze and make the right choice paragraphs to address problems professionally, efficiently and effectively.
16. Interpret the cultural aspects and values that determine health behaviour.
17. Justify nursing actions with physiopathological processes.
18. Justify quality nursing care that is adequate for health needs.
19. Justifying analyze nursing interventions with scientific evidence and / or expert contributions sustain.
20. Plan nursing cures aimed at people, families or groups.
21. Plan proposals for scientifically-based analysis in accordance with resources.
22. Respect diversity in ideas, people and situations.
23. Select the basic aspects related to a healthy life, self-care and preventative and therapeutic actions in relation to health needs, directing the actions to the person as well as the families or responsible carers.

Content

Nursing in mental health: conceptual and methodological bases.

- Paradigms of current and past understanding of mental illness processes in Western culture.
- Classification systems in mental health nursing: medical taxonomy, nurse taxonomy.
- Conceptual models of mental health nursing.
- Particularities of the nursing care process in mental health.
- Introduction to the nursing intervention in the public and private networks of attention to mental health.
- Psychological, sociocultural and spiritual context in the attention to mental health problems.

Mental health for children and adolescents. Basic psychopathology and nurses' cures.

- Developmental disorders: attention deficit hyperactivity disorder, autism.
- Anxiety disorders.
- Behavioral disorders.
- Personality disorders.

Mental health of the adult and the old person. Basic psychopathology and nursing care.

- Anxiety and obsessive disorders.
- Eating disorder.
- Addictive disorders.
- Affective disorders.
- Psychotic disorders.
- Organic mental disorders in mental health.
- Personality disorders.

Methodology

Theoretical classes (16h)

The theoretical classes will be developed with the whole class group.

The classes will have a duration of 5 hours each (a total of 3 sessions and 16 hours per student).

Seminars (12h)

The seminars will be developed in 4 groups of 20-25 students.

The sessions will last 4 hours (a total of 3 sessions per group and 12 hours per student).

In seminar 1 students will learn about nursing care in psychotic disorders.

In seminar 2 students will learn about nursing care on addictive disorders.

In seminar 3, students will learn about the role of the patient expert in mental health.

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			
SEMINARS (SESP)	12	0.48	1, 3, 8, 13, 10, 11, 12, 14, 16, 18, 22
THEORETICAL CLASSES (TE)	16	0.64	1
Type: Autonomous			
READING SCIENTIFIC ARTICLES	3	0.12	
DEVELOPMENT OF WORK	10	0.4	14, 17, 22
PERSONAL STUDY	30	1.2	19, 2, 7, 21

Assessment

Seminars

Attendance at the Seminars is 100% mandatory. Otherwise, the student will not be able to take the exam.

The evaluation of the Seminars will be individual and represents 25% of the final grade. Consult the evaluation section of the seminars.

Exam (written evaluation with restricted questions)

The evaluation of the exam assumes 50% of the final grade.

This evaluation will be carried out through the written response to 50 closed questions, with a single answer, about the topics studied in the theoretical classes.

Preparation of a work

The work assumes 25% of the final grade.

This evaluation will be carried out by means of the specific rubric for the evaluation of the written work (consult the written work preparation guide).

Recovery test

Students who have not passed the course through continuous assessment, ie students

Suspended and not evaluable, may be submitted to a recovery test.

Obtaining the final grade

The minimum grade to make average and pass the subject will be a 5 in all the parts evaluated.

The requirement to obtain the final grade is to have been presented to all the evaluated parts.

The student who does not attend 100% of the seminars or does not attend the exam will be considered non-evaluable.

The student has the right to review the evaluation tests. For this purpose, the date will be specified in the virtual campus.

The assessment of special situations and particular cases will be carried out by an evaluation commission set up for this purpose.

The final qualification of the subject will be the sum of the different parts that configure it.

According to agreement 4.4 of the Governing Council 17/11/2010 of the evaluation regulations, the qualifications will be:

From 0 to 4.9 = Suspense

From 5.0 to 6.9 = Approved

From 7.0 to 8.9 = Remarkable

From 9.0 to 10 = Excellent Honor Roll => 9

According to the regulation on the permanence regime to the official degree and master's degree studies of the Universitat Autònoma de Barcelona, a "Not evaluable" will be consigned to those students who do not provide sufficient evidence of evaluation.

The criteria for assigning a "Not Evaluable" will be considered:

1. The failure to achieve the hours established in this guide.
2. Failure to submit papers within the deadlines established by the faculty.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in seminars	25%	0	0	19, 1, 2, 4, 3, 6, 5, 7, 8, 13, 10, 9, 11, 12, 15, 14, 16, 18, 17, 20, 21, 22, 23

Creative work "La Marató"	10%	1	0.04	1, 7, 11
Development of written work	25%	1	0.04	19, 1, 2, 4, 3, 6, 5, 7, 8, 13, 10, 9, 11, 12, 15, 14, 16, 18, 17, 20, 21, 22, 23
Written evaluation through objective tests	40%	2	0.08	1, 3, 6, 5, 8, 13, 10, 9, 11, 12, 15, 14, 16, 18, 20, 22, 23

Bibliography

In line with the methodology used throughout the previous courses, the Problem-Based Learning (PBL) and, since one of the general competences that the student is expected to acquire is to develop strategies for autonomous learning, no bibliography is specified. The student has to become competent in the search and management of information.

Software

Microsoft TEAMS, Microsoft WORD.