

Degree programme	Type	Course
Nursing	OP	4

Contact lecturer

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Teaching staff

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

Having passed Mental Health Nursing Care in the third year of the Bachelor's Degree in Nursing.

Objectives

Course objectives

- To deepen students' understanding of the theoretical, clinical and ethical foundations of mental health nursing interventions.
- To analyse the main therapeutic, psychoeducational, family, group and community interventions applicable in mental health.
- To understand the therapeutic relationship as a central nursing intervention in supporting people experiencing psychological distress.
- To identify appropriate nursing interventions in mental health problems such as anxiety, depression, bipolar disorder, psychosis, addictions, eating disorders, personality disorders, suicidal behaviour and self-harm.
- To integrate the recovery model, person-centred care, shared decision-making and continuity of care into care planning.
- To analyse interventions aimed at crisis prevention, reduction of coercion, de-escalation, relational safety and respect for human rights.
- To critically assess the quality, evidence, limitations and ethical implications of mental health interventions.
- To develop nursing reasoning skills to select, justify and evaluate interventions according to the needs of the person, family, group or community.

Learning outcomes

- KM15 (Identify people's psychological and social responses to different situations and/or problems related to health, illness and suffering.) Identify people's psychological and social responses to different situations and/or problems related to health, illness and suffering.
- KM33 (Describe the most common mental health illnesses and problems at different stages of the life cycle.) Describe the most common mental health illnesses and problems at different stages of the life cycle.
- SM30 (Analyse the data collected in the assessment of people with mental health illnesses or problems to identify their care needs.) Analyse the data collected in the assessment of people with mental health illnesses or problems to identify their care needs.
- SM31 (Plan nursing interventions to promote, maintain or restore people's mental health.) Plan nursing interventions to promote, maintain or restore people's mental health.

Contents

Course contents

1. Foundations of mental health nursing interventions

- Concept of nursing intervention in mental health.
- Independent, collaborative and interdisciplinary interventions.
- Intervention models: biomedical, psychosocial, community-based, recovery-oriented, trauma-informed and rights-based.
- Nursing care process and intervention planning.
- Evidence-based practice and lived experience.

2. Therapeutic relationship as a nursing intervention

- Therapeutic relationship and helping relationship.
- Presence, active listening, empathy and emotional validation.
- Therapeutic boundaries.
- Therapeutic alliance and shared decision-making.
- Relational interventions in contexts of vulnerability.

3. Individual and family psychoeducation

- Foundations of psychoeducation in mental health.
- Individual, family and group psychoeducation.
- Adherence, self-care and relapse prevention.
- Information, support and shared responsibility.
- Interventions aimed at habits, sleep, diet, physical activity and substance use.

4. Interventions in anxiety, depression and bipolar disorder

- Nursing interventions in anxiety disorders.
- Interventions in depressive symptoms.
- Interventions in bipolar disorder.
- Behavioural activation, emotional regulation and routines.
- Clinical follow-up, adherence and detection of warning signs.

5. Interventions in psychosis and severe mental illness

- Nursing interventions in first-episode psychosis.
- Interventions in severe mental illness.

- Recovery, autonomy and psychosocial rehabilitation.
- Adherence, adverse effects and self-care.
- Continuity of care, family and community network.

6. Interventions in suicidal behaviour, self-harm and emotional crisis

- Suicide prevention.
- Nursing assessment and intervention in suicidal ideation.
- Basic safety planning.
- Interventions in self-harm.
- Continuity of care after crisis.
- Postvention and family support.

7. Interventions in addictions and dual diagnosis

- Nursing interventions in addictive disorders.
- Basic motivational interviewing.
- Harm reduction.
- Adherence, relapse and continuity of care.
- Dual diagnosis and coordination between services.

8. Interventions in eating disorders and personality disorders

- Nursing interventions in eating disorders.
- Interventions in emotional dysregulation and borderline traits.
- Validation, boundaries and relational safety.
- Interdisciplinary coordination.
- Work with family and significant support networks.

9. Family, group and community interventions

- Basic family interventions.
- Group interventions in mental health.
- Community mental health promotion.
- Community resources and continuity of care.
- Participation of people with lived experience and co-production.

10. Rights-based, coercion-reduction and innovative interventions

- QualityRights and human rights.
- Reduction of coercion and non-coercive practices.
- Safewards, open-door practices and relational safety.
- Digital interventions, telecare and digital mental health.
- Opportunities, limitations and ethical risks of innovation in mental health.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Individual or group tutoring / tutorial session	5	0.2	SM30
Theoretical classes	24.75	0.99	KM15, KM33, SM30, SM31
Elaboration of works/Personal studies/Reading of articles and information of interest.	39.25	1.57	KM33, SM30, SM31

The subject will be delivered through a theoretical, active, participatory and applied methodology. Sessions will combine conceptual lectures, analysis of clinical cases, guided discussion, critical reading of documents, individual work and cooperative work in small groups.

Although this is a theoretical subject, priority will be given to applying the contents to contextualised clinical situations. Students will be required to analyse cases, identify care needs, select nursing interventions, justify decisions and assess ethical and care-related implications.

Classroom activities may include applied questions, resolution of brief cases, analysis of clinical guidelines, critical review of interventions, structured debates, nursing reasoning exercises and the production of brief in-class evidence.

The methodology aims to help students integrate theoretical knowledge, scientific evidence, an ethical perspective, the recovery model and the nursing role in the selection and justification of mental health interventions.

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.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Face-to-face case and reading analysis activities	25%	3	0.12	KM15, KM33, SM30, SM31
Brief oral assessment or individual defence of a nursing intervention	25%	1	0.04	KM15, KM33, SM30, SM31
Exam	50%	2	0.08	KM15, KM33, SM30, SM31

Assessment

This course does not include a single-assessment system.

Assessment is designed as continuous, face-to-face, applied and aimed at verifying the progressive acquisition of knowledge and competences related to analysis, nursing clinical reasoning and the justification of mental health nursing interventions.

In order to reduce the risk of artificial intelligence being used as a substitute for students' own work, the main assessment activities will be carried out face-to-face, in applied formats or through oral defence.

Attendance and participation in assessment activities

Attendance at course sessions is not generally compulsory. However, throughout the course, face-to-face assessment activities, applied activities, practical tests, oral defences or case analysis exercises may be scheduled and may be compulsory for assessment purposes.

For this reason, regular attendance is highly recommended, as it enables students to follow the course appropriately, take part in the scheduled assessment activities and progressively acquire the expected competences.

Face-to-face applied written examination

The face-to-face applied written examination accounts for 50% of the final grade. It may include closed-ended questions, short-answer questions, restricted essay questions and/or theoretical clinical cases.

Assessment will focus on students' understanding of the course content, their ability to apply it to clinical situations, nursing reasoning, selection of interventions, justification of decisions and integration of ethical and rights-based perspectives.

Face-to-face case analysis and reading activities

These activities account for 25% of the final grade. They will preferably be carried out in the classroom and may include case analysis, critical commentary on readings, identification of interventions, justification of a care plan or analysis of an ethical dilemma.

The length of the written text will not be assessed. Instead, assessment will focus on clinical coherence, the nursing perspective, analytical capacity, justification of interventions and appropriate use of professional language.

Brief oral test or individual defence of a nursing intervention

This activity accounts for 25% of the final grade. It will consist of a brief, individual and face-to-face oral defence of a nursing intervention applied to a theoretical clinical situation.

Assessment will focus on the student's ability to select an appropriate intervention, justify it, identify its objectives, benefits, limitations, risks, ethical implications and relationship with continuity of care.

Use of artificial intelligence and authorship

The use of generative artificial intelligence tools must not replace authorship, clinical reasoning, personal reflection or the student's demonstration of competence.

When written evidence is submitted, it must correspond to the student's actual work process and may be checked through oral defence, verification questions, review of the development process or complementary face-to-face activities.

Any unauthorised, undeclared or fraudulent use of artificial intelligence tools will be dealt with in accordance with current academic regulations.

Recording of sessions, images and use of devices

Audio or video recording of classes, seminars, practical activities or assessment sessions is not permitted. Taking photographs of participants, teaching materials or classroom activities is also not permitted without the express authorisation of the teaching staff responsible for the course.

This restriction is intended to preserve the privacy of students and teaching staff, protect teaching materials and guarantee a safe environment for participation, particularly in applied activities, case analysis, simulations, debates or exercises related to sensitive clinical situations.

Resit assessment

Students who have not passed the course may sit a resit assessment, provided that they meet the requirements established by the academic regulations and have submitted sufficient evidence of assessment during the course.

The resit assessment may include an applied written examination, an oral test or a face-to-face case analysis activity.

The maximum grade that may be obtained through the resit assessment is 5 out of 10.

Final grade

In order to calculate the weighted average and pass the course, students must obtain a minimum grade of 5 out of 10 in each assessed component.

Students will be considered "Not assessable" if they do not provide sufficient assessment evidence, do not attend compulsory activities or do not submit activities within the established deadlines.

Bibliography

As in other courses based on active methodologies and problem-based learning, students will be responsible for searching, selecting and using relevant scientific literature for case analysis, classroom activities and assessment evidence. The teaching staff will guide this process according to criteria of quality, relevance, currency and suitability for the field of mental health nursing.

Software

Microsoft Office.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	301	Catalan/Spanish	annual	morning-mixed
(TE) Theory	501	Catalan/Spanish	annual	morning-mixed