



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210401 **Name:** Nursing Care in Mental Health

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: Nursing sciences

Subject Matter: Mental health nursing **Type:** Compulsory

Field of knowledge: Health care

Department: Nursing

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Nursing sciences

Subject Matter	ECTS	Subject	ECTS	Year/semester
Nursing bases	12,00	Fundamentals of Nursing	6,00	1/1
		Nursing Methodology	6,00	1/2
Community nursing	10,50	Community Health Nursing I	6,00	1/2
		Community Health Nursing II	4,50	3/2
Nursing at different stages of the life cycle	16,50	Nursing Care in Childhood and Adolescence	6,00	2/2
		Nursing Care of the Elderly	6,00	2/2
		Nursing Care of Women	4,50	3/1
Clinical nursing	12,00	Nursing Care of the Adult I	6,00	2/2
		Nursing Care of the Adult II	6,00	3/1
Mental health nursing	6,00	Nursing Care in Mental Health	6,00	4/1
Legislation and management	4,50	Legislation and Management of Nursing Services	4,50	3/2
Palliative care	4,50	Chronic and Terminal Patient Care	4,50	3/1



Recommended knowledge

None required



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 That the student is capable, in the field of nursing, of providing technical and professional health care appropriate to the health needs of the people they serve, in accordance with the state of development of scientific knowledge at any given time and with the levels of quality and safety established in the applicable legal and deontological standards.
- R2 That the student is capable of planning and providing nursing care directed at individuals, families or groups, oriented towards health outcomes by evaluating their impact, through clinical and care practice guidelines, which describe the processes by which a health problem is diagnosed, treated or cared for.
- R3 That the student is able to understand the interactive behavior of the person according to gender, group or community, within their social and multicultural context.
- R4 The student must be able to design systems of care aimed at individuals, families or groups, evaluating their impact and establishing the appropriate modifications.
- R5 The student must be able to base nursing interventions on scientific evidence and available resources.
- R6 That the student is capable of understanding people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secrecy.
- R7 That the student is able to promote and respect the right to participation, information, autonomy and informed consent in the decision making of the people assisted, according to the way they live their health-disease process.
- R8 That the student is capable of promoting healthy lifestyles, self-care, supporting the maintenance of preventive and therapeutic behaviors.
- R9 That the student is capable of protecting the health and well-being of the people, family or groups assisted, guaranteeing their safety.
- R10 That the student is able to establish effective communication with patients, family, social groups and peers and promote health education.
- R11 That the student is capable of establishing evaluation mechanisms, considering the scientific-technical and quality aspects.
- R12 That the student knows the health information systems.



- R13 That the student is capable of performing nursing care based on comprehensive health care, which involves multi-professional cooperation, integration of processes and continuity of care.
- R14 The student must be capable of applying the nursing process to provide and guarantee the well-being, quality and safety of the people being cared for.
- R15 That the student knows and applies the principles that support the integral care of nursing.
- R16 The student will be able to identify care needs arising from health problems.
- R17 The student must be able to perform nursing care techniques and procedures, establishing a therapeutic relationship with patients and their families.
- R18 The student will be able to select interventions to treat or prevent problems resulting from health deviations.
- R19 That the student is capable of having a cooperative attitude with the different members of the team.
- R20 That the student is capable of providing care, guaranteeing the right to dignity, privacy, intimacy, confidentiality and decision-making capacity of the patient and family.
- R21 The student is capable of individualizing care based on age, gender, cultural differences, ethnicity, beliefs and values.
- R22 That the student knows the most relevant mental health problems in the different stages of the life cycle, providing comprehensive and effective care, in the field of nursing.
- R23 That the student is capable of directing, evaluating and providing comprehensive nursing care to the individual, family and community.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.				X
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.				X
GENERAL		Weighting			
		1	2	3	4
CG0	Good Public Speaking.				X
SPECIFIC		Weighting			
		1	2	3	4
3c	To apply the process of nursing to guarantee wellbeing and safety for the patient.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R3, R6, R7, R9, R12, R15, R16, R18, R21, R22	75,00%	Theoretical written exams
R1, R2, R4, R5, R6, R8, R10, R11, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23	20,00%	Practical tests and works
R19, R22	5,00%	Attendance and active participation

Observations

***This course does not allow for single final assessment, as it requires mandatory practical activities with active student participation.**

Assessment criteria (Passing the exam is essential in order to add the rest of the assessment components):

·**75% Exam:** 60% corresponds to a multiple-choice test with 40 questions (must score at least 3 out of 6), and 15% to the resolution of a clinical case. Wrong answers will be penalized using the formula $A - (E/n-1)$, where A is the number of correct answers, E is the number of incorrect answers, and n is the number of choices per question.

·**20% Group work:** "Resolution of a clinical case."

·**5% Class attendance and participation** in class activities and seminar attendance.

ERASMUS STUDENTS:

ERASMUS/MUNDUS/SICUE students will take the first exam session before Christmas. The resit will take place in January, before their mobility period begins. Dates must be arranged in advance with the course professor.

Students who are abroad on ERASMUS and do not attend regular classes must attend **five online tutorials** during their stay abroad. Additionally, they must attend **one tutorial before departure** (the student must contact the professor).

The final grade for ERASMUS students who are unable to attend regular classes will be based on:

·**70% Multiple-choice exam**

·**30% "Mental Health Today" activity and clinical cases**, to be completed individually and supervised by the professor



COURSE COMPLETION FOR SECOND AND SUBSEQUENT ENROLLMENTS

There will be a specific group for students who are not in their first enrollment, with a professor assigned to this group.

For small groups, students may join regular classes. For larger groups, **six 2-hour tutorial sessions** will be held. In each session, work will be assigned to support the acquisition of the competencies needed to pass the course.

To pass the course on second or subsequent enrollments, the following will be required:

1. Pass the theoretical exam (75% of the final grade): A multiple-choice test with 40 questions (worth 5 points) and a clinical case assessed through multiple-choice questions (worth 1.5 points). Wrong answers will be penalized using the formula $A - (E/n-1)$, where A is the number of correct answers, E is the number of incorrect answers, and n is the number of choices per question. The minimum passing grade for this part is 50% (3.75 points).

2. Pass the clinical case (25% of the final grade): Completion of a clinical case, guided by the professor, who will provide instructions during the first tutorial session.

The minimum passing grade for this part is 50% (1.25 points), which will be added to the exam grade. **Passing the exam is required in order to include other evaluation components in the final grade.**

Use of Artificial Intelligence (AI) Students may use AI tools to:

- Consult questions related to training activities.
- Support their learning through alternative explanations or self-assessment exercises.
- Search for additional resources and references for study.

The use of AI is not permitted for:

- Recording or transcribing, in whole or in part, activities carried out in the classroom for the purpose of obtaining AI-generated summaries or notes.
- Generating texts in assignments related to the activities proposed in the course.
- Presenting any content generated by an AI tool as your own.
- Entering statements, exercises, or assessment tests into AI tools in order to obtain automatic answers.

Citation and attribution criteria. If AI is used in any activity, the student must expressly indicate:

- The name of the tool used.
- The specific part of the activity in which it was used.



MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).



M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Face-to-face class M1	R1, R2, R6, R8, R9, R10, R12, R13, R15, R16, R18, R21, R22	30,00	1,20
Practice Classes M2, M3, M4	R1, R2, R3, R5, R11, R14, R16, R18, R21, R22, R23	17,50	0,70
Seminar M1	R1, R5, R6, R7, R9, R10, R15, R16, R17, R18, R19, R20, R21, R22	7,50	0,30
Exhibition of group works M7	R4, R5, R14	2,50	0,10
Tutorial M2, M6, M8	R2, R4, R5, R16, R18, R21, R22	12,50	0,50
Evaluation M7	R6, R15, R16, R18, R21, R22	5,00	0,20
TOTAL		75,00	3,00

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R5, R6, R8, R10, R15, R16, R18, R19, R20, R21, R22	37,50	1,50
Group work M3, M9	R2, R4, R5, R8, R10, R14, R15, R16, R18, R21, R22	37,50	1,50
TOTAL		75,00	3,00



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
T1. MENTAL HEALTH AND ETIOPATHOGENESIS. PSYCHOPATHOLOGY	Introduction to mental health. General concepts in mental health. Introduction to clinical psychopathology.
T. 2 STIMULANT DRUGS	Stimulant drugs of abuse. Consumption symptomatology. Physiological and behavioral involvement in intoxication by consumption.
T. 3 DEPRESSANT AND HALLUCINOGENIC DRUGS	Depressant and hallucinogenic drugs of abuse Consumption symptomatology. Physiological and behavioral involvement in intoxication by consumption.
T. 4 EATING DISORDERS	Introduction to the main eating disorders Clinical characteristics of the most common disorders. Nursing role in the therapeutic approach
T. 5 SCHIZOPHRENIA	Schizophrenia and other delusional disorders Subtypes and clinical features. Nursing role in the therapeutic approach of the patient with schizophrenia.
T. 6 MOOD DISORDERS	Introduction to depression and bipolar disorder Clinical characteristics. Nursing role in the therapeutic approach to mood disorders.
T. 7 ANXIETY DISORDERS	Introduction to the main anxiety disorders. Clinical characteristics. Nursing role in the therapeutic approach to anxiety disorders.
T.8 OTHER ANXIETY DISORDERS	Introduction to other common anxiety disorders. Self-injurious behaviors. Nursing role of its therapeutic approach.



T.9 PERSONALITY DISORDERS	Personality components. Types of personality disorder. Clinical characteristics and therapeutic approach in each type of disorder.
T. 10 PROCESS OF NURSING CARE IN PSYCHIATRY	Introduction to the mental health nursing care process The nursing interview. Nursing assessment of the patient's psychopathological spheres.
T. 11 PREVENTION AND RESOURCES IN MENTAL HEALTH	Main support units in mental health care.
T. 12 NURSE-PATIENT RELATIONSHIP	Nurse-patient relationship in mental health. Inpatient management. Types of patients. Patient responses to admission.Caring for the caregiver
T. 13 HOSPITAL ASSISTANCE. ADMISSION CRITERIA	The admission to the psychiatric unit is brief. Types of admission. Discharge to the brief psychiatric unit
T.14 CHILD PSYCHIATRY	Main disorders in the pediatric patient. Clinical characteristics. Nursing role in the therapeutic approach of the pediatric patient in mental health
CLINICAL CASES	Development of two clinical cases in the classroom



Temporary organization of learning:

Block of content	Number of sessions	Hours
T1. MENTAL HEALTH AND ETIOPATHOGENESIS. PSYCHOPATHOLOGY	3,00	6,00
T. 2 STIMULANT DRUGS	2,00	4,00
T. 3 DEPRESSANT AND HALLUCINOGENIC DRUGS	2,00	4,00
T. 4 EATING DISORDERS	2,00	4,00
T. 5 SCHIZOPHRENIA	2,00	4,00
T. 6 MOOD DISORDERS	2,00	4,00
T. 7 ANXIETY DISORDERS	2,00	4,00
T.8 OTHER ANXIETY DISORDERS	2,00	4,00
T.9 PERSONALITY DISORDERS	2,00	4,00
T. 10 PROCESS OF NURSING CARE IN PSYCHIATRY	2,00	4,00
T. 11 PREVENTION AND RESOURCES IN MENTAL HEALTH	3,00	6,00
T. 12 NURSE-PATIENT RELATIONSHIP	3,00	6,00
T. 13 HOSPITAL ASSISTANCE. ADMISSION CRITERIA	3,00	6,00
T.14 CHILD PSYCHIATRY	2,00	4,00



CLINICAL CASES

5,50

11,00

References

- American Psychiatric Association. DSM-V. Diagnostic and Statistical Manual of Mental Disorders. 5th edition. Madrid: Editorial Médica Panamericana; 2018.
- American Psychiatric Association. DSM-IV-TR. Diagnostic and statistical manual of mental disorders. Barcelona: Masson; 2004.
- Bobes García J. Enfermería Psiquiátrica. Madrid: Síntesis; 2004
- Bulechek G, Butcher H, Dochterman J, Wagner C. Clasificación de Intervenciones de Enfermería (NIC). 6ª edición. Madrid: Elsevier; 2013.
- Fornés Vives J. Enfermería de salud mental y psiquiátrica. Planes de cuidados. Madrid: Editorial Médica Panamericana; 2005.
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- North American Nursing Diagnosis Association (NANDA). Diagnósticos enfermeros: Definiciones y clasificación 2015-2017. 10ª edición: Madrid: Elsevier; 2013.
- Organización Mundial de la Salud (OMS). International Statistical Classification of Diseases and Related Health Problems (ICD), 10th revision. Ginebra; 1992
- Sadock BJ, Alcott V, Ruiz P. Sinopsis de psiquiatría. 11ª edición. Lippincott Williams & Wilkins; 2016.
- Vallejo Ruiloba J. Introducción a la psicopatología y psiquiatría. Barcelona, Salvat. 2006.
- Bernabeu Tamayo MD. Enfermería psiquiátrica y en salud mental, Barcelona: Instituto Monsa de Ediciones SA; 2006.
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