

1. OVERVIEW

Subject	Mental Health Care
Degree	Bachelor's Degree in Nursing
School/Faculty	Faculty of Biomedical and Health Sciences
Year	2nd
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Semester 2

2. IINTRODUCTION

In our social environment we observe that social, scientific and technological advances have made it possible to add life to the years, we have therapeutic means to combat, increasingly better, organic diseases, but if we talk about quality of life and in it we consider mental health , we're probably not so optimistic.

In this sense, Mental Health constitutes a way of referring to the total health of the individual, emphasizing those aspects of the psychological area that will affect the quality of life of the person, their emotional stability and their autonomous functioning. Due to factors of any kind, the individual loses comfort with himself and acquires behaviors or patterns of abnormal functioning and/or causing suffering for himself or others. Through this subject, we aim to train professionals trained to intervene favorably in the development of people within a community work approach for the promotion of Mental Health and/or at the hospital level in the improvement of the disease.

In this matter, through the specific competencies CE 8 and CE 10, the psychosocial responses of people to different health situations will be identified in this way:

Appropriate actions can be selected to provide help in the same

The psychological and physical problems derived from gender violence will be known and identified to train the student in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.

Therefore, through the development of these skills, we will contribute to a greater or lesser extent to the achievement of the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>).

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: That students have demonstrated possession and understanding of knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes
- some aspects that involve knowledge from the cutting edge of your field of study
- CB2: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study.
- CB3: That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.
- CB4: That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience
- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Transversal skills (CB, by the acronym in Spanish):

- CT01: Responsibility: That the student is able to assume the consequences of the actions he performs and be responsible for his own actions.
- CT02: Self-confidence: That the student is able to act confidently and with sufficient motivation to achieve his or her goals.
- CT05: Interpersonal understanding: That the student is capable of active listening in order to reach agreements, using an assertive communication style.
- CT07: Teamwork: That the student is able to participate actively in achieving a common objective, listening, respecting and valuing the ideas and proposals of the rest of the members of their team.
- CT10: Innovation-Creativity: That the student is able to devise new and different solutions to problems that contribute value to problems that arise.

Specific competencies (CB, by the acronym in Spanish):

- CE2 - Know the use and indication of health products linked to nursing care.
- CE4: Use of medications, evaluating the expected benefits and associated risks and/or effects derived from their administration and consumption.
- CE8: Identify people's psychosocial responses to different health situations (in particular, illness and suffering), selecting appropriate actions to provide help in them. Establish an empathetic and respectful relationship with the patient and family, in accordance with the person's situation,

health problem and stage of development. Use strategies and skills that allow effective communication with patients, families and social groups, as well as the expression of their concerns and interests.

- CE10 - Know and identify the psychological and physical problems derived from gender violence to train the student in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.

Learning outcomes (CB, by the acronym in Spanish):

- RA1: Relevant knowledge of and ability to apply social, behavioral and health sciences.
- RA2: Ability to allow patients and their caregivers to express their concerns and interests, and to respond appropriately.
- RA3: Ability to appropriately use counseling skills.
- RA4: Ability to identify and treat challenging behaviors.
- RA5: Ability to recognize anxiety, stress and depression.
- RA6: Ability to provide emotional support and identify when specialist advice or other interventions are necessary.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5 CG1, CG2, CG3, CG5, CG10, CG16 CT01, CT02, CT05, CT07, CT10 CE8	RA1: Relevant knowledge of and ability to apply social, behavioral and health sciences.
CB1, CB2, CB3, CB4, CB5 CG2, CG3, CG5, CG10 CT01, CT02, CT05, CT07, CT10 CE1, CE2, CE3, CE4, CE6, CE7, CE8, CE10	RA2: Ability to allow patients and their caregivers to express their concerns and interests, and to respond appropriately.
CB1, CB2, CB3, CB4, CB5 CG1, CG2, CG3, CG5, CG10 CT01, CT02, CT05, CT10 CE8, CE10	RA3: Ability to appropriately use counseling skills.
CB1, CB2, CB3, CB4, CB5 CG1, CG2, CG3, CG5, CG10, CG16 CT01, CT02, CT05, CT7, CT10 CE4, CE6, CE8, CE9, CE10	RA4: Ability to identify and treat challenging behaviors
CB1, CB2, CB3, CB4, CB5 CG3, CG16 CT01, CT02 CE1, CE7, CE8, CE9	RA5: Ability to recognize anxiety, stress and depression.
CB1, CB2, CB3, CB4, CB5 CG2, CG3, CG5, CG10 CT01, CT02, CT05, CT07, CT10 CE1, CE2, CE3, CE4, CE6, CE7, CE8, CE10	RA6: Ability to provide emotional support and identify when specialist advice or other interventions are necessary.

4. CONTENTS

Unit 1. Mental health: basic concepts

Unit 2. Mental health and Stigma

Unit 3. Theories and conceptual models of psychiatric care

Unit 4. Disorders that alter the cognitive-perceptual functional pattern

Unit 5. Mood disorders. Psychotropic drugs.

Unit 6. Psychotic disorders: Psychopharmacology.

Unit 7. Neurocognitive disorders. Psychotropic drugs

Unit 8. Personality disorders

Unit 9. Substance-related disorders. Treatments

Unit 10. Anxiety-related disorders

Unit 11. Eating disorders. Psychotropic drugs

Unit 12. Infancy-onset disorders, childhood and adolescence

5. TEACHING-LEARNING METHODOLOGIES

Below are the types of teaching-learning methodologies that will be applied:

- Master class
- Simulation environments
- Case method
- Communicative Tasks

6. LEARNING ACTIVITIES

Below, the types of training activities that will be carried out and the student's dedication in hours to each of them are identified:

On campus:

Training activity	Number of hours
Master classes	25h
Asynchronous master classes	12h
Practical exercises	50h
Seminars	5h
Self-study	40h
Tutorships	10h

Case analysis	6h
Knowledge test	2h
TOTAL	150

7. ASSESSMENT

The evaluation systems are listed below , as well as their weight on the total grade of the subject:

On campus:

Evaluation system	Weight
Objective knowledge test:	50%
Individual works	30%
Self-assessments	20%
Skills workshop 1	Appropriate/not suitable
Skills workshop 2	Appropriate/not suitable

In the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities that you must carry out, as well as the delivery dates and evaluation procedures for each of them.

8. BIBLIOGRAPHY

The reference work for monitoring the subject is:

- Eby, L., Brown, NJ. (2010). *Nursing care in mental health* . 2nd ed. Madrid: Pearson Prentice Hall.
- American Psychiatric Association - APA. (2014). *Diagnostic and Statistical Manual of Mental Disorders DSM-5* (5th ed. --.). Madrid: Panamericana Medical Publishing House
- Drake, RE., Goldman, HH. (2005). *Evidence-based practice in mental health care*. Madrid: Aula Médica Group, DL.
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- Megías-Lizancos, F., Serrano Parra, MD. (2008). Madrid. *Dissemination of Nursing Advances* , DL
- Miller, WR., Rollnick, EL (2012). *Motivational interviewing: preparing for change in addictive behaviors* . Barcelona: Paidós Ibérica.

- Novel Martí, Gloria., Lluch Canut, MT., Miguel López de Vergara, MD. (2007). *Psychosocial nursing and mental health* . Barcelona: Masson, DL.
- Rebraca Shives,L., Álvarez Baleriola, I., Núñez Fernández, O. (2007). *Psychiatric and mental health nursing. Basic concepts* . 6th Ed. Madrid: Mc Graw-Hill. Inter-American.
- Schultz, JM., Videbeck, SL., (2013). *Psychiatric nursing: care plans* . Mexico, DF: Modern Manual.
- Vallejo Ruiloba, J. (2015). *Introduction to psychopathology and psychiatry* . 8th Ed. Barcelona: Masson. ISBN: 9788445825846
- Womble, D. (2012). *Introduction to mental health nursing* . 2nd Edition. Barcelona: Wolters Kluwer/Lippincott. Williams and Wilkins Health, cop.

Further reading

- Belloch, A., Sandín, B., and Ramos, F. (2016). *Manual of Psychopathology* . Madrid: Mc Graw-Hill (Vol 1). Revised Edition.
- Bladwin, L. (2020). *Nursing Skills for Children and Young People's Mental Health*. 1 ed. Cham: Springer international publishing. E-book
- Desviat, M and Moreno, A. (2012). *Mental health actions in the community* . AEN. Studies/47. or APA. (2014).
- Gómez Jiménez, I. (2010). Group therapeutic approach in mental health: experience in a day hospital. Madrid: Pirámide, DL.
- Moruno Miralles, P., Talavera Valverde, Ma. (2012). *Occupational therapy in mental health* . Amsterdam, Barcelona: Elsevier Masson.
- Rodríguez Cahill, C. (2015). *The challenges of personality disorders* . Madrid: Grupo 5 Publishing.
- Sacks, O. (2009). *The man who mistook his wife for a hat* . Barcelona: Anagram. ISBN: 9788433973382
- Stuart, G.W. (2006). *Psychiatric Nursing: Principles and Practice* . 8th Ed. Barcelona: Elsevier.
- Ventosa Esquinaldo, (2000). F. *Psychiatric nursing care in Spain. 15th to 20th centuries. historical approach* . Diaz Santos.

Recommended internet addresses and links of interest:

- Spanish Association of Nomenclature, Taxonomy and Nursing Diagnosis (AENTDE). Available at: <http://www.aentde.com>
- Spanish Association of Neuropsychiatry (AEN). Available at: <http://www.aen.es>
- Spanish Association of Mental Health Nursing (AEESME). Available at: <https://www.aeesme.org/>
- Mental Health Confederation Spain. Available at: <https://consaludmental.org/>
- Foundation for Help Against Drug Addiction (FAD). Available at: <https://www.fad.es/>
- Institute for the Study of Addictions (IEA). Available at: <https://www.lasdrogas.info/>

- Nure research. Scientific nursing journal. Available at:
<https://www.nureinvestigacion.es/OJS/index.php/nure>
- National Drug Plan (PNSD). Available at: <https://pnsd.sanidad.gob.es/>
- Presence. Journal of Mental Health Nursing. Available at: <http://www.index-f.com/p2e/revista.php>
- Department of Universal Health and Public Health.
https://www.san.gva.es/web_estatica/index_va.html
- Ministry of Health . <https://www.sanidad.gob.es/>
- State reference center for psychosocial care for people with mental disorders . CREAP.
https://creap.imserso.es/creap_01/index.htm
- Mental Health Valencia (ASIEM). Available at: <https://www.asiem.org/>