COURSE DATA

DATA SUBJECT

Code: 34384
Name: Psychiatric nursing and mental health
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1200 - Degree in Nursing	Facultat d'Infermeria i Podologia	3	First quarter, Second quarter
1213 - Grado en Enfermería (Ontinyent)	Facultat d'Infermeria i Podologia	3	First quarter, Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1200 - Degree in Nursing	Nursing in mental health	COMPULSORY
1213 - Grado en Enfermería (Ontinyent)	Enfermería en salud mental	COMPULSORY

COORDINATION

SANCHEZ MARTINEZ VANESSA

SUMMARY

The psychiatric and mental health nursing is the branch of nursing that deals with the study of altered responses presented by the person, family and / or society as a result of real or potential psychological disorders and its configuration as psychiatric illnesses.

The psychiatric and mental health nursing is strongly related to three other areas of knowledge: nursing methodology, psychology and psychiatry.

Nursing methodology focuses on the detection of altered human responses and care planning for the person, family and society with real or potential health problems that may arise, preventing disease and promoting and maintaining health. We consider this area is a central area of knowledge to offer students

the basis of the organized and structured care planning, centered on a conceptual framework.

Psychology is based on the knowledge of the individual, their vision of the world around them, how they perceive the environment and its ability to interact with it; the symptoms and signs that constitute psychiatric disorders, are precisely changes of the considered healthy psychological processes.

Psychiatric knowledge is the basis of the subject, so our program has been set taking into account a number of aspects: the different manifestations of psychiatric disorders (severe and less severe), their taxonomic classification according to DSM-V, altered responses, control, monitoring and evaluation of side effects of each type of treatment, maintenance of health status, etc.

Different psychiatric disorders generate different responses of the individual and family, so we consider essential to learn about the management of these disorders.

It is imperative at the same time, to link this area of knowledge with other areas such as neurology, so that students know the biological causes that produce psychiatric disorders, geriatrics due to disorders that are generated in the process of aging, community health care for the framework of community-based psychiatry requires the creation and use of community social resources, and other.

The vision proposed for the course is structured in five levels:

1. The concepts of "difference, otherness, stigma, marginalization" and its impact not only in the illness process but also in the recovery period, maintenance of health and social reintegration of the person.
2. Prevention and health promotion, highlighting the risk factors, biological, psychological and social basis, the difficulty of conceptualizing health and mental illness, and other.
3. Knowledge of psychopathology and psychological disorders and their impact on responses and functional patterns of individuals and families dealing with the differences that may occur in gender and ages of life. Conditions that we treat at this level are: Perception, thought, conscience, memory, attention and guidance. The skills taught in these areas were linked as a continuation of the same areas that have been taught in Psychology (1st Grade year), which will continue the process of health to illness as a continuum. Alterations in communication and behavior would be proposed for the subject Psychology, as being the subject in 1st year encourages the understanding and management by the student on the less assertive behavior of the individual.

4. Knowledge and management of individuals with severe mental and less severe disorders following the proposed taxonomic DSM-V, its impact on the family and the detection and influence of altered responses in terms of pathology.

5. Health care proposals: community psychiatry and its alternatives (inpatient acute care, day hospitals, home care, medium-stay hospitalization and others). The continuity of care by the nurse in the field.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1200 - Degree in Nursing

Bachelor's thesis. Cross-disciplinary subject area involving work related to different subjects.

Base nursing interventions on scientific evidence and available means.

Be able to provide comprehensive and professional nursing care that is appropriate to the health needs of the person, family and community being cared of, from the recognition of the citizens' right to health, and in accordance with the current state of development of scientific knowledge and with the quality and safety standards established in applicable legal and deontological regulations.

Design care systems for individuals, families or groups, focusing on health results, evaluating their impact and implementing appropriate changes.

Encourage and respect the patient's right to be involved, informed and independent when decisions are taken, in accordance with their experience of the process of health, illness and death.

Know and apply communication techniques and tools from a non-sexist perspective, both in interpersonal relationships and in group dynamics.

Know and apply the theoretical and methodological foundations and principles of nursing, for the promotion and protection of health, the prevention of illness and the comprehensive care of people, in order to improve the quality of life of the population.

Know the most relevant mental health problems in the different stages of the life cycle, providing comprehensive and effective care in the field of nursing, applying gender analysis.

Plan and provide nursing care for individuals, families or groups, focusing on health results and evaluating its impact, using guides to clinical practice and care that set out the processes involved in the diagnosis, treatment or care of a health problem.

Promote healthy lifestyles that encourage self-care among individuals, families and communities.

Understand a person's interactive behaviour based on gender, group or community, within their social and

multicultural context.

Understand people, considering them from a holistic perspective as autonomous and independent beings, act without prejudice, ensure respect for their opinions, beliefs and values and guarantee their right to privacy through professional secrecy and confidentiality.

DESCRIPTION OF CONTENTS

1. Social consequences of mental disorders

Dimension: A look to the real life of the person with a mental disorder. General concepts
Lesson 1. Difference. Stigma and margination.

2. Knowledge of the consequences of psychological disorders as altered human responses

Dimension: Psychopathology. Signs and symptoms of the mental disorders.
Altered human responses consequence of those disorders
Lesson 2. From psychology to psichopathology. Perception disorders. Altered human responses.
Lesson 3. Thought disorders. Altered human responses.
Lesson 4. Conscience disorders. Altered human responses.
Lesson 5. Memory disorders. Altered human responses.
Lesson 6. Attention and orientation disorders. Altered human responses.

3. Knowledge of the consequences of the psychiatric disorders as altered human responses

Dimension: Psichiatry. Psychiatric disorders. Specific care planning.
Lesson 7. Biological, psychological and social explanations.
Lesson 8. Concepts of mental health and mental illness.
Lesson 9. Psychiatric disorders in childhood
Lesson 10. Psychiatric disorders in teenagers.
Lesson 11. Psychiatric disorders in the elderly.
Lesson 12. Schizophrenia
Lesson 13. Affective disorders: depression and mania.
Lesson 14. Anxiety disorders: Panic attack, Somatomorphm and Dissociative disorders.
Lesson 15. Phobia and obsessive disorders.
Lesson 16. Alimentary behaviour disorders: Anorexia and bulimia
Lesson 17. Personality disorders
Lesson 18. Sexual disorders.
Lesson 19. Illness behaviour
Lesson 20. Suicide behaviour.
Lesson 21. Gender and psychiatry.
Lesson 22. Addictive behaviour

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WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	59,50
Classroom practices	6,00
Total hours	**67,50**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	20,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**45,00**

TEACHING METHODOLOGY

Different methodologies are combined: master classes, videos, role-playings, work with real clinical histories and online work.

EVALUATION

The final calification will be divided into two parts:

1. 3 self-evaluations via Aula virtual (30%), counting up to 10% each (20 questions with 4 options)
2. A final evaluation (70%):

- Among 40 and 60 Tets questions with four alternative answers (4 to 6 points). Incorrect and non-responded answers will substract correct answers (for every 3 incorrect, 1 correct less, for every 5 non-answered, 1 correct).
- Among 2 and 4 short development questions (half a sheet of paper). Among 2 and 4 points.

REFERENCES

- 1. Galiana, JL. (2016). Enfermería psiquiátrica. Madrid: Elsevier 2. Vallejo Ruiloba J. (2012). Introducción a la Psicopatología y a la Psiquiatría. Barcelona: Masson. 3. Fornés J. (2022). Enfermería de salud mental y psiquiátrica. Valoración y cuidados. 3ª Ed. Madrid: Editorial Médica Panamericana. 4. American Psychiatric Association. (2022). DSM-5 TR: Manual diagnóstico y estadístico de los trastornos mentales. Texto revisado. Barcelona: Masson. 5. Megías-Lizancos F, Castro Molina FJ. (2024) Manual práctico de la enfermera de salud mental. Madrid: Elsevier.

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