



## BSc in Nursing

**INTEGRATED TEACHING:** NURSING IN PSYCHIATRY AND MENTAL HEALTH

**NUMBER OF CFU:** 4

**SSD:** PSIC-04/B, MEDS-24/C, MEDS-11/A

**RESPONSIBLE PROFESSOR:** LUIGI APUZZO

**E-MAIL:** luigi.apuzzo@unicamillus.org

Office hours (by appointment): Thursday from 3 pm to 4 pm

<https://www.unicamillus.org/personnel/apuzzo-luigi-2/>

MODULE: CLINICAL PSYCHOLOGY

NUMBER OF CFU: 1

SSD: PSIC-04/B

PROFESSOR: ROGIER GUYONNE

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Office hours (by appointment): Wednesday from 3 pm to 4 pm

MODULE: NURSING SCIENCES – NURSING IN PSYCHIATRY AND MENTAL HEALTH

NUMBER OF CFU: 2

SSD: MEDS-24/C

PROFESSOR: LUIGI APUZZO

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MODULE: PSYCHIATRY

NUMBER OF CFU: 1

SSD: MEDS-11/A

PROFESSOR: STEFANIA CHIAPPINI

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### **PREREQUISITES**

No prior exams are necessary to follow the course, however, in order to understand the course, the student should have basic knowledge of the main theories of nursing and the phases of the nursing process, human biology and physiology, elements of medical pathology and pharmacology and general psychology.

## **LEARNING OBJECTIVES**

Aim of the Teaching is to:

- Define Mental Health by contextualizing it in the national and European scenario.
- Describe the historical evolution of theoretical models, laws and the organization of psychiatric care
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- Recognize drug therapies - drugs and their expected and unwanted effects
- Describe the most current theoretical guidelines in psychiatry and the interpretive models of psychic suffering
- Describe the main psychopathological frameworks, including problems of pathological addiction and the most frequently used drugs (indications, side effects, toxicity)
- Identify the clinical aspects that affect the phases of the patient's care diagnostic pathway (PDTA) (reception, care, treatment/planning, discharge/follow-up)
- Outline the legislative, ethical and ethical aspects and health policy guidelines on mental health
- Recognize the need to activate and involve the patient's socio-affective network in the care project also through therapeutic and rehabilitative education programs
- provide the fundamentals of psychopathology and the history of psychiatry and a basic knowledge of pathophysiology, the clinic, the nosographic classification and the treatment of the main psychiatric disorders. An overview of the organization of territorial psychiatric assistance will also be provided.
- Provide the acquisition of systematic and up-to-date knowledge in different sectors of the biological (molecular, metabolic, physiological) and clinical (neurological, psychiatric, neurobiological) disciplines, and of the anthropological, epistemological and ethical disciplines fundamental for the understanding of the cultural and deontological dimension of interventions for the promotion, maintenance and recovery of health and well-being conditions within public and private institutions for individuals at all stages life span.
- Provide an overview of the knowledge in clinical psychology useful in nursing work with populations suffering from or at risk for the onset of psychopathological conditions.
- Provide theoretical and practical knowledge for setting up and managing the therapeutic relationship
- Illustrate the main psychological assessment and intervention tools that the student will be able to deepen and develop in his professional practice
- Stimulate the student's ability to periodically update his knowledge relating to the topics covered in the module.

## **LEARNING OUTCOMES**

### **Knowledge and Understanding**

At the end of this teaching the student will have to know:

- the etiopathogenic and physiopathological mechanisms of relevant neurological and psychiatric diseases, signs and symptoms, and diagnostic and therapeutic and rehabilitation indications and their urgency.
- nursing needs and describe significant interventions for the person with a neuropsychiatric disability.
- the main concepts of psychopathology
- primary elements of the main psychiatric disorders
- principles of treatment of the main psychiatric disorders
- territorial organization of psychiatric services

- basic notions of legislation
- the main implications of clinical psychology for the nurse working in the mental health field
- and be able to define the main psychological and relational dimensions involved in the helping relationship
- and understand the main theoretical reference models that explain burn-out and resilience in nurses working in the mental health field
- the characteristics of the psychosocial interventions most frequently used with patients suffering from mental disorders and understand their rationale for intervention
- and understand the main notions related to the trauma-informed approach
- the main psycho(patho)logical manifestations and conditions associated with self- and others-directed aggression and the assessment and management tools available

### **Applying knowledge and understanding**

At the end of the teaching, the student will be able to:

- Use the knowledge acquired for the autonomous study of aspects relating to the psychiatric patient's approach to which the student will dedicate himself in the context of his professional activity
- recognize the main psychiatric disorders
- describe the main psychiatric disorders
- use the updated tools for communication and management of information, experience and professional skills in the field of services aimed at people, groups, organizations and communities.
- Observe and analyze the main dynamics of the therapeutic relationship (breakups, successes, repairs) as well as plan the implementation of strategies aimed at improving it
- Develop knowledge and skills necessary for the implementation of different types of psychosocial interventions
- Know how to regularly update own knowledge relating to the topics covered in the module
- Identify signs of burn-out in oneself and in others and implement some strategies to promote resilience
- Know how to grasp and react to signs of self- and/or others-directed aggression in the patient

### **Communication skills**

At the end of the teaching, the student will need to know:

- how to use nursing psychiatric and mental health scientific terminology appropriately.
- How to correctly use the main terms of psychopathology in the appropriate context.
- Communicate with psychologists, describing clinical cases with the appropriate terminology and understanding clinical cases described with specialist terminology
- Apply the principles of therapeutic communication with the patient

### **Making judgements**

At the end of the teaching, the student will need to know:

- Identify the most modern principles of nursing care for the person with mental disorders;
- Identify in the existing literature the latest knowledge produced in psychiatric nursing and related preventive, therapeutic, rehabilitative and educational interventions aimed at the person at risk;

- Know how to activate the family and other institutional subjects (social private, volunteering, etc.) as support and integration to the care and rehabilitation project.
- how to carry out general assessments of the topics covered.
- Be able to formulate an assessment of the possible obstacles of individual, environmental and social nature involved in each process of care;
- know how to observe and collect additional information from patients to take into account in the relationship with the patient ;
- recognize symptoms and signs of cognitive, relational, individual and familiar obstacles that could affect the therapeutic process.
- Assess the presence of components that suggest a suicidal risk and/or transition to aggressive action
- Evaluate the appropriateness of a specific psychosocial intervention for a specific patient

### **Learning skills**

The student will have acquired skills and methods of learning suitable for deepening and improving their competencies in the field of nursing in psychiatry and mental health, also through consulting scientific literature.

## **COURSE SYLLABUS**

### **Syllabus CLINICAL PSYCHOLOGY**

The teaching contents will be divided into the following teaching units:

- The relationship, communication and therapeutic alliance
- Burn-out, emotional regulation, interpersonal resources in the nurse
- Suicidality and others-directed aggression: evaluation and intervention
- Tools to promote the patient's ability to manage stress and social skills
- Overview of psychosocial interventions in acute care
- Introduction to motivational interviewing
- The trauma-informed approach

### **Syllabus NURSING SCIENCES – NURSING IN PSYCHIATRY AND MENTAL HEALTH**

- Elements of the history of psychiatry: the laws of psychiatric care, the organization of assistance from the asylum to the Department of Mental Health
- Organization of services and legislation in psychiatry, law 180/78, compulsory health procedure - TSO
- Theoretical guidelines in the psychiatric field and models of mental illness.
- Prevention in the area of mental health, the culture of "healing" and resilience.
- Defence mechanisms and psychological reactions to the disease
- Psychosomatics and the biopsychosocial model of disease
- The main psychopathological frameworks
- Pharmacological therapies - drugs and their expected and undesirable effects - cardiometabolic risk

- Psychotherapeutic approaches (different settings and methodologies)
- Pathological dependencies and comorbidity - principles of nursing care - rehabilitation in the field of mental health - models of intervention The reception and the first contact with the patient in the different structures of the DSM , hospital psychiatric wards "open door" and "no restraint")
- The patient's take-up in the multi-professional team, case management, care planning, home intervention, integrated profile of care
- The relationship with the patient and his family
- Counseling and psychotherapy
- Basic Communication Skills and Help Report: Definition and Psychological Concepts of Reference
- Therapeutic Education to the Psychiatric Patient and His Family; Medication administration (relational aspects, adverse effects management)

### **Syllabus PSYCHIATRY**

- Introduction to psychiatry
- Notes on history of psychiatry
- Elements of psychopathology
- The main psychiatric disorders:
  - Schizophrenia
  - Mood disorders
  - Anxiety disorders
  - Obsessive Compulsive Disorder
  - Disorders associated with traumatic or stressful events
  - Personality disorders
  - Hysteria and disorders with somatic symptoms
  - Eating disorders
  - Substance Use Disorder and Behavioral Addictions
- Treatments in psychiatry:
  - Principles of psychopharmacology
  - Main psychotherapeutic guidelines
- Legislation and organization of territorial psychiatric assistance

### **COURSE STRUCTURE**

The module of NURSING IN PSYCHIATRY AND MENTAL HEALTH is structured in 28 hours of frontal teaching, divided into lessons of 2 or more hours according to the academic calendar. The frontal teaching includes theoretical lessons and supplementary seminars on the topics covered.

The module of PSYCHIATRY will be delivered through 14 hours of lectures with discussions on exemplary clinical cases.

The CLINICAL PSYCHOLOGY module is structured in 14 hours of frontal teaching, divided into lessons of 2 hours based on the academic calendar. The frontal teaching includes theoretical lessons and discussion of exemplary clinical cases.

### **COURSE GRADE DETERMINATION**

The exam of the Teaching of NURSING IN PSYCHIATRY AND MENTAL HEALTH is comprised of an oral exam of the modules of NURSING IN PSYCHIATRY AND MENTAL HEALTH, CLINICAL PSYCHOLOGY, PSYCHIATRY, whose mark is an integral part of the Teaching.

The exam will consist of 30 multiple-choice questions (10 per module) and will last a maximum of one hour. The possibility of a short oral exam will be guaranteed to students who request it, in order to improve the test grade.

The exam will cover the main topics of the teaching modules and will be considered passed if the student scores a final mark of 18/30.

The knowledge and ability to understand, the ability to apply knowledge and understanding, the autonomy of judgment and the communication skills of the student will weigh in the final score as follows 30%, 30%, 30% and 10%, respectively.

The evaluation criteria considered will be: acquired knowledge, independent judgment, communication skills and learning skills. The exams will be assessed according to the following criteria:

<b>&lt; 18 insufficient</b>	The candidate possesses an inadequate knowledge of the topic, makes significant errors in applying theoretical concepts, and shows weak presentation skills.
<b>18 - 20</b>	The candidate possesses a barely adequate and only superficial knowledge of topic, limited presentation skills, and only an inconsistent ability to apply theoretical concepts.
<b>21 – 23</b>	The candidate possesses an adequate, but not in-depth, knowledge of the topic, a partial ability to apply theoretical concepts, and acceptable presentation skills.
<b>24 – 26</b>	The candidate possesses a fair knowledge of the topic, a reasonable ability to apply theoretical concepts correctly and present ideas clearly.
<b>27 - 29</b>	The candidate possesses an in-depth knowledge of the topic, a sound ability to apply theoretical concepts, good analytical skills, clear argumentative clarity and an ability to synthesize
<b>30 - 30L</b>	The candidate possesses an in-depth knowledge of the topic, an outstanding ability to apply theoretical concepts, a high level of argumentative clarity, as well as excellent analytical skills, and a well-developed ability to synthesize and establish interdisciplinary connections.

### **OPTIONAL ACTIVITIES**

In addition to the educational activity, the student will be given the opportunity to participate in Seminars, Research Internships on the main electronic databases among which will also be PubMed© easily accessible

to all, bringing an extra knowledge for a third-year student. The topics of the activities are not subject to examination.

Students with certified DSA, disabilities or other special educational needs are advised to contact the teachers at the beginning of the course to agree on teaching and exam methods which, in compliance with the teaching objectives, take into account the methods individual learning and provide suitable compensatory tools.

## READING MATERIALS

### Reading materials for CLINICAL PSYCHOLOGY

The fundamental contents will be provided in the material made available by the teacher during the course.

For students who want to deepen these contents, the reading of the following book's chapters is recommended:

- Stuart, G.W. (2013). *Principles and Practice of Psychiatric Nursing*. 10th edition. Elsevier Health Sciences. ISBN: 9780323082648. (Chapters 2 and 6)
- Halter, M.J. (2022). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing*, 9th Edition. Elsevier. ISBN: 978-0-323-69707-1 (Chapters 8, 9, 25 and 27)
- Harrison, M., Howard, D., Mitchell, D. (2004). *Acute Mental Health Nursing: From Acute Concerns to the Capable Practitioner*. Sage: London. (Chapter 10)

### Reading materials for NURSING SCIENCES – NURSING IN PSYCHIATRY AND MENTAL HEALTH

- Keltner, N.L., Steele, D. (2018). *Psychiatric Nursing*. Mosby, 8 edizione.
- T. Heather Herdman, S. Kamitsuru, C.T. Lopes. *Nanda International, Inc. Diagnosi Infermieristiche, Definizioni e Classificazione 2021 – 2023*. Dodicesima edizione (trad. italiana a cura di L.A. Rigon). Casa Editrice Ambrosiana
- Barelli B, Spagnolli E. *Nursing di Salute Mentale*. Carocci Faber Editore.
- Raucci V, Spaccapeli G. *Fondamenti di Infermieristica in Salute Mentale*. Maggioli Editore
- Teaching materials provided by the lecturer

### Reading materials for PSYCHIATRY

- Ahuja, N. (2011). *A short textbook of psychiatry : 20th year edition*. Jaypee Brothers Medical Pub; 7° edizione
- Giovanni Martinotti. (2023). *Handbook of psychopathology*. Fila 37 Editore, EAN: 9788899235222, ISBN: 8899235228
- Teaching materials provided by the lecturer.