

## Psychiatry

The subject of psychiatry is interdisciplinary. It is based mainly on medical sciences, the health care sciences and pedagogy. The subject covers health and social care for mental sicknesses.

### Aim of the subject

Teaching in the subject of psychiatry should aim at students developing knowledge of different mental functional impairments. It should contribute to students developing the ability to communicate and meet patients and users in a sensitive, respectful and empathic way. Teaching should give students the opportunity to develop knowledge about the importance of the "life-world" for the occurrence of mental functional impairments, as well as about the opportunities for society and individuals to affect these.

Teaching should contribute to students becoming aware of the prejudices that exist with regard to mental functional impairments. Teaching should give students the opportunity to discuss the causes of the increase in mental ill-health in society, not least amongst young people, and also develop their understanding that mental ill-health can affect all people, and that it is just as natural to get help for mental as opposed to physical sicknesses. Students should also develop understanding of how care, social care and nursing should be organised for patients and users with mental functional impairments. Students should be given the opportunity to plan, carry out, document and assess work based on different steps in the health and social care process.

### Teaching in the subject of psychiatry should give students the opportunities to develop the following:

- 1) Knowledge of laws and other regulations governing the area and also the ability to work in accordance with these in practical activities.
- 2) Knowledge of the historical development in the area, and also about the importance of evidence-based knowledge.
- 3) Knowledge of forensic psychiatry's role in community protection, and also the ability to see the person behind the crime when reintroducing the patient to a life of freedom.
- 4) Knowledge of the causes of why mental ill-health occurs and also the factors affecting mental health and ill-health.
- 5) Knowledge of different mental functional impairments, and also the ability to apply this in practice.
- 6) Knowledge of different steps and contents in health and social care processes for different mental functional impairments, and also the ability to apply this knowledge in practical activities.
- 7) Knowledge of different support measures in community-based psychiatry when working with patients and users in need of recovery.

- 8) The ability to meet and communicate with patients, users and relatives in a respectful, sensitive and empathic way, and also the ability to reflect on their own approaches to meeting them.
- 9) The ability to participate with creativity and initiative in work concerning health, social care and nursing, improvements and quality, in accordance with evidence-based knowledge.
- 10) Knowledge of how well developed cooperation with different organisers, professional groups and relatives affect the recovery of patients and users positively.

### **Courses in the subject**

- Psychiatry 1, 100 credits.
- Psychiatry 2, 200 credits, which builds on the course, psychiatry 1.
- Forensic psychiatry, 100 credits, which builds on the course, psychiatry 2.
- Community-based psychiatry, 100 credits, which builds on the course, psychiatry 2.

# Psychiatry 1

The course, psychiatry 1, covers points 2, 4, 4–6 and 8 under the heading Aim of the subject. The course covers basic knowledge in the subject.

## Core content

*Teaching in the course should cover the following core content:*

- The historical development of psychiatry in terms of its organisation, view of people, knowledge, development and use of different forms of treatment, and also the need for evidence-based knowledge.
- Explanatory models for the occurrence of mental ill-health. How individual's mental, psychosocial and socio-economic situation and gender affiliation affect mental health and ill-health.
- Identification of the risks of mental ill-health and its prevention.
- Causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention of common mental functional impairments.
- Professional approaches, balance points, transfer–non-transfer, closeness–distance, empathy–sympathy, and also points of reference for a good dialogue.

## Knowledge requirements

### Grade E

Students based on the history of psychiatry give **simple** examples of the importance of evidence-based knowledge. Students also describe **in basic terms** some different explanatory models as to why mental ill-health occurs. In addition, students describe **in basic terms** how the individual's physical, psychosocial and socio-economic situation, and gender can affect mental health and ill-health.

Students make **simple** proposals on what changes need to be made in people's lifestyles to prevent mental ill-health. Students also describe **in basic terms** causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention for common mental functional impairments.

Students describe **in basic terms** how to meet and communicate with people who have different mental functional impairments. In addition, students describe **in basic terms** the meaning of a respectful, sensitive and empathic approach.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students based on the history of psychiatry give examples of the importance of evidence-based knowledge. Students also describe **in detail** a couple of different explanatory models as to why mental ill-health occurs, **and give a report in detail of the theories underlying the explanatory models**. In addition, students describe **in detail** how the individual's physical, psychosocial and socio-economic situation, and gender can affect mental health and ill-health.

Students make **well grounded** proposals about what changes are needed in people's lifestyles to prevent mental ill-health. Students also describe **in detail** causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention of common mental functional impairments.

Students describe **in detail** how to meet and communicate with people who have different mental functional impairments. In addition, students describe **in detail** the meaning of a respectful, sensitive and empathic approach.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students based on the history of psychiatry give examples of the importance of evidence-based knowledge, **and also explain in detail and in a balanced way the relationship between evidence-based knowledge and good care**. Students also describe **in detail and in a balanced way** a couple of different explanatory models as to why mental ill-health occurs **and give an account in detail of the theories underlying the explanatory models, with comparisons**. In addition, students describe **in detail and in a balanced way** how the individual's physical, psychosocial and socio-economic situation, and gender can affect mental health and ill-health.

Students **identify different causes of mental ill-health, explain in detail and in a balanced way the importance of the "life-world" for mental ill-health, and also make well grounded and balanced** proposals on what needs to be changed in people's lifestyles to prevent mental ill-health. Students also describe **in detail and in a balanced way** causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention of common mental functional impairments.

Students describe **in detail and in a balanced way** how to meet and communicate with people who have different mental functional impairments. In addition, students describe **in detail and in a balanced way** the meaning of a respectful, sensitive and empathic approach.

## Community-based psychiatry

The course, community-based psychiatry, covers points 7–10 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Opportunities for support. Case management, resource persons, different accommodation and support activities, and also the importance of gainful activity and employment.
- Different phases in the recovery process, the importance of recovery, and also recovery and culture. Users' need for knowledge about their mental functional impairments, and the role of professionals in this. Need for support.
- Stigmatisation of mental illnesses, how it occurs, why it occurs, users' experiences, the role of the general public and the profession, and also self-inflicted stigmatisation.
- Professionalism, personal integrity and self-determination, meetings and relations when working in users' home environments.
- Work on improvement and quality in practical activities.
- Cooperation between different organisers, opportunities and obstacles.

### Knowledge requirements

#### Grade E

Students describe **in basic terms** the support users can receive in terms of resource persons, accommodation and employment. Students also describe **in basic terms** the fundamental needs of users in different stages of recovery processes, the importance of recovery, and the possible consequences of not giving support to users. In addition, students describe **in basic terms** users' experience of stigmatisation in society, and also make **some simple proposals** for measures which could change this experience.

Students **in consultation** with the supervisor, based on **specific routines**, meet users in a respectful, sensitive, and empathic way. In addition, students give an account **in basic terms** of the special requirements imposed on working in users' home environments. Students take initiatives **in consultation** with the supervisor in **familiar** situations in health and social care, and also describe **in basic terms** actions that satisfy users' integrity. In addition, students evaluate in **simple** assessments their own approaches when dealing with users. Students describe **in basic terms in relation to specific issues** how different routines affect work, and also make **simple** proposals on how routines can be improved.

Students give an account **in basic terms** of the benefits of different organisers working together, and also the opportunities and obstacles in this cooperation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students describe **in detail** the support users can receive in terms of resource persons, accommodation and employment. Students also describe **in detail** the fundamental needs of users in different stages of recovery processes, the importance of recovery, the possible consequences of not giving support to users **and also how a professional carer can provide support**. In addition, students describe **in detail** users' experience of stigmatisation in society, **give an account in detail of the causes of stigmatisation**, and also make **some well grounded proposals** for measures which could change this experience.

Students **after consultation** with the supervisor, **based on their chosen strategies**, meet users in a respectful, sensitive and empathic way. In addition, students give an account **in detail** of the special requirements imposed on working in users' home environments. Students take initiatives **after consultation** with the supervisor in **familiar** situations in health and social care, and also describe **in detail** actions that satisfy users' integrity. In addition, students evaluate in **balanced** assessments their own approaches when dealing with users. Students describe **in detail** how different routines affect work, and also make **well grounded** proposals on how the routines can be improved.

Students give an account **in detail** of the benefits of different organisers working together, and also the opportunities and obstacles in this cooperation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students describe **in detail and in a balanced way** the support users can receive in terms of resource persons, accommodation and employment. Students also describe **in detail and in a balanced way** the fundamental needs of users in different stages of recovery processes, the importance of recovery, the possible consequences of users not receiving support, **and also how a professional carer can provide support**. **In their descriptions, students evaluate in balanced assessments different support measures, and also make proposals for improvements**. In addition, students describe **in detail and in a balanced way** users' experience of stigmatisation in society, **give an account in detail of the causes of stigmatisation** and also

make **some well grounded and balanced proposals** for measures which could change this experience.

Students **after consultation** with the supervisor, **based on their chosen strategies and in new situations** meet users in a respectful, sensitive, and empathic way. In addition, students give an account **in detail and in a balanced way** of the special requirements imposed on working in users' home environments. Students take initiatives **after consultation** with the supervisor in **new** situations in health and social care, and also describe **in detail and in a balanced way** actions that satisfy users' integrity. In addition, students evaluate in **balanced** assessments their own approaches when dealing with users, **and also adapting where necessary to changing conditions**. Students describe **in detail and in a balanced way** how different routines affect the work, and also make **well grounded and balanced** proposals on how the routines can be improved.

Students give an account **in detail and in a balanced way** of the benefits of different organisers working together, and also the opportunities and obstacles in this cooperation.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Psychiatry 2

The course, psychiatry 2, covers points 1, 5–6 and 8–10 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Different laws and other regulations governing activities: the Compulsory Mental Care Act, the Care of Abusers Act and the Care of Young Persons Act.
- Causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention of less common mental functional impairments.
- Different methods of treatment, e.g. cognitive behavioural therapy and dialectical behavioural therapy, and also ESL, an independent life.
- Multiple sicknesses, use and abuse with mental functional impairments.
- Assessing needs, planning, implementation, documentation and evaluation of health and social care, and also nursing for less common mental functional impairments.
- Dialogue methodologies, individually and in groups. Motivational discussions with open questions, reflections and summaries. Importance of communication in situations requiring coercion.
- Work on improvement and quality in practical activities.
- Importance of cooperation between different professional groups and different areas of responsibility. Territorial thinking.
- Representative organisations and their opportunities to exercise influence on health and social care. Support for children with parents who have mental functional impairments or problems with abuse addiction, and also education about mental functional impairments. Participation of patients, users and close relatives in health and social care, and nursing.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of laws and other regulations governing activities and working in accordance with them. Students also describe **in basic terms** causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention for less common mental functional impairments. With this as the starting point, **in consultation** with the supervisor, students plan, carry out and document work in health and social care based on different steps in these processes.

Students give **simple** examples of how in different situations they meet and communicate with patients and users in a respectful, sensitive and empathic way, and also carry this out **in consultation** with the supervisor. In addition, students evaluate in **simple** assessments their own approaches when meeting patients and users. Students take initiatives **in consultation** with the supervisor in **familiar** situations in health and social care, and also describe **in detail in relation to specific issues** how different routines affect the work.

Students give an account **in basic terms** of the benefits of different organisers, professional groups and close relatives participating in determining health and social care for patients and users.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students give an account **in detail** of laws and other regulations governing activities, work in accordance with them **and describe in detail how they affect patients' freedom of action**. Students also describe **in detail** causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention for less common mental functional impairments. With this as a starting point and **after consultation** with the supervisor, **students identify needs, and also plan, carry out, document and evaluate** work in health and social care and nursing, based on different steps in these processes.

Students give examples of how in different situations they meet and communicate with patients and users in a respectful, sensitive and empathic way, and also carry this out **after consultation** with the supervisor. In addition, students evaluate in **balanced** assessments their own approaches when meeting patients and users. Students take initiatives **after consultation** with the supervisor in **familiar** situations in health and social care, and also describe **in detail** how different routines affect the work.

Students give an account **in detail** of the usefulness of different organisers, professional groups participating in determining health and social care for patients and users.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students give an account **in detail and in a balanced way** of laws and other regulations governing activities, work in accordance with them **and describe in detail and in a balanced way how they affect patients' freedom of action and care**. Students also describe **in detail and**

**in a balanced way** causes, symptoms, diagnostic instruments, treatment, health and social care, nursing, recovery and prevention for less common mental functional impairments. With this as a starting point and **after consultation** with the supervisor, **students identify needs, and also** plan, carry out, document and **evaluate** work in health and social care and nursing, based on different steps in these processes.

Students give examples of how in different situations they meet and communicate with patients and users in a respectful, sensitive and empathic way, and also carry this out **after consultation** with the supervisor. In addition, students evaluate in **balanced** assessments their own approaches when dealing with patients and users, **and also adapt where necessary to changing conditions. Students also give their reasons in detail and in a balanced way of the importance of communication in work.** Students take initiatives **after consultation** with the supervisor in **new** situations in health and social care, and also describe **in detail and in a balanced way** how different routines affect the work.

Students give an account **in detail** of the usefulness of different organisers, professional groups participating in determining health and social care for patients and users. **In addition, students explain in detail and in a balanced way what negative consequences can occur if these groups are not involved.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Forensic psychiatry

The course, forensic psychiatry, covers points 1, 3–5 and 8–10 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Laws and other regulations applying to activities in e.g. open and closed psychiatric care. Cooperation with correctional treatment, and also different restrictions in correctional treatment.
- Dynamic and static safety. Risk assessment and how threats and violent situations can be minimised.
- Mental illness and criminality, and also preventative measures e.g. through community and family measures.
- Methods of using oneself as a tool to create good relationships with patients.
- Forensic psychiatric care, values, humanistic view of people, closeness and distance.
- Work on improvement and quality in practical activities.
- Collaboration between different agencies and areas for outplacement and post-care. Rights and obligations of patients.
- Programs for patient rehabilitation e.g. abuse programs.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of laws and other regulations governing activities and working in accordance with them. Students also describe **in basic terms** the societal role played by forensic psychiatry in relation to risk assessments. In addition, students describe **in basic terms** the importance of working in accordance with an ethical approach focusing on the person behind the crime.

Students describe **in basic terms** the opportunities for society and families by exercising influence at an early stage to prevent the development of criminal behaviour. Students also describe **in basic terms** how in health and social care tools can be used to create a therapeutic relationship where the patient is given the opportunity to work through their situation and grow. In addition, students evaluate in **simple** assessments their own approaches as regards closeness and distance when dealing with patients.

Students **in consultation** with the supervisor, **based on specific routines**, meet patients in a respectful, sensitive, and empathic way. Students also take initiatives **in consultation** with the supervisor in different health and social care situations, choose a strategy, follow their planning and carry out work with **satisfactory** results. In addition, students describe **in basic terms on the basis of specific issues** how different routines affect the work, and also make **simple** proposals on how routines can be improved.

Students give an account **in basic terms** of the benefits from different authorities and activity areas cooperating over the transition and post-treatment care of patients. In addition, students describe **in basic terms** why it is important that society satisfies the needs of patients for a well-developed transitional process, and give examples of different programs for patient rehabilitation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students give an account **in detail** of laws and other regulations governing activities and working in accordance with them. Students also describe **in detail** the societal role played by forensic psychiatry in relation to risk assessments. In addition, students describe **in detail** the importance of working in accordance with an ethical approach focusing on the person behind the crime.

Students describe **in detail** the opportunities for society and families by exercising influence at an early stage to prevent the development of criminal behaviour. Students also describe **in detail** how in health and social care tools can be used to create a therapeutic relationship where the patient is given the opportunity to work through their situation and grow. In addition, students evaluate in **balanced** assessments their own approaches as regards closeness and distance when dealing with patients.

Students **after consultation** with the supervisor, **based on their chosen strategies** meet patients in a respectful, sensitive and empathic way. Students also take initiatives **after consultation** with the supervisor in different health and social care situations, choose a strategy, follow their planning and carry out work with **satisfactory** results. In addition, students describe **in detail** how different routines affect the work, and also make **well grounded** proposals on how the routines can be improved.

Students give an account **in detail** of the benefits from different authorities and activity areas cooperating over the transition and post-treatment care of patients. In addition, students describe **in detail** why it is important that society satisfies the needs of patients for a well-developed transitional process, and give examples of different programs for patient rehabilitation. **Students also explain in detail why a certain program may be successful for a certain patient.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students give an account **in detail and in a balanced way** of laws and other regulations governing activities and working in accordance with them. Students also describe **in detail and in a balanced way** the societal role played by forensic psychiatry in relation to risk assessments. In addition, students describe **in detail and in a balanced way** the importance of working in accordance with an ethical approach focusing on the person behind the crime.

Students describe **in detail and in a balanced way** the opportunities for society and families by exercising influence at an early stage to prevent the development of criminal behaviour. Students also describe **in detail and in a balanced way** how in health and social care tools can be used to create a therapeutic relationship where the patient is given the opportunity to work through their situation and grow. In addition, students evaluate in **balanced** assessments their own approaches as regards closeness and distance when dealing with patients, **and also identifying and making proposals for changes which can develop their own approaches**.

Students **after consultation** with the supervisor, **based on their chosen strategies and in new situations** meet patients in a respectful, sensitive and empathic way. Students also take initiatives **after consultation** with the supervisor in different health and social care situations, choose a strategy, follow their planning and carry out work with **good** results. In addition, students describe **in detail and in a balanced way** how different routines affect the work, and also make **well grounded and balanced** proposals on how the routines can be improved.

Students give an account **in detail and in a balanced way** of the benefits from different authorities and activity areas cooperating over the transition and post-treatment care of patients. In addition, students describe **in detail and in a balanced way** why it is important that society satisfies the needs of patients for a well-developed transitional process, and give examples of different programs for patient rehabilitation. **Students also explain in detail and in a balanced way why a certain program may be successful for a certain patient.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.