

MOODMATTERS.

A PROPOSED EDUCATIONAL FRAMEWORK FOR MENTAL HEALTH CARE PROFESSIONALS (MHCP), ADDRESSING STRATEGIES FOR EFFECTIVELY MANAGING INDIVIDUALS EXHIBITING IMPAIRED REGULATORY ABILITIES IN MOOD.

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STAND: 30.01.2025

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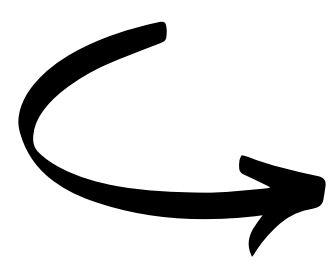
BACKGROUND

- Borderline personality disorder (BPD) places a considerable burden on the healthcare system [2 – 4].
- Impaired mood regulation (IMR) at the center of BPD causes maladaptive reactions and hinders participation in the care process [5 – 8].
- Discrepancy between legal requirements, expectations and the reality of care leads to excessive demands and distancing [9 – 13].
- Negative attitudes, inadequate behavior and knowledge gaps of MHCP impair the quality of care and treatment outcomes [12, 14, 15].

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STATE OF THE ART

- Educational interventions increase nurses' competence to act and promote the involvement of those affected [11, 16, 17].
- Lack of standardization and insufficient consideration of the nursing perspective in medically oriented educational concepts.
- Heterogeneous concepts often without long-term proof of effectiveness [11,16,17].



Need for a standardized educational concept for dealing with people with IMR that combines scientifically sound content with nursing needs and ensures long-term sustainability.

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RESEARCH QUESTIONS

Sub-aspects of the overarching research question:

Main Question:

How does a needs-based education system specifically tailored to the needs of individuals with IMR affect the nursing staff within a chosen psychiatric unit?

- (1) **Current status** of the implementation of the nursing process for IMR patients
- (2) **Existing need for further training** of nurses in dealing with IMR patients

- (3) **Short-term, objective effects** of a specially developed educational concept on practical outcomes for nurses
- (4) **Subjective effects** of a specially developed educational concept on nurses

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OBJECTIVES

Overall objective:

Investigation of the influence of a needs-based educational concept developed specifically for dealing with people with IMR on practical outcomes determined by nursing staff on a selected psychiatric ward.

Sub-aspects of the overarching objective:

Development of the educational concept for dealing with people with IMR

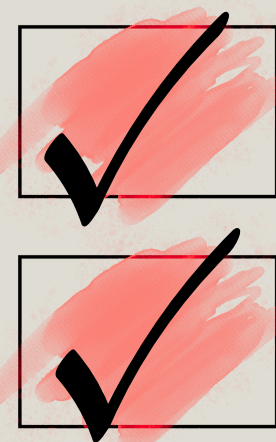
Piloting of the educational concept for dealing with people with IMR

Evaluation of the educational concept for dealing with people with IMR

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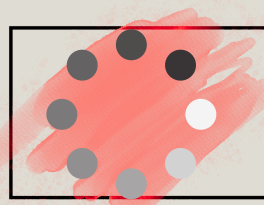
METHODOLOGICAL APPROACH

AUG2024 - JAN2025



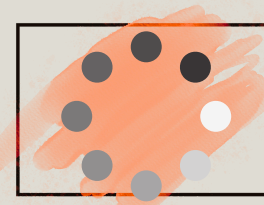
- ✓ Educational objectives and content
- ✓ Piloting strategies

JAN2025 - MAR2025



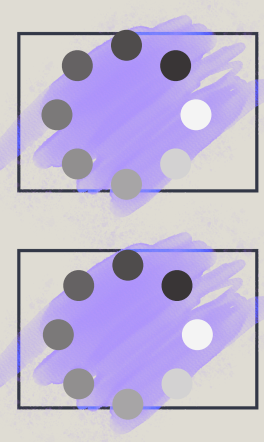
Design of the educational program

APR2025 - JUL2025



Practical implementation of the educational program

APR2025 - JUL2025



- Evaluation of the effects of the educational concept
- Evaluation of the educational concept within the piloting phase

- Systematic literature search** in MEDLINE (via Pubmed) and CINAHL
- Two focus group interviews** using a semi-structured guide with nurses from a psychiatric ward (n = 19), based on purposive sampling [18 - 21]
- Qualitative content analysis** according to Mayring (2022) with a deductive-inductive approach [20, 22].

→ **Evaluation** of ten publications and two focus group interviews (n1 = 9, n2 = 10) **was completed.**

Synthesis of the results of the systematic literature research and the focus group interviews:

- Determination of **education objectives** and selection of appropriate **measurement instruments** for evaluation
- Design of **education content**
- Identification of **piloting strategies**

- Three phases [23]:**
- Training session I** (5 weeks): Weekly educational units
 - Self-study phase** (4 weeks): Case-based application in everyday ward life
 - Training unit II** (5 weeks): Presentation and further development of cases through coaching
- Duration of the educational units in the training phases: 2.5 - 3 hours

- Project part I:** Short-term evaluation
- a) **Quantitative full surveys** (n = 19) using selected measurement instruments according to the concept:
 - Time point T0 before piloting
 - Time point T1 following training unit I
 - Time point T2 following the self-study phase
 - b) **Qualitative surveys** by means of focus group interviews using a semi-structured guide (T1, T2)

Project part II: Mid- and longterm evaluation (JUL2025 - NOV2025)

Exploratory-sequential-Design

MIXED-METHODS:
Multiphase Design [24, 25]

Embedded Design: Primarily quantitative research design

Figure: Planned study procedure (own illustration)

LITERATURE



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