Course Specification
— (Bachelor)

Course Title:	Psychology for Nurses
Course Code:	NUR 26332
Program:	**Bachelor of Nursing Sciences**
Department:	**Nursing**
College:	**Applied Medical Sciences**
Institution:	**University of Bisha**
Version:	**6**
Last Revision Date:	**20-8-2023**

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (2+0)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (level 6 , 3ʳᵈ year)

4. Course general Description:

This course provides basic knowledge of the major theoretical approaches and findings in psychology. Facilitate to students Critically assess information related to the study of behavior and mental processes and use the critical assessment in forming conclusions and arguments. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology

5. Pre-requirements for this course (if any):

NA

6. Co-requirements for this course (if any):

NA

7. Course Main Objective(s):

- Provide students with the scientific foundation of psychology they need in their nursing profession.
- Facilitate students to develop a knowledge base of human behavior across the broad areas of transactions.
- Raise students' awareness of the probable brief applications of psychology in their leaning, training and practicing of their career

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83.3%
2	E-learning	5	16.7%
3	Hybrid • Traditional classroom • E-learning		

No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	25
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**E-learning**	5
5.	**Self-directed learning**	45
Total		75

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Describe the basic knowledge, concept and theories of psychology	**K2**	Interactive lectures, Pre lecture assignments	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
1.2	Illustrate a scientific conceptualization of the mind, brain, behavior and the development of human processes and experiences.	**K2**	Interactive lectures, Pre lecture assignments NCLEX questions	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
…	Explain different models of human behavior based on science versus	**K2**	Interactive lectures, Pre lecture assignment	Written test Oral test Electronic quiz & Quiz

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Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				E-Individual Assignment Oral presentation-Group
2.0	**Skills**			
2.1	Discuss different types of human's personality, learning, motivation, emotion, memory, behavior theories, processes and disruptions	S1	Interactive lectures, Pre lecture assignments NCLEX questions	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
2.2	Discuss the core of mental conflicts, defense mechanisms and its probable manifestations in terms of Psychosomatic and somatoform disorders	S1	Interactive lectures, NCLEX questions	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
…	Apply psychological concepts and theories to situations in everyday life	S2	Interactive lectures, Pre lecture assignment	Written test Oral test Electronic quiz & Quiz E-Individual Assignment Oral presentation-Group
3.0	**Values, autonomy, and responsibility**			
3.1	Commitment towards self-directed learning and accountability.	V2	Self-directed learning Team based learning	Oral presentation Group assignment
3.2	Engagement in effective teamwork, and collaborative working with respect of legal and ethical issues.	V3	Team based learning Self-directed learning	Oral presentation Group assignment

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C. Course Content

No	List of Topics	Contact Hours
1.	**Unit 1: Introduction to psychology** 1.1 definition of terms • Psychology • Behaviors 1.2 main approaches/Models in psychology 1.3 Important of psychology in nursing.	**2 hours**
2.	**Unit 2'': Personal Growth and Development** 2.1 Definition • Growth • Development 2.2 Factors that affect growth and development. • Genetics • Constitution • Environment 2.3 Current Theories of Growth and Development • Stages of cognitive development (J. Piget) • Stages of personality development (S. Freud) 2.4 Stages of development throughout the life cycle • In utero • Infancy • Childhood • Adolescence • Adulthood • Aging	**4 hours**

3	**Unit 3: Motivation**
	
	Definition of motivation
	
	Motivation theories
	
	    • Maslow's Hierarchy of Needs
	
	    • Herzberg's theory
	
	3.3 Reasons for motivation
	
	    • Past event
	
	    • Purpose
	
	    • Emotional state or drives
	
	3.4 biosocial basis of Behavior
	
	    • Psychological factors
	
	    • Physiological factors
	      - Genetic
	      - Hormonal
	      - Neural
	      - Chemicals
	
	    • Individual factors
	      - Thought process.
	      - Emotional basis
	      - Attitudes
	
	    • Social and cultural factors
	      - Societal values
	      - Relationships with others in the environment
		4 hours

4	**Unit 4: Personality**
	
	4.1 Definition
	
	4.2 Development of personality
	
	    • Psychological
	
	    • Physiological
		4 hours

- Sociocultural factors

4.3 Characteristics

- Personality traits

- Temperament and emotional state

- Attitudes

4.3 Assessment of personality

4.4 Adjustment and defense mechanisms

4.5 Frustration and conflict

4.6 Stress

- Concept of stress

- Factors that influence the manifestation of stress.

- Adaptation and hemostasis

- Stress management

4.7 Psychological effects of being a client:

- Anxiety

- Fear

- Withdrawal

- Depression

- Dependence

- Anger

- Projection

2 hours

Unit 5 Perception

Definition

A sensory organ involved.

Stimulus-response theory.

Factors that influence the difference in perception.

- Personal

	• Socio cultural	

6	**Unit 6: Learning**
	
	Definition
	
	Forms of learning:
	
	  • Conditioning
	
	  • Trial and error
	
	  • Cognitive
	
	  • Observation
	
	  • Modeling
	
	Problems of learning
	
	Theories of learning
	
	Memory
	
	  • Short term
	
	  • Long term
	
	Factors that promote learning
	
	Remembering and forgetting
		3 hours.

7	**Unit 7: Intelligence** **2 hours**
	
	7.1: Definition
	
	7.2: measuring intelligence
	
	Extremes of Intelligence
	
	  • Mental retardation
	
	  • Intellectual giftedness
	
	7.4 Determinants of Intelligence
	
	  • Hereditary
	
	  • Environmental
	
	  • Racial differences
	
	  • Gender differences	

8	**Unit 8: Psychosocial Counselling** Definition Principles of counseling Types Process Counseling skills Qualities of a counsellors Support group	**4 hours**
	Total	30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous assessment		30%
1.1	Electronic quiz	3rd	10
1.2	Quiz	5th	5
1.3	**E-** Individual assignment	9th	5
1.4	Oral presentation - Group	11th	5
1.5	Oral test	13th	5
2	Mid exam (written test)	7th	20%
3	Final exam (written test)	16th	50%
	Total		100%

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	➤ Staci Nix, (2017) Williams' Basic Nutrition & Diet Therapy. Mosby. ➤ -Elson M. Haas, Buck Levin, PhD, RD. (2016).Staying Healthy with Nutrition, rev: The Complete Guide to Diet and Nutritional Medicine. 21st century edition, Berkeley Calofornia,94707. ➤ Ptislaw E S. (2020) Chemical and Functional Properties of Food Lipids., Anna Kolakowska., CRC Press.
Supportive References	**Robert D Lee, (2019) Nutritional Assessment.McGraw-Hill**

Education	
Electronic Materials	Blackboard materials
Other Learning Materials	• E- books electronic • Online US Library

2. Required Facilities and equipment

Items	Resources
facilities	Size of class room appropriate Number of lecturer room should be large enough with good ventilation E- learning lab
Technology equipment	Data show Blackboard Laptop computer Computer based simulator Project system
Other equipment	E- books electronic Online US Library

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Program Leaders Peer Reviewer Students Faculty Academic performance follows up committee. Students GPA	Direct / indirect Direct
Effectiveness of Students assessment	Program Leaders Peer Reviewer Students Faculty Academic performance follows up committee. Examination committee	Direct / indirect
Quality of learning resources	Program Leaders Peer Reviewer Students Faculty PLOs assessment committee	Direct / indirect

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Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Program Leaders Peer Reviewer Students Faculty Academic performance follows up committee. Examination committee Students Results	Direct / Indirect
Other		

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	1
DATE	21-8-2023