

Subject No. 5
PSYCHOLOGY

Total hours : 75

Theory hours: 60

Lab hours: 15

AIM:

This course is designed to orient students with regards to psychological principles and widen their knowledge off the fundamentals of psychology .The course offers students an opportunity to understand the psychodynamics of patient behavior and apply theoretical aspects in the clinical settings. This course will also help the student to develop an insight into his/her behavior.

OBJECTIVES:

At the end of course the students are able to:

1. Understand himself/herself and others
2. Analyze his /her own behavior patterns.
3. Use psychological principles to improve his/her efficiency in nursing care
4. Applying psychological principles while performing Nursing duties.
5. Distinguishing psychological processes during health and sickness.
6. Planning nursing care with regards to psychological needs and concerns.
7. Participating in psychological assessment of patients.

COURSE CONTENTS:

Unit I - Introduction to Psychology:

- Definition, history and scope. Branches and methods.
- Relationship with other subjects. Psychology and the student nurse. Habits and skills. Relevance to nursing

Unit II - Sensation, Attention and Perception:

- Sensation, Attention and Perception : Definition
- Sensory processes: normal and abnormal. Problems in sensation.
- Attention and Distraction – Contributory factors
- Characteristics of perception, perception : Normal and abnormal.
- .
- Definition, characteristics and types. Factors affecting attention. Distraction and sustaining. Attention.
- Perception – Definition and characteristics. Perception of form, depth and movement. Types and difficulties in perception.
- Problems and nursing care.

Unit III – Motivation:

- Motivation : Definition and nature of motivation **and theories.**
- Biological and social motives. Needs and motives
- Frustration and conflicts. Types of conflicts.
- Self actualization. Application in nursing care.

Unit IV – Emotion:

- Emotion : Definition of emotion, and meaning, theories. Expressions and perceptions.
- Emotions in sickness, nursing care.

Unit V – Personality:

- Personality: Definition, nature, constituents of personality and theories of personality development.

- Personality in sickness and nursing. Psychometric assessment of personality, Topography of Personality

Unit VI - Psychological Aspects of Nursing:

- Psychological Aspects of Nursing
- Behavior and sickness. Understanding the client. Psychological approach in nursing care. Psychological needs of child, adolescent, adult, aged, attendants and chronically ill individuals. Chronically ill individuals

Unit VII - Individual Difference:

- Individual Difference
- Definition and
- Significance of individual difference.
- Heredity and environment.
- Role of Individual Difference both in health and sickness.
- Implications individual difference in nursing.

Unit VIII - Intelligence and Abilities:

- Definitions and nature, theories. Psychological testing and Mental retardation and IQ.
- Intelligence and abilities during sickness.
- Measurement of intelligence and abilities. Use of intelligence ,Classification of individuals according to IQ

Unit IX – Learning:

- Learning: Definition, conditioning of learning nature and conditioning theories.
- laws of learning, and types and factors.
- Learning during health and sickness.

Unit X - Memory and Forgetting:

- Memory and Forgetting – Definition and nature. Memory during health and sickness. Forgetting during health and sickness. Definition ,types ,nature Information processing theory

Unit XI – Attitudes:

- Attitudes : Definition and nature, theories. Factors affecting attitude formation. Development and modifications of attitude.
- Role of attitudes in health and sickness.

Unit XII - Concept Mental Hygiene:

- Concepts of and meaning of mental hygiene and mental health.
- Characteristics of a mentally healthy person.
- Defense Mechanism. Guidance and counseling, Warning sign of poor mental health

PRACTICAL

1. **Experiments:** Perception. Measuring thresholds. Reaction time.
2. **Psychological test:** Administration of psychological test.
3. **Observation and recording data:** Field observation. Interview. Case study. Self Rating.

PSYCHOLOGY

<i>Unit No. with total hours</i>	<i>Objectives</i>	<i>Contents with distributed hours</i>		
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>
I (03 hours)	At the end of unit students are able to Knowledge: Define psychology and Explain the branches and methods of psychology. Skill: Identify the relationship of psychology with other subjects.	<ul style="list-style-type: none"> • Definition, history and scope.(1 hour) • Habits and skills. • Relevance to nursing (1 hour) 	<ul style="list-style-type: none"> • Branches and methods.(1 hour) 	

Unit:1 Introduction to psychology							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1: Define and describe scope of psychology.	3	3	3	2	3	3	3
CO-2: Describe relevance to nursing in psychology.	3	3	3	3	3	3	3
CO-3: Describe about Branches and methods of psychology	3	3	3	3	3	3	3
CO-4 : Habits and skills how it affects on behavior	3	3	3	3	3	3	3

II (08 hours)	At the end of unit students are able to Knowledge: Describe the sensory process and define attention and sensation. Describe the characteristics and types of attention. Skill: Identify the factors affecting attention. Identify the difficulties in perception.	<ul style="list-style-type: none"> • Problems in sensation • Attention – Definition, characteristics and types • Factors affecting attention (1 hour) • Perception – Definition and characteristics. • Perception of form, depth and movement. (2 hours) • Problems and nursing care (2 hours) 	<ul style="list-style-type: none"> • Sensation – Definition and sensory processes. • Distraction and sustaining attention. (2 hrs) 	<ul style="list-style-type: none"> • Types and difficulties in perception. (1 hour)
------------------	---	--	--	--

Unit:2 Sensation, Attention and Perception							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1 : Define sensation and Problems in sensation.	3	3	3	2	2	3	3
CO-2 : Define Attention Describe about characteristics, types. and factors affecting attention.	3	3	3	3	3	3	3
CO-3 : Define Perception describe about characteristics. Perception of form, and depth and movement.	3	3	3	3	3	3	3
CO-4 : Define Distraction and sustaining attention.	3	3	3	2	2	2	3
CO-5 : Describe about Types and difficulties in perception.	3	3	2	2	3	2	3

III (07 hours)	At the end of unit students are able to Knowledge: Understand and describe motivation and conflict. Skill: Identify the needs and Apply the motivational theories in nursing care plan.	<ul style="list-style-type: none"> • Definition, nature and theories. (1 hour) • Frustration and conflicts. • Types of conflicts. (2 hours) • Application in nursing care (1 hour) 	<ul style="list-style-type: none"> • Needs and motives (1 hour) • Biological and social. (1 hour) 	<ul style="list-style-type: none"> • Self actualization. (1 hour)
-------------------	---	--	---	--

Unit:3 Motivation							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1 : Definition motivation nature and theories.	3	3	3	2	2	3	3
CO-2 : Definition Frustration and its characteristic.	3	3	3	3	3	3	3
CO-3 : Definition conflicts and types conflicts.	3	3	3	3	3	3	3
CO-4 : Application in nursing care in motivating patients.	3	3	3	2	2	2	3
CO-5 : Describe about Needs and motives with biological and social.	3	3	3	3	2	3	2
CO-6 :Describe about Self actualization	3	2	3	2	3	3	2

IV (05 hours)	At the end of unit students are able to Knowledge: Define, understand & describe the nature of emotions. Skill: Recognize the emotional reactions of the individuals.	<ul style="list-style-type: none"> • Definition and meaning, theories (2 hour) • Emotions in sickness, nursing care (1 hour) 	<ul style="list-style-type: none"> • Expressions and perceptions. (2 hour) 	
------------------	---	--	---	--

	Attitude: Incorporate this knowledge in professional practice.			
--	---	--	--	--

Unit:4 Emotion

Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1 : Definition and meaning, theories emotions.	3	3	3	2	2	3	3
CO-2 : Describe about Emotions in sickness and nursing care .	3	3	3	3	3	3	3
CO-3: Describe about Emotions in Expressions and perceptions.	3	3	3	3	3	3	3

V (03 hours)	At the end of unit students are able to Knowledge: Define and explain types and theories of personalities. Skill: Identify different types of personalities and change in personality during illness. Attitude: Deal effectively with different types of personality.	<ul style="list-style-type: none"> • Definition, nature, constituents of personality and theories of personality development • Personality in sickness and nursing. (1 hour) 	Psychometric assessment of personality(1hours)	Topography of Personality(1hours)
-----------------	---	--	---	-----------------------------------

Unit:5 Personality

Course outcome	Program outcome
----------------	-----------------

	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1: Definition, nature, constituents of personality and Describe about theories of personality development	3	3	3	2	2	3	3
CO-2 : Describe about Personality in sickness and nursing.	3	3	3	3	3	3	3
CO-3 : Describe about Psychometric assessment of personality.	3	3	3	3	3	3	3
CO-4 : Describe about Topography of Personality	3	2	2	2	2	2	1

VI (07 hours)	At the end of unit students are able to Knowledge: Understand and describe importance of psychology in nursing. Attitude: Use this knowledge while providing care to the patients.	<ul style="list-style-type: none"> Psychological approach in nursing care. Psychological needs of child, adolescent, adult, aged. Chronically ill individuals (4 hours) 	<ul style="list-style-type: none"> Behavior during sickness Understanding the client. (1 hour) 	Chronically ill individuals (2hours)
------------------	--	---	--	--------------------------------------

Unit:6 Psychological Aspects of Nursing							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1 : Describe about Psychological approach in nursing care.	3	3	2	2	2	3	3

CO-2 : Describe about Psychological needs of child, adolescent, adult, aged. Chronically ill individuals	3	3	3	3	3	3	3
CO-3 : Describe about Behavior during sickness and Understanding the client.	3	3	3	3	3	3	3

VII (05 hours)	At the end of unit students are able to Knowledge: Define and understand individual differences. Skill: Identify individual differences.	<ul style="list-style-type: none"> • Role in health and sickness Implications individual difference in nursing (3 hours) 	<ul style="list-style-type: none"> • Definition and significance (1 hr) • Heredity and environment (1 hr)
-------------------	--	---	---

Unit:7 Individual Difference

Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1: Describe about role in health and sickness Implications individual difference in nursing.	3	3	1	2	2	3	3
CO-2 : Definition and significance individual difference.	3	3	3	3	3	3	3
CO-3 : Differentiate between Heredity and environment.	3	3	3	3	3	3	3

VIII	At the end of unit students are able to Knowledge: Define, know and describe intelligence theories.	<ul style="list-style-type: none"> • Definitions and nature, theories. • Mental retardation and IQ (1 hours) 	<ul style="list-style-type: none"> • Psychological testing and measurement of intelligence and abilities 	<ul style="list-style-type: none"> • Intelligence and abilities during sickness. (1 hours)
------	---	--	---	---

(04 hours)	Skill: Identify people with different IQ level and deal accordingly. Provide comprehensive care to clients with different level of IQ.	<ul style="list-style-type: none"> Classification of individuals according to IQ(1hours) 	Use of intelligence(1hours)	<ul style="list-style-type: none">
------------	---	---	-----------------------------	--

Unit:8 Intelligence and Abilities							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1: Definitions and nature, theories of intelligence.	3	3	1	2	2	3	3
CO-2: Describe about Mental retardation and IQ.	3	3	3	3	3	3	3
CO-3: Describe about Classification of individuals according to IQ.	3	3	3	3	3	3	3
CO-4 : Describe about Psychological testing and measurement of intelligence and abilities and Use of intelligence	3	3	2	2	2	2	3

IX (05 hours)	At the end of unit students are able to Knowledge: Define and understand nature, process of theories of learning. Skill: Learn new skills required for maintaining quality standard. Attitude: Develops and maintain lifelong learning attitude.	<ul style="list-style-type: none"> Definition, nature and conditioning theories. Theories of learning (2 hours) 	<ul style="list-style-type: none"> Learning process, laws and types and factors. (2 hour) 	<ul style="list-style-type: none"> Learning during health and sickness (1 hours)
------------------	--	--	--	---

Unit:9 Learning :								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1 : Definition, nature and conditioning theories and Theories of learning.	3	3	1	2	2	3	3	
CO-2: Describe about the Learning process, laws and types and factors.	3	3	3	3	3	3	3	
CO-3: Describe about the Learning during health and sickness	3	3	3	3	3	3	3	
X (04 hours)	At the end of unit students are able to Knowledge: Define and explain the nature of memory. Skill: Identify alteration in memory status of individuals due to illness or aging process. Attitude: Render quality care to the patients with memory alterations.	<ul style="list-style-type: none"> • Memory during health and sickness. • Definition ,types ,nature • Information processing theory (2 hours) 			<ul style="list-style-type: none"> • Memory and Forgetting – Definition and nature. (1 hour) 		Forgetting during health sickness (1 hour)	
Unit:10 Memory and Forgetting								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7

CO-1: Definition types ,nature Memory during health and sickness.	3	3	1	2	2	3	3
CO-2: Describe about the Information processing theory.	3	3	3	3	3	3	3
CO-3: Definition and nature of Memory and Forgetting.	3	3	3	3	3	3	3
CO-4: Describe about the Forgetting during health and sickness	3	3	2	2	2	2	3

XI (04 hours)	At the end of unit students are able to Knowledge: Define and understand nature, theories, and factors affecting attitude formation. Skill: Identify attitude of individuals. Attitude: Incorporate this knowledge into professional practice.	<ul style="list-style-type: none"> • Definition and nature, theories. (1 hour) • Factors affecting attitude formation (1 hour) • Development and modifications of attitude (1 hour) 	<ul style="list-style-type: none"> • Role of attitudes in health and sickness. (1 hour)
------------------	--	--	--

Unit:11 Attitudes:							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1: Definition and nature, theories of attitude.	3	3	1	2	2	3	3
CO-2: Determine of Factors affecting attitude formation .	3	3	3	3	3	3	3

CO-3: Describe about Role of attitudes in health and sickness.	3	3	3	3	3	3	3
--	---	---	---	---	---	---	---

XII (05 hours)	At the end of unit students are able to Knowledge: Define and understand nature, theories and factors affecting attitude formation. Skill: Identify attitude of individuals. Attitude: Incorporate this knowledge into professional practice.	<ul style="list-style-type: none"> • Concepts and meaning of mental hygiene and mental health • Characteristics of a mentally healthy person. • Warning sign of poor mental health (3 hour) 	<ul style="list-style-type: none"> • Guidance and counseling (1 hour) 	Defense Mechanism (1 hours)
-------------------	---	--	--	-----------------------------

Unit:12 Concept Mental Hygiene							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO-1 : Describe about Concepts and meaning of mental hygiene and mental health.	3	3	3	2	2	3	3
CO-2: Describe about Characteristics of a mentally healthy person.	3	3	3	3	3	3	3
CO-3: Describe about Warning sign of poor mental health	3	3	3	3	3	3	3
CO-4: Describe about Guidance and counseling and Defense Mechanism	3	3	2	2	2	2	3

LAB HOURS:

<i>Sr. No.</i>	<i>Topic</i>	<i>Break up of topic</i>	<i>Lab hours</i>	<i>Total hours</i>
1	Experiment	Perception Measuring thresholds Reaction time	2 2 1	5
2	Psychological tests	Administration of psychological test	2	2
3	Observation and recording data	Field observation Interview case study Self rating	2 2 2 2	8

TEACHING STRATEGY:

Total teaching hours	:	75 hours
Lecture	:	60 hours
Lab hours	:	15 hours

TEACHING METHODS:

- Lecture, Demonstration, Symposium, Group Discussion, Clinical Observation & Tutorial

A. V. AIDS:

- Over head Projector, L.C.D, Computer Assisted learning, Flip charts, Posters, Black Board

ASSIGNMENTS:**Theory:**

Theory and Practical

Sr. No	Assignments	No./Quantity	Marks Per Assignment	Total Marks
1	Home assignment	Two	20	40
2	Psychological tests in clinical area (Minimum Two Tests)	One	20	20
Total Marks				60

LIST OF RECOMMENDED BOOKS:

- Elements of Psychology and mental Hygiene for nurses-Bhatia and Craig.
- Fundamental of experimental Psychology –Dandekar.
- Developmental Psychology –E.Hurlok.
- Psychology as applied to nursing –McGhee.
- Introduction to psychology –Morgan and King.
- Sreevani R, “Psychology Nurses”, Jaypee publication 2nd edition