

**Subject No. 6**  
**PSYCHOLOGY**

Total Hours: 60 hours

Theory Hours: 60hrs

**AIM:**

- This course is designed to assist the students to acquire knowledge of fundamentals of psychology and develop an insight into behavior of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

**OBJECTIVES:**

At the end of the course the students are be able to:

- Understand the importance of psychology in personal and professional life.
- Understand the biology of human behavior and cognitive and affective processes of human mind.
- Develop an understanding of self and others.
- Understand the influence of personality on human behavior.
- Appreciate developmental psychology.
- Understand the significance of mental hygiene and mental health and Assist in psychological assessments, tests.

**COURSE CONTENT:**

**Unit I – Introduction:**

- History and origin. Definition and scope of psychology. Relevance to nursing. Methods of psychology. Importance of Psychology in interpersonal behavior. Significances of individual differences.

**Unit II - Biology of Behavior:**

- Body mind relationship modulation, process in health and illness. Genetics and behavior; Heredity and environment. Brain and behavior; Nervous system, neurons and synapse. Association cortex, Right and left hemispheres. Psychology of sensation. Muscular and glandular controls of behavior. Nature of behavior of an organism/integrated responses.

**Unit III - Cognitive Processes:**

- Attention -Types Determinants, Duration and degree, alteration.
- Perception: Meaning, principles, factors affecting, errors.
- Learning -Nature, types, Learner and learning, factors influencing, laws and theories, process, transfer, habits.
- Memory: Meaning, types, Nature, factors, Development theories and methods of memorizing and forgetting.
- Thinking: Types and Levels, Stages of development, relationship with language and communication.
- Intelligence; Meaning, classification, uses, theories
- Aptitude: Concept, types, individual differences and variability. Psychometric assessment of cognitive processes.
- Alteration in cognitive processes. Application.

**Unit IV - Motivation and emotional processes:**

- Motivation; meaning concepts, Types, theories, Motives and behavior, conflict and frustration, conflict resolution.
- Emotion. Definition, component, changes in emotion, theories, emotional adjustment, emotion in health and illness.
- Stress: stressors, cycle, effect adaptation and coping.
- Attitude: Meaning, nature, development, factors affecting, behavior and attitude, attitudinal change. Psychometric assessment of emotions and attitudes. Alteration in emotion. Application.

**Unit V – Personality:**

- Definition, topography, types, theories. Psychometric assessment of personality. Alteration in personality.
- Adjustment and maladjustment. Application.

**Unit VI - Developmental Psychology:**

- Psychology of people at different ages from infancy to old age. Psychology of vulnerable individual-challenged women, sick, etc. Psychology of groups.

**Unit VII - Mental hygiene and mental health:**

- Concept of mental hygiene and mental health. Characteristics of mentally healthy person. Warning signs of poor mental health. Promotive and preventive mental health – strategies and services.
- Ego defense mechanism and implication. Frustration and conflict. Personal and social adjustment.
- Guidance and counseling. Role of nurse.

**Unit VIII: Role of nurses in psychological assessment and tests:**

- Types, development, characteristics, principles, uses, Interpretation and role of nurse in psychological assessment.

## PSYCHOLOGY

<i>Unit No. &amp; total hours</i>	<i>Objectives</i>	<i>Contents with distributed hours</i>						
		<i>Must know 60%</i>			<i>Desirable to know 30%</i>		<i>Nice to know 10%</i>	
I (03 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and explain scope of psychology and its relevance to nursing.	<ul style="list-style-type: none"> <li>• Definition and scope of psychology.</li> <li>• Relevance to nursing</li> <li>• Methods of psychology(2hours )</li> </ul>			<ul style="list-style-type: none"> <li>• Importances of Psychology in inter personal behavior. Significances of individual differences.</li> <li>• History and origin (1 hour)</li> </ul>			
<b>Unit:1 Introduction to psychology</b>								
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	3	3	3	3
CO-2: Describe relevance to nursing in psychology.		3	2	3	3	3	2	2
CO-3: Describe the Methods of psychology		3	2	3	3	2	2	3
CO-4: Describe importance of Psychology in inter personal behavior and significances of individual differences.		3	3	3	3	3	3	3
II (06 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe biology of behavior.	<ul style="list-style-type: none"> <li>• Body mind relationship modulation, process in health and illness.</li> <li>• Psychology of sensation (2 hours)</li> </ul>			<ul style="list-style-type: none"> <li>• Brain and behavior; Nervous system, neurons</li> </ul>		<ul style="list-style-type: none"> <li>• Associat ion cortex, Right and</li> </ul>	

	<b>Skill:</b> Identify types of behavior and reasons for the same. <b>Attitude:</b> Appreciate various types of behavior in specific situations.	<ul style="list-style-type: none"> <li>Muscular and glandular controls of behavior ,Nature of behavior of an organism/integrated responses (2 hrs)</li> </ul>	and synapse, <ul style="list-style-type: none"> <li>Genetics and behavior; Heredity and environment (1 hour)</li> </ul>	left hemispheres . (1 hour)
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Unit:2 Biology of behavior							
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 Body mind relationship modulation, process in health and illness.	3	3	3	2	2	3	3
CO-2: Describe about the psychology of sensation	3	3	3	3	3	3	3
CO-3: Describe Muscular and glandular controls of behavior, nature of behavior of an organism/integrated responses.	3	3	3	3	3	3	3
CO-4: Describe Brain and behavior; Nervous system, neurons and synapse,	3	3	2	2	3	2	3
CO-5: Describe Genetics and behavior; Heredity and environment	3	3	3	2	2	3	3
CO-6: Describe about Association cortex, and right and left hemispheres	2	3	1	3	1	2	3

III (19 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe learning memory thinking, inelegance, attention and perception. <b>Attitude:</b> Incorporate this knowledge in day today's life.	<ul style="list-style-type: none"> <li>Attention -Types Determinants, Duration and degree, alteration (2 hrs)</li> <li>Perception; Meaning, principles, factors affecting, errors (2 hours)</li> <li>Learning -Nature ,types, Learner and learning, factors influencing, laws and theories, process, transfer, study habits. (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Psychometric assessment of cognitive processes (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Alteration in cognitive processes. Application. (1 hours)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Memory:-Meaning, types, Nature, factors, Development theories and methods of memorizing and forgetting. (3 hours)</li> <li>• Thinking -Types and Levels, Stages of development, relationship with language and communication (2hrs)</li> <li>• Intelligence;-meaning, classification, uses, theories (1 hr)</li> <li>• Aptitude:-Concept, types, individual differences and variability (2 hours)</li> </ul>		
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<b>Unit:3 Cognitive Processes</b>							
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 Attention and describe about Types Determinants, Duration and degree, alteration of attention.	3	3	2	2	2	3	3
CO-2 : Define Perception and describe about Meaning, principles, factors affecting, errors of perception.	3	3	3	3	3	3	3
CO-3: Define Learning and describe about nature, types, Learner and learning, factors influencing, laws and theories, process, transfer, study habits of learning.	3	3	3	3	3	3	3
CO-4: Define and Memory describe about meaning, types, Nature, factors, Development theories and methods of memorizing and forgetting.	3	3	2	2	2	2	3
CO-5 : Define Thinking describe about types and levels, stages of development, relationship with language and communication	3	2	3	2	3	3	2

CO-6: Define Intelligence describe about meaning, classification, uses, theories.		3	3	3	3	3	3	3
IV (12 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and explain the importance of motivation, emotion and stress. <b>Skill :</b> Recognize emotional reaction and stress of individual <b>Attitude:</b> Incorporate this knowledge as a clinical nurse or nurse teacher.	<ul style="list-style-type: none"> <li>• Motivation; meaning concepts, Types, theories, Motives and behavior, conflict and frustration, conflict resolution. (2 hrs)</li> <li>• Emotion. Definition, component, changes in emotion, theories, emotional adjustment, emotion in health and illness. (3 hours)</li> <li>• Stress: stressors, cycle, effect adaptation and coping. (2 hours)</li> <li>• Attitude: Meaning, nature, development, factors affecting, behavior and attitude, attitudinal change. (1 hours)</li> </ul>			<ul style="list-style-type: none"> <li>• Alteration in emotion. (1 hour)</li> <li>• Application. (2 hour)</li> </ul>		<ul style="list-style-type: none"> <li>• Psychometric assessment of emotions and attitudes. (1 hour)</li> </ul>	
<b>Unit:4 Motivation and emotional processes</b>								
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 Motivation and describe about meaning concepts, Types, theories, Motives and behavior, conflict and frustration, conflict resolution.		3	3	3	2	2	3	3
CO-2 : Definition Emotion. and describe about component, changes in emotion, theories, emotional adjustment, emotion in health and illness.		3	3	3	3	3	3	3

CO-3: Definition Stress and describe about stressors, cycle, effect adaptation and coping stress.	3	3	3	3	3	3	3	
CO-4: Define Attitude and describe about meaning, nature, development, factors affecting, behavior and attitude, attitudinal change.	3	3	2	2	2	2	3	
V (4 hours)	At the end of unit students are able to <b>Knowledge:</b> Define personality and understand and describe personality theories and assessment. <b>Attitude:</b> Develop socially acceptable personality.		<ul style="list-style-type: none"> <li>• Definition, types, theories.</li> <li>• Alteration in personality.</li> <li>• Application.</li> <li>• Adjustment and maladjustment (3 hrs)</li> </ul>		<ul style="list-style-type: none"> <li>• Psychometric assessment of personality.</li> <li>• topography (1 hour)</li> </ul>			
<b>Unit:5 Personality</b>								
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 personality and understand and describe personality theories and assessment.	3	3	3	3	3	3	3	
CO-2: Define personality and Alteration in personality and Application.	3	3	2	3	2	3	3	
CO-3: Describe about Adjustment and maladjustment.	3	3	3	3	3	3	3	
CO-4: Describe about Psychometric assessment of personality.	3	3	2	2	2	2	3	
VI (6 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe developmental psychology. <b>Skill:</b> Recognize psychology of vulnerable individuals.		<ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age. (2 hours)</li> <li>• Psychology of vulnerable individual-challenged women, sick, etc. (2 hours)</li> </ul>		<ul style="list-style-type: none"> <li>• Psychology of groups. (2 hours)</li> </ul>			

Unit:6 Developmental 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: Describe about Psychology of people at different ages from infancy to old age.		3	3	3	3		3	3
CO-2: Describe about Psychology of vulnerable individual-challenged women, sick.		3	3	3	3	3	3	3
CO-3: Describe about Psychology of groups.		3	3	2	3	2	3	3
VII (6 hours)	At the end of unit students are able to <b>Knowledge:</b> 1. Know the concept of mental hygiene and health. 2. Enlist the characteristics of mentally healthy person. <b>Skill:</b> Recognize the warning signs of poor mental health. <b>Attitude:</b> Incorporate this knowledge in professional practice.	<ul style="list-style-type: none"> <li>• Concept of mental hygiene and mental health. (1 hr)</li> <li>• Characteristics of mentally healthy person (1 hr)</li> <li>• Ego defense mechanism and implication (2hours).</li> </ul>			<ul style="list-style-type: none"> <li>• Promotive and preventive mental health – strategies and services.</li> <li>• Frustration and conflict.</li> <li>• Warning signs of poor mental health.</li> <li>• Personal and social adjustment Role of nurse. (1hours)</li> </ul>		<ul style="list-style-type: none"> <li>• Guidance and counseling. (1 hour)</li> </ul>	
Unit:7 Mental hygiene and mental health								
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 mental health and describe about Concept of mental hygiene and mental health.	3	3	3	2	2	3	3
CO-2: Describe about Characteristics of mentally healthy person.	3	3	3	3	3	3	3
CO-3: Define and describe about Ego defense mechanism and its implication.	3	3	3	3	3	3	3
CO-4: Describe about promotive and preventive mental health strategies and services.	3	3	3	3	3	2	3
CO-5: Define and describe about Frustration and conflict.	3	3	3	3	3	3	3
CO-6: Describe about Warning signs of poor mental health.	3	3	3	3	3	3	3
CO-7: Describe about Personal and social adjustment and role of nurse	3	3	2	2	2	2	3

VIII (4 hours)	At the end of unit students are able to <b>Knowledge :</b> Know the different methods of psychological assessments <b>Skill:</b> Recognize the warning signs of poor mental health. <b>Attitude:</b> Incorporate this knowledge in professional practice.	<ul style="list-style-type: none"> <li>• Role of nurses in psychological assessment (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Types, development, characteristics, principles, uses (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of results (1 hour)</li> </ul>
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<b>Unit:8 Role of nurses in psychological assessment and tests</b>										
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 of nurses in psychological assessment.	3	3	3	3	3	3	3
CO-2: Describe about types, development, characteristics, principles, uses.	3	3	3	3	3	3	3
CO-3 : Describe about interpretation of results	3	3	3	3	3	3	3

**TEACHING STRATEGY:**

Lectures: 60 Hrs.

**TEACHING METHODS:**

- Lectures, Demonstration, integrated teaching program and **Modified tutorial**

**A.V. AIDS:**

- Black Board, Model & specimens. Over head Projector. Computer assisted learning.

**ASSIGNMENTS:****Theory:**

Theory:

Sr. No	Assignments	No./Quantity	Marks Per Assignment	Total Marks
1	Home assignment	Two	20	40

- One home assignment shall be conducted in each term.

**RECOMMENDED TEXT BOOKS:**

- Bhatia & Craig M, "Elements of Psychology and Mental Hygiene for Nurses".
- Dodge Fernald and Peter S Fernald, "Introduction to Psychology".
- Jacob Anthikad, "Psychology for graduate nurses".
- Morgan C.T & King, "Introduction to psychology".
- Second course in Psychology, Higher secondary standard.
- Hurlock E, "Developmental psychology