**APPLIED PSYCHOLOGY**

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 Hours)

**DESCRIPTION:** This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the importance of psychology in individual and professional life.

2. Develop understanding of the biological and psychological basis of human behaviour.

3. Identify the role of nurse in promoting mental health and dealing with altered personality.

4. Perform the role of nurses applicable to the psychology of different age groups.

5. Identify the cognitive and affective needs of clients.

6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.

7. Demonstrate basic understanding of psychological assessment and nurse's role.

8. Apply the knowledge of soft skills in workplace and society.

9. Apply the knowledge of self-empowerment in workplace, society and personal life.

## COURSE OUTLINE

### T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|-------------------|---------|-------------------------------|--------------------|
| I | 2 (T) | Describe scope, branches and significance of psychology in nursing | **Introduction**<br>• Meaning of Psychology<br>• Development of psychology – Scope, branches and methods of psychology<br>• Relationship with other subjects<br>• Significance of psychology in nursing<br>• Applied psychology to solve everyday issues | • Lecture cum Discussion | • Essay<br>• Short answer |
| II | 4 (T) | Describe biology of human behaviour | **Biological basis of behavior –Introduction**<br>• Body mind relationship<br>• Genetics and behaviour<br>• Inheritance of behaviour<br>• Brain and behaviour.<br>• Psychology and sensation – sensory process – normal and abnormal | • Lecture<br>• Discussion | • Essay<br>• Short answer |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| III | 5 (T) | Describe mentally healthy person and defense mechanism**s** | **Mental health and mental hygiene**<br>• Concept of mental health and mental hygiene<br>• Characteristic of mentally healthy person<br>• Warning signs of poor mental health<br>• Promotive and preventive mental health strategies and services<br>• Defense mechanism and its implication<br>• Frustration and conflict – types of conflicts and measurements to overcome<br>• Role of nurse in reducing frustration and conflict and enhancing coping<br>• Dealing with ego | • Lecture<br>• Case discussion<br>• Role play | • Essay<br>• Short answer<br>• Objective type |
| IV | 7 (T) | Describe psychology of people in different age groups and role of nurse | **Developmental psychology**<br>• Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying<br>• Role of nurse in supporting normal growth and development across the life span<br>• Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult<br>• Introduction to child psychology and role of nurse in meeting the psychological needs of | • Lecture<br>• Group<br>• discussion | • Essay<br>• Short answer |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | children<br>• Psychology of vulnerable individuals – challenged, women, sick etc.<br>• Role of nurse with vulnerable groups | | |
| V | 4 (T) | Explain personality and role of nurse in identification and improvement in altered personality | **Personality**<br>• Meaning, definition of personality<br>• Classification of personality<br>• Measurement and evaluation of personality – Introduction<br>• Alteration in personality<br>• Role of nurse in identification of individual personality and improvement in altered personality | • Lecture<br>• Discussion<br>• Demonstration | • Essay and short answer<br>• Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-----------|-------------------|---------|------------------------------|---------------------|
| VI | 16 (T) | Explain cognitive process and their applications | **Cognitive process**<br><br>• **Attention** – definition, types, determinants, duration, degree and alteration in attention<br><br>• **Perception –** Meaning of Perception, principles, factor affecting perception,<br><br>• **Intelligence** – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies<br><br>• **Learning –** Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation<br><br>• **Memory**-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting<br><br>• **Thinking** – types, level, reasoning and problem solving.<br><br>• **Aptitude** – concept, types, individual differences and variability<br><br>• Psychometric assessment of cognitive processes – Introduction<br><br>• Alteration in cognitive processes | • Lecture<br><br>• Discussion | • Essay and short answer<br><br>• Objective type |
| VII | 6 (T) | Describe motivation, emotion, attitude and role of nurse in emotionally sick client | **Motivation and emotional processes**<br><br>• **Motivation** – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives<br><br>• **Emotions –** Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other<br><br>• Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping | • Lecture<br><br>• Group discussion | • Essay and short answer<br><br>• Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-----------|-------------------|---------|------------------------------|---------------------|
| | | | • **Attitudes** – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness<br><br>• Psychometric assessment of emotions and attitude – Introduction<br><br>• Role of nurse in caring for emotionally sick client | | |

| VIII | 4 (T) | Explain psychological assessment and tests and role of nurse | **Psychological assessment and tests – introduction**<br>• Types, development, characteristics, principles, uses, interpretation<br>• Role of nurse in psychological assessment | • Lecture<br>• Discussion<br>• Demonstration | • Short answer<br>• Assessment of practice |
|---|---|---|---|---|---|
| IX | 10 (T) | Explain concept of soft skill and its application in work place and society | **Application of soft skill**<br>• Concept of soft skill<br>• Types of soft skill – visual, aural and communication skill<br>• The way of communication<br>•  Building relationship with client and society<br>• **Interpersonal Relationships (IPR):** Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers<br>• Survival strategies – managing time, coping stress, resilience, work – life balance<br>• Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc.<br>• Use of soft skill in nursing | • Lecture<br>• Group discussion<br>• Role play<br>• Refer/Complete Soft skills module | • Essay and short answer |
| X | 2 (T) | Explain self-empowerment | **Self-empowerment**<br>• Dimensions of self-empowerment<br>• Self-empowerment development<br>• Importance of women's empowerment in society<br>• Professional etiquette and personal grooming<br>• Role of nurse in empowering others | • Lecture<br>• Discussion | • Short answer<br>• Objective type |

**Bibilography:**

1. Bhcetic B. D. & Craig M : Element of psychology and mental hygien for Nurses, Chennai. Orient Longmal.

2. Dodge Fernald and Peter S. Fernald, Introduction to Psychology, 5 edition, AITBS, 2004.

3. Jacob Anthikad, Psychology for Graduate Nurses, 3 edition, Jaypee, 2004.

4. Morgan C.T. & King, Introduction to Psychology, 7 edition, Megrow bill international.

5. Second course in psycholog, Higher secondary std. XII K.T. Basantani, Sheth publishers Pvt.

Ltd,9th ed. 2005

6. Second course in Psycholog, Higher secondary std. XI K.T. Basantani, Sheth publishers Pvt. Ltd,8th ed. 2005

7. Hurlock E : Development psychology : Tata MC grow Hill Book Co.

**Suggested Assessment/ Evaluation Methods**

| Scheme of Internal Assessment of theory out of 25 marks | | | | | |
|---|---|---|---|---|---|
| **Sr. No** | **Theory** | **Quantity** | **Marks** | **Round off** | **Final Round off IA** |
| **1.** | Class Test I | | 50 marks | 30 | Out of 15 |
| **2.** | Class Test II | | 75 Marks | 30 | |
| **3.** | Written Assignment | 2 | 50 | 10 | Out of 10 |
| **4.** | Seminar/Microteaching/individual presentation | 2 | 50 | 12 | |
| **5.** | Group project/Work/Report | 1 | 50 | 6 | |
| **6** | Attendance | (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0) | 2 | | |
| (**Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).** | | | | | |